CHELTENHAM LADIES' COLLEGE

SIXTH FORM COURSES

2026 - 2028

WELCOME FROM THE EXECUTIVE PRINCIPAL

It is a privilege to lead such an energetic, diverse and intellectually curious community of pupils and staff at Cheltenham Ladies' College.

Sixth Form students are at the heart of everything we do, often involved with volunteering and mentoring, and supporting the many performances, concerts, sports and co-curricular events across College, not to mention acting as excellent role models for our Lower and Upper College pupils.

As you enter Sixth Form, you will be encouraged to take on new responsibilities, through your independent studies and co-curricular activities, to make the most of the opportunities available to you. While you will be expected to develop a great deal of independence during your time in Sixth Form, you will also be supported during this exciting and challenging time throughout your studies, applications to universities, and new leadership roles.

With this support network in place, it is always a pleasure to see our students mature into resilient, self- motivated and independent young women who are prepared for their next step, whether that means university, travel or another adventure upon leaving College.

I am proud to have so many passionate and ambitious pupils at College and I have no doubt that several of you will go on to play an important role in the many cultural, artistic, scientific and technological advancements of the future. More importantly though, no matter what path you choose, we aim to enable all of you to feel self-confident and fulfilled by the choices you make, both during the Sixth Form and in your careers and personal lives far beyond your time at College.

I encourage you to take the initiative in all areas of College life, and look forward to getting to know you all better over the course of your time in Sixth Form.

Ms Eve Jardine-Young
Executive Principal

CONTENTS

This document was published in September 2025. Any changes to the content after this date will be published in an accompanying addendum.

WELCOME FROM THE HEAD OF SIXTH FORM

The Sixth Form represents a new beginning for you all, whether you have been here for several years or whether you are new to College. You will have a new House and a new Tutor Group, both of which gives the opportunity to meet students from across the world with whom you will build enduring friendships. This will be both an immensely exciting and challenging part of your life as you are empowered to make choices that will shape your future. In making these choices and navigating this transition, there is a great deal of support along the way. The Professional Guidance Centre (PGC) will be on hand to guide you through Higher Education and careers options, as will your Tutor and your Houseparent. Mrs Zanna Adnams, the Head of SFC1, and Dr Ms Anna Saunders, the IB Diploma Programme Coordinator, are also on hand to help you with your subject choices and to help you settle in. Dr Amy Smith, Head of SFC2 will continue to support you through your second year in the Sixth Form.

Your Sixth Form College Pathway will be unique to each one of you, depending on your academic choices and what co-curricular and super-curricular activities you select to complement or extend your studies respectively. During your time in the Sixth Form you will be given opportunities to lead and to develop your love of learning. College prides itself on the productive exchange of ideas and the Sixth Form will provide you with access to a wide range of speakers from industry, world-leading universities and experts from their field who come to Cheltenham as part of the festivals. These experiences will influence your intellectual development and you will have the opportunity to inspire others through the many societies at College. In parallel, positions of responsibility in Houses, across academic departments and through the Prefect system, will enable you to demonstrate leadership.

It is our aim that all students leave College with the qualifications, depth of knowledge, range of skills and personal qualities needed to flourish in the modern world. You will also take unforgettable experiences with you that will be cherished, and friendships that will last for a lifetime.

Whatever your path through the Sixth Form College, I am confident that you will thrive and look forward to seeing you do just that.

Dr Victoria Sherwood
Head of Sixth Form College

LIFE IN THE SIXTH FORM

All students, whether new or existing, join a new House for their two years in the Sixth Form College. There are five Sixth Form Boarding Houses (Beale, Cambray, Elizabeth, Roderic and St Hilda's) and one Day House (Bayshill). Whether boarding or day, you are likely to find that you will be given more independence in the Sixth Form and with this comes a degree of responsibility and trust. Sixth Form Houses provide a good bridge between home and university and allow you to make a gradual transition to living independently away from home.

At weekends, you can choose to go home or to a guardian after your commitments. However, many students choose to stay at College to develop their friendships and take advantage of activities on offer or to use the College facilities. It is likely that you will have academic work to complete most weekends and many students find it easier to stay at College to do this.

As well as joining a new House, you will join a new Tutor Group for your two years in the Sixth Form College. Sixth Form Tutor Groups have a maximum of just 8 students, with a mix of SFC1 and SFC2 students. This is designed to help SFC1 and SFC2 integrate and to aid the settling in process for SFC1 students, creating a more holistic Sixth Form community. Tutor Groups are also House-based. This means that your Houseparent and Tutor work very closely to ensure each student thrives and leaves College with the necessary skills and attributes for later life.

Your Tutor will advise and support you on all academic matters. They will develop a close working relationship with you, monitor your academic progress and keep your parents informed with frequent reports. They will also provide you with advice for potential Higher Education applications and will liaise with your subject teachers, and university Subject Mentor, to ensure you are fully informed and prepared for the university application cycle. Your Tutor will liaise frequently with the Head of Sixth Form and the Head of SFC1 and/or IB Diploma Programme Coordinator.

As well as your Tutor Group, you are also part of a larger Academic House Group, which includes other students from your year group. These bring together students from several different Tutor Groups and Houses to provide further opportunities for you to meet new people in your year group. These groups help organise Friday and Saturday Wellbeing and Enrichment sessions.

SFC PATHWAY

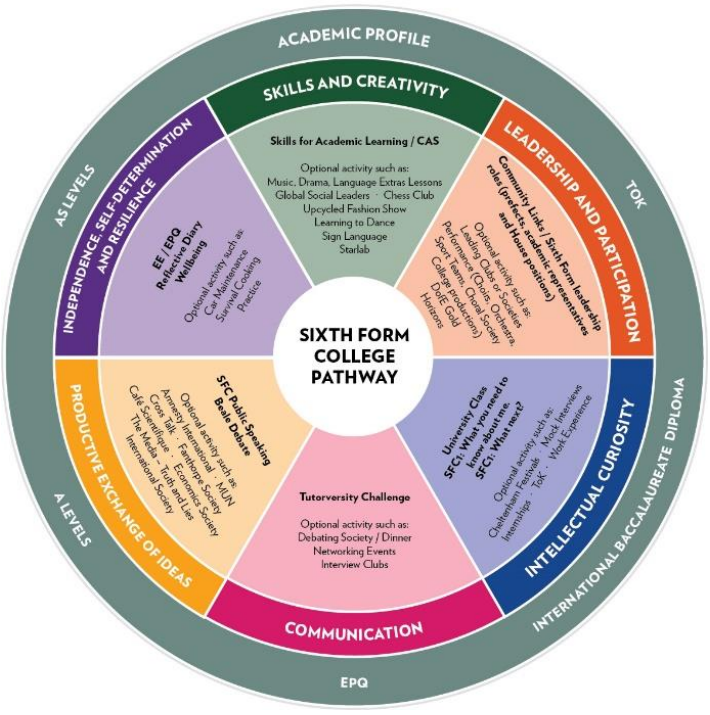
The purpose of the SFC Pathway is to encourage students to consider what they want to achieve and experience over their two years in the Sixth Form. To this end, the framework diagram, shown here, incorporates both the academic and co-curricular aspects of the Sixth Form experience.

The themes that form the different segments of the Pathway are informed by College's values and the personal characteristics that we feel will enable you to flourish in the modern world.

The activities under each heading in the framework diagram are only a selection of those available in the Sixth Form.

This is not a prescriptive model; you are not required to undertake all the aspects shown, although some elements such as Wellbeing will have time dedicated to completing them. The SFC Pathway is intended to focus you on potential routes through the Sixth Form, and to encourage you to plan and discuss with your Houseparent and Tutor what you want to achieve and how the right balance of academic and co-curricular activities can be struck.

The model provides a good balance of activities that will equip you with a range of experiences, which will enable you to meet the challenges of your next steps and the professional world with confidence.



SFC ENRICHMENT

A wealth of enrichment activities will accompany your studies and these generally take place in the evenings (from 4.45pm to 6.15pm) or as part of the Friday and Saturday Enrichment Programme. Many of these activities are provided through Physical Education, Music, Community Links, Speech and Drama and Outdoor Education. Details of these can be found below.

However, there are also many other clubs and activities in which you can get involved. These are run by academic departments and by students. There are various lectures open to SFC1 and SFC2 which will help to broaden your knowledge and may also help you to cope with unexpected questions in interviews. You will be able to access teacher-led university preparation classes selecting the subjects which best fit with your university choices.

Other activities, which are on offer to the Sixth Form, include interview skills, life drawing, debating, coding, and Theory of Knowledge, to name but a few. During your time in the Sixth Form you are encouraged to lead clubs or activities in which you believe. There are other activities organised on Saturday mornings, such as the general knowledge quiz 'Tutorversity Challenge', public speaking and the Beale Debate. There are also various Scholars' Programmes. There are numerous stages throughout the Sixth Form where you will work with the Professional Guidance Centre (PGC), starting with 'An Introduction to the PGC' and talks about universities from some of our recent leavers, and ending with support to complete your Higher Education application.

COMMUNITY LINKS

College's Community Links Programme gives Sixth Form students the opportunity to volunteer with various organisations in our local community. Making a significant and positive difference to the lives of others, community service provides a unique opportunity for the development of self-awareness, allowing students to gain a valuable insight into the lives of others, and what it means to be a vital and compassionate member of society. There are a wide variety of

experiences on offer enabling students to get involved and utilise their own individual skills by volunteering in the local and wider community, with over 150 students taking part each year, working with 15 external partners.
These activities see students visiting local schools, care homes, Cheltenham Foodbank and Riding for the Disabled Association (RDA). On campus, students participate in environmental projects, help younger students with Maths and provide mentoring to refugees, in partnership with a local charity; Cheltenham Welcomes Refugees.

By supporting both primary and special needs teachers, students can help to enrich lessons, whilst also developing their own communication and leadership skills, it provides them with a skillset borne out of creativity, time management and knowledge.

Those interested in studying Medicine may wish to volunteer at one of the local residential care homes for the elderly. Working within a highly professional and dedicated team of compassionate staff, caring for some of the most vulnerable members of our community, students develop a more informed appreciation of the needs and challenges of social and residential care.

For those budding vets interested in Veterinary Science, students can get involved with the care and stable management of horses at the RDA and assist with lessons.

Students undertaking Community Links are asked to reflect on their community service. At CLC we strongly believe reflection is fundamental in comprehending the importance of volunteering, and what it means to give selflessly to others. Compassion, companionship and creativity are the benchmarks by which we set our aspirations.

Throughout the Sixth Form, tutors regularly encourage tutees to reflect on service activities in line with the Sixth Form Service Pathway. If undertaking the IB Diploma Programme, volunteering and reflection are an essential part of the CAS programme (Creativity, Activity and Service). Volunteering in the community also contributes towards the service section of the Gold/Silver category of the Duke of Edinburgh Award Scheme.

Society thrives when we collaborate, embrace the positive, and appreciate the generosity of others. Communities selflessly working together in a spirit of cooperation and understanding are gaining a more vivid insight into the responsibility of what it is to be human.

PHYSICAL EDUCATION

Sport and physical activity are an important part of Sixth Form life at College. Students will be given the opportunity to participate in a wide variety of different sports and activities, developing their individual skills and learning the value of teamwork and the importance of leading a healthy lifestyle. We hope that by the time you leave CLC you will take with you a lifelong passion for being physically fit and active.

The three major winter games (hockey, lacrosse and netball) are played up to senior first team standard throughout the Autumn and Spring Terms. We also have a tennis programme that runs all year round, and programmes for rowing, squash, skiing, equestrian, fencing, football, swimming and athletics. On top of these, we have contemporary dance clubs, exercise classes, an outdoor education/activities programme, a state-of-the-art fitness suite, a climbing wall and a wide range of recreational sport clubs such as volleyball and basketball.

Sports clubs and team training sessions run predominately on weekdays between 4.45pm and 6.15pm and are open to all students of all abilities. If you represent College in one of the many teams, you will be required to attend the relevant team training session for your age group. In these sessions you will gain an understanding of team tactics, run through set pieces, play mini games, receive specialist coaching and develop specific skills for upcoming matches. By being part of a team, you will meet like-minded people and be able to compete and represent College in matches on a regular basis. Talented students are also encouraged to represent the county, region or country and are supported to compete at those levels if selected.

Within the curriculum you will be offered a diverse and exciting range of sports and games every Tuesday afternoon. All students have a minimum of one hour of activity per week, however, College encourages all students to aim for one hour of physical activity per day. In the Sixth Form we aim to give you increasing levels of ownership in terms of what activities you choose and how you engage in them.

We want you to find the activity that is right for you and make healthy informed choices about your physical activity. If you have already developed a particular talent, our expert tuition, excellent facilities and positive sports mentoring will ensure that you are able to achieve your full potential. For those who are yet to find their sport, our wide and varied programme will hopefully allow you to find an activity which you will enjoy, and which will have a positive effect on your physical and mental wellbeing. We believe CLC Sport has something for every student.

MUSIC

Every week, circa 800 individual music lessons and ensembles take place at College and no SFC student misses an academic lesson to attend these. A tremendous range of instruments are taught by more than 40 staff. There are also opportunities to take practical exams in your chosen instruments.

Our Sixth Form musicians are given every opportunity to shine, and they lead several choirs and groups. From becoming the Leader of Symphony Orchestra or Head of College Choir to singing lead vocals with the College Jazz Band, Sixth Formers play a vital and much-valued role in the musical life of College. Biennial prizes in Wind and Brass, Strings, Keyboard and Singing, with specialist adjudicators offering expert advice, allow students to select and craft their own performance for these events, and our Music Scholars receive a carefully planned programme of study which often leads towards a high-profile public performance. Our recording studio allows students to record their own albums, as well as rehearse for Grade VIII and diploma recitals.

In addition to our annual series of in-house concerts, we often present public concerts, staging events in Pittville Pump Room. Our major overseas tours take place biennially, usually in the first week of the summer holidays. Recent tours have taken us to Rome, Venice, Tuscany and Umbria, Emilia Romagna, Provence, Andalusia and Catalonia. Over the past few years, the choir has also sung in St Paul's Cathedral, London, St George's Chapel, Windsor, Salisbury Cathedral, Eton College Chapel and York Minster.

DRAMA

Students who enjoy Drama have a wide range of theatrical opportunities in the Sixth Form. College productions give the opportunity not only to perform but also to take part in all the technical aspects of staging a play. There are also opportunities to assist a member of the teaching staff with direction. The productions for 2025/2026 include a whole school production of the musical : 'Beauty & The Beast' in the Spring term, and a student-directed open-air Shakespeare Festival, involving students from SFC1 which will be performed in June/July 2026.

In past years, small groups of SFC students have also produced smaller scale productions in the Parabola Arts Centre, The Theatre Studio and in Houses. The Drama Department is always happy to support you if you have a particular project in mind. There is also the opportunity to run a Drama Club for younger pupils. In Tech Club, students learn to use the latest sound and lighting technology and are trained to stage manage the College productions.

During the year, several visiting theatre companies come to perform at CLC including international groups and local performers. There are also many theatre trips arranged throughout the year, both to the Everyman Theatre in Cheltenham and further afield including the National Theatre in London, the RSC in Stratford and the Bristol Old Vic.

Many SFC students take extra drama lessons, which are timetabled to take place during free periods. Our speech and drama coaches have a variety of specialisations from Acting and Public Speaking to Musical Theatre and Verse and Prose. Some students study in pairs and groups, while others enjoy individual lessons. Several students audition for the National Youth Theatre each year and three students are current members of the NYT Company. Drama teachers also support students auditioning for Drama Schools and US university performing arts courses, and we have had several pupils who have continued to a professional career both as performers and designers on stage and in film and television.

OUTDOOR EDUCATION

The Outdoor Education Department offers a wide range of activities focusing on non-competitive, personal development that promotes initiative, leadership and empathy for others. You will have the opportunity to take part in activities and outings that will give you the chance to have a break from your academic studies, relax and try something new. The Adventure Club offers activities such as sailing, mountain biking, climbing and canoeing, amongst others, throughout the year.

The Duke of Edinburgh Gold Award scheme is primarily aimed at those who have followed the Bronze and Silver Awards previously, but new students, with sufficient experience, may be able to participate at Gold directly. SFC students are offered an 8-hour Emergency first aid at work course that is useful, not just for those enrolling on the Gold Duke of Edinburgh Award scheme, but also if you are applying to medical school, considering a gap year or volunteering in the UK or overseas.

WELLBEING

The aim of dedicated Wellbeing lessons is to help you understand how to lead healthy, safe, responsible and fulfilled lives. Sessions from external speakers are likely to include topics such as mental health awareness, healthy eating, relationships, mindfulness, driving safely and drug and alcohol abuse. The Medical Centre staff also meet with small groups of pupils to discuss sexual health.

SFC students regularly volunteer to be representatives within the Wellbeing Programme, and you can help with many activities that enhance the LC experience and promote a sense of community and Wellbeing.

You can also get involved in leading Wellbeing Prayers and some Lower College Wellbeing sessions, as well as initiatives around College (e.g. random acts of kindness and displays) and leading clubs. Something that is particularly enjoyed by LC students is the Boost Leadership Programme where they relish the opportunity to engage with SFC1 students. Designed initially by Gloucestershire Constabulary, this programme trains SFC1 students to work in small groups to deliver weekly Wellbeing sessions to the whole of LC1, supported by CLC staff.

THE PROFESSIONAL GUIDANCE CENTRE

The over-arching aim of the Professional Guidance Centre (PGC) is to enable you to make emboldened, informed decisions about higher education, work experience and careers.

WHO'S WHO IN THE PGC

Dr Allen
Head of PGC (from January 2025)

Mrs Hale
Senior Higher Education & Careers Adviser, Law Adviser

Mrs Turner
Higher Education, Careers and Work Experience Adviser

Mrs Mooney
Employability and Skills Adviser

Ms Green
Global Universities Adviser

Miss McCarthy
Global Universities Adviser

Miss Bowden
US Skills Adviser

Miss Fleming
Medical Careers Adviser

Mrs Mech
Medical Careers Adviser

Mr Murray
Law Adviser

Mrs Revell
Interview Support

Miss Hampton
PGC Administrative Support

The work of the Professional Guidance Centre divides into two broad areas: careers / work

experience and higher education. You will receive advice across these areas in a variety of ways - from your Tutor, via talks and events in which you will hear from outside speakers and members of PGC staff, and in one-to- one meetings. During SFC you will also be supported in your university application by a subject-specific mentor. The PGC Hub provides an inspiring space and buzzes at lunchtimes and after-school with many talks, workshops and events focussing on higher education and careers. Further resources, such as advertisements for work placements, CV templates, information about talks and much more, are shared widely on the SFC OneNote page. Interesting opportunities for work experience, internships, apprenticeships, sponsored degrees and university courses are sent out in the weekly PGC newsletter.

Highlights of our provision include:

INTERVIEW PRACTICE

Interview club, mock interviews, MMIs

'NEXT STEPS''?'

A series of days in the Summer Term of SFC1 devoted to university subject workshops, personal statement writing and careers and employability workshops to help you prepare for life after College

GAP, SUMMER TRAVEL AND VOLUNTEERING EVENTS

WORK EXPERIENCE

Mrs Turner can offer one to one advice and support with finding work experience placements, and we advertise opportunities through our newsletter. CLC Connect can also provide useful networking opportunities.

NETWORKING EVENTS

Guild members (former students), parents and local business representatives from a particular industry come to College to give you an opportunity to hear about their career and life experiences.

UNIVERSITY CLASSES AND SUBJECT MENTORS

CAREERS CONVENTIONS

Including a Medicine event and Law Day.

ADMISSIONS TEST SUPPORT

CAREERS TALKS AND WORKSHOPS

UNIVERSITY TALKS

Talks from admission tutors from universities from all over the world, particularly the US, Canada, Hong Kong and mainland Europe.

CLC CONNECT

Students will become members of CLC Connect which will allow them to network safely with and benefit from the advice and guidance of our whole CLC Guild community.

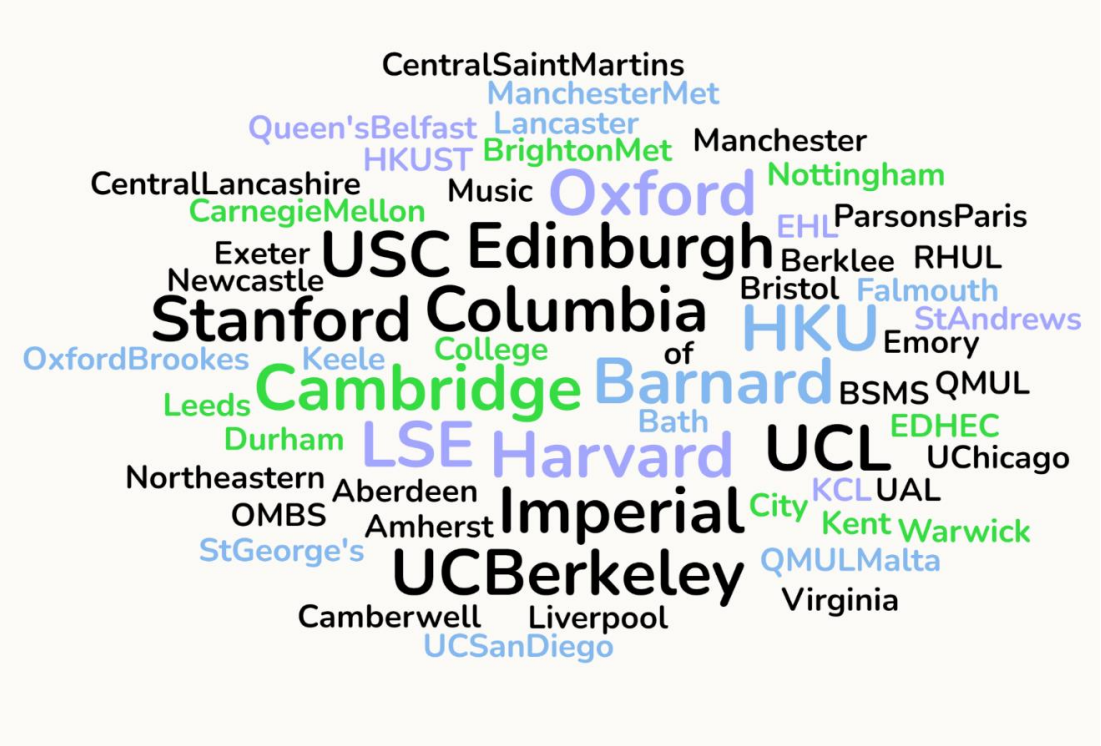
GUIDANCE AND SUPPORT WITH APPLICATIONS

Apprenticeships, sponsored degrees, Music and Drama schools and Art and Fashion courses.

HIGHER EDUCATION

College is experienced and successful in assisting pupils to gain places on the courses and at the higher education institutions of their choice.

CLASS OF 2025 DESTINATONS



Your progress through the Sixth Form, the applications process and on into university will be carefully supported with members of the PGC regularly visiting universities and attending meetings and conferences to stay at the forefront of any changes and developments in higher education. We take all SFC1 students to a UCAS fair to enable students to meet with as many different UK university representatives as possible and we frequently host representatives here at College, including through an in-house international university fair.

Our US Team of four provide dedicated and one to one support if you are applying to the US and personalised support and guidance is given with applications, essays, interview practice, standardised testing and planning your College list. Our US Skills Adviser offers students with essay and standardised test support and is available for students to meet with one to one.

The PGC recognises the vital importance of working together with parents, and parents are kept informed throughout the application process with webinars, talks, and comprehensive process and policy documents. Parents are invited to employability talks and higher education forums, covering topics such as building a strategic and sensible application and student finance. Both students and parents have access to Unifrog which provides a wealth of information about careers and universities all over the world.

HIGHER EDUCATION PROGRAMME

Through the PGC we try to ensure that you are familiar with and understand all the options open to you. Below is an outline schedule of some of the activities and advice offered to the Sixth Form. Some timings may vary from year to year, and this is a snapshot rather than an exhaustive list of our provision.

SFC1 AUTUMN TERM

- Begin to start thinking about what subject(s) you would like to study at university.
- Talks from visiting speakers from many UK and global universities attend College.
- Networking events and careers / employability workshops takes place.

SFC1 SPRING TERM

- Continue to further research about courses and universities.
- University talks by representatives of higher education institutions covering the application process, the importance of research and, for example, the difference between campus and city universities.
- One-to-one meetings with PGC staff begin, including individual US counsellor meetings.
- Attend Taster University Classes.
- Standardised testing support
- Begin looking for relevant summer work experience, particularly Medicine, Dentistry, Veterinary, Engineering and Law candidates, making use of CLC Connect.
- Whole year-group trip to a UCAS fair.
- National Careers Week – a week packed full of employability and networking events, including the Law Day.

SFC1 SUMMER TERM

- Parents' Forum about competitive university admissions and employability.
- University Forum with Guild members currently at university who return to discuss their experience of the UCAS process and university life so far.
- Open Days begin at universities. Book in good time to ensure you get the places that you want.
- Personal statement writing support.
- Allocation of subject mentors, who will discuss super-curricular preparation with you.
- University classes begin to aid your preparation for application.
- Admission test classes and courses will begin for students.

SFC1 SUMMER TERM (CONT)

- 'Next Steps' University and Careers days.
- Complete UCAS form.
- Meet with Tutor and Subject Mentor one to one.
- Attend weekly US sessions if applying for the US.
- Support writing Common Application essay and completing the Common App form.

- Guild networking event.

END OF SFC1

- Leave SFC1 with a draft personal statement and UCAS form completed.
- Continue work on your personal statement over the holiday and return with a final copy in September. If required, register for admission tests such as the LNAT (Law National Admissions Test), the UCAT (Clinical Aptitude Test) and the ESAT (Engineering & Science Admissions Test). Students must register for admission test themselves.
- Students applying to the US begin work on their supplementary essays for specific US universities.
- Students applying to any university early (before 11th November) will have finalised their predicted grades by the end of the SFC1 year.
- The summer is important time for super-curricular preparation and work experience.

SFC2 AUTUMN TERM

SEPTEMBER

- Begin to submit UCAS applications, having discussed your courses and institutions with your Tutor.
- Common Application form to be submitted if you are applying to the US Early Decision / Action.
- Oxford, Cambridge, Medicine, Dentistry and Veterinary applications to be submitted in the first two weeks of September
- Ensure you have booked relevant admission test (some deadlines to register fall in the summer holidays).
- Interview club begins.

OCTOBER

- Final submission of UCAS applications and applications to Art Foundation courses.
- 31st October deadline for Early Decision / Action applications to the US.
- Take relevant admission tests at a local centre where relevant.

NOVEMBER

- First offers begin to arrive. Tutors and PGC keep a constantly updated record of your progress.
- Hong Kong and University of California submission deadlines.
- Mock university interviews with external interviewers arranged in College.
- Take relevant admissions tests at a local centre where relevant.
- Non-early US applicants begin to submit their applications (deadline for regular applications is at the end of the year).
- Early Decision / Action applicants to the US may start to receive their decisions.
- Networking event.

DECEMBER

- Regular decision US and Art Foundation applications completed.
- Oxford and Cambridge interviews.
- Early US decisions.

SFC2 SPRING TERM

JANUARY

- University decisions continue to arrive, including those from Oxford and Cambridge.

FEBRUARY – MARCH

- Q&A session for parents on firm / insurance and confirmation, clearing and adjustment.
- Session on higher education student finance.

SFC2 SUMMER TERM

APRIL

- US Regular Decision applicants receive their decisions.

MAY – JUNE

- Advice is sent to those applying to university post-Sixth Form.
- Student finance applications made by the end of May.
- Advice sent to you and your parents about action to be taken when results are published.

END OF SFC2

JULY – AUGUST

- IB Diploma Programme results published early July.
- A Level results published mid-August.
- The PGC team will be in College to offer advice and support when results are published.

SEPTEMBER

- Post-Sixth Form applicants who require help with their university applications should get in touch with their Tutor and the PGC team. Full and comprehensive support is given to post applicants by the PGC.

ACADEMIC PROVISION

The Sixth Form curriculum model at College facilitates choice and has developed out of our pupil-centred approach, which places the interests of the pupil at the heart of everything we do. All routes allow access to any desired career or degree course, and careful advice and consideration are needed to determine the pathway which best suits your needs.

The next section of this booklet gives a generic overview of the two curriculum routes we offer, as well as information about the process and timeline for choosing your subjects. The remainder of the booklet gives an overview of the content and assessment for each subject offered at A Level and IB, and finally advice from the Professional Guidance Centre about preferred subjects and subject combinations for certain degree courses.

For our current pupils in Upper College a structured programme of advice and guidance is provided to help you choose your options.

If you are new to College, please talk to Mr Houchin, our Director of Admissions, (doadmissions@cheltladiescollege.org) who will put you in contact with the right members of staff.

The options process can take considerable time and is a very personal and individual journey which many of you will have already started when you chose your GCSE subjects.

I look forward to helping you embark on a Sixth Form curriculum that suits your needs.

Dr David P. Gamblin
Vice Principal Academic

CURRICULUM ROUTE ONE: INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

The International Baccalaureate (IB) Diploma Programme (DP) encourages students across the world to become active, compassionate and lifelong learners. Its aim is to develop in students the ten characteristics of the IB Learner Profile:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-Minded
- Caring
- Risk-Takers
- Balanced
- Reflective

All IB Diploma Programme students study six subjects over two years, one subject from each Group; three at Higher Level (HL) and three at Standard Level (SL). In addition, students are required to complete a course in Theory of Knowledge (TOK), to write an Extended Essay of 4000 words on a subject of their choice, and to complete a programme of activities in the areas of Creativity, Activity and Service (CAS).

CORE	GROUP 1	GROUP 2 LANGUAGE B (HL/SL)	GROUP 3
– Theory of Knowledge (TOK) – Extended Essay (EE) – Creativity, Activity, Service (CAS)	– English (HL) – English (SL)	– French – Mandarin – Spanish LANGUAGE *AB INITIO* (SL) - Italian - Japanese	– Economics (HL/SL) – Geography (HL/SL) – History (HL/SL) – Philosophy (HL/SL) – Psychology (HL/SL)
	GROUP 4	GROUP 5	GROUP 6
	– Biology (HL/SL) – Chemistry (HL/SL) – Physics (HL/SL)	– Mathematics: Applications and Interpretation (SL) – Mathematics: Analysis and Approaches (HL)	– Music (SL) – Visual Arts (HL/SL) *Or another subject from group 2,3 or 4, for example* – Chemistry HL – Economics HL/SL – History HL/SL

The choice of Higher Level subjects allows students to study areas of personal interest, to play to their strengths and to meet specific requirements for university entrance. Subjects are covered in sufficient depth and breadth to provide balance and flexibility.

The IB also provides the opportunity for students to specialise in Languages, the Humanities or in the Sciences by allowing them to opt for a second subject from Group 2, 3 or 4 instead of an Arts subject in Group 6.

All subjects are examined in May of SFC2, although coursework will be assessed at various points throughout the two years. Grading for each subject is on a 7 to 0 scale. The maximum score for the six subjects is therefore 42 points.

An extra three points are awarded for TOK and Extended Essay, together giving a maximum total Diploma score of 45. Twenty four points are required for the Diploma to be awarded (12 points are needed from the three Higher Level subjects, nine points from the three Standard Level subjects, and successful completion of the core components).

The IB Diploma Programme (DP) is accepted and highly regarded by all universities in the UK as well as those in the US and elsewhere in the world.

Below is an example of what College may offer in each subject group, but the final choice will depend on numbers opting for a particular subject in any one year.

GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

English A: Literature (HL/SL). This is a compulsory element of the IB programme.

GROUP 2 – LANGUAGE ACQUISITION

There are several options:
Language B (HL or SL): The languages available are French, Mandarin, and Spanish. These courses are intended for students who have had some previous experience (three to five years) of learning the language.

Language *ab initio* (SL): The languages available are Italian and Japanese. These courses are for students who have no previous experience of learning the language they have chosen. An ab initio language is also available as a 'standalone' course for any student, whether they are following the A Level pathway or the IB.

GROUP 3 – INDIVIDUALS AND SOCIETIES

Subjects available: Economics (HL/SL), Geography (HL/SL), History (HL/SL), Philosophy (HL/SL) or Psychology (HL/SL).

GROUP 4 – EXPERIMENTAL SCIENCES

Subjects available: Biology (HL/SL), Chemistry (HL/SL) and Physics (HL/SL).

GROUP 5 – MATHEMATICS

Subjects available: Mathematics: Applications and Interpretation (SL) or Mathematics: Analysis and Approaches (HL).

GROUP 6 – THE ARTS AND ELECTIVES

The Arts: Music (SL), Theatre (SL) and Visual Arts (HL/SL)

Electives from group 2, 3 or 4. Typically, the following subjects are offered: Chemistry (HL), Biology HL Economics (HL/SL), or History (HL/SL).

These subjects have been chosen as the most selected 'Electives'.

If your preferred elective is not listed here, please contact the Vice Principal Academic or the Director of Admissions who will discuss your options with you.

CURRICULUM ROUTE TWO: ADVANCED LEVELS

Advanced Levels (A Levels) are linear, designed to be studied over two years with all examinations taken at the end of the taught course and grading is on an A* to E scale.

Most pupils opt for either three or four A Level subjects (this number can only be extended if Further Mathematics is being considered).

For pupils uncertain about which three A Levels to take, it is advisable to start with four with the view of dropping to three A Levels at some point during the Sixth Form. In general, pupils are not entered for any examination for the dropped subject, but the knowledge and skills they acquire will be helpful and will give access to a broader education. Careful consideration is given in the Sixth Form regarding the best time to alter each pupil's curriculum where this is appropriate, but examination entries should be confirmed before submission of UCAS applications, which is usually by the Autumn Half Term of SFC2.

Those opting for A Level Mathematics and A Level Further Mathematics or A Level Mathematics and AS Further Mathematics are advised to study at least two additional full A Levels.

For many pupils, the optimum number to start with will be three A Levels as this will allow for wider reading and may provide more time to pursue other co-curricular and academic interests. Broader academic study is encouraged in the following ways:

- Taking a fourth A Level subject, for the benefit of exposure to lessons and a delayed decision on whether or not to continue to the examination stage

- Taking a standalone IB language *ab initio*, leading to the award of an IB subject certificate; see the IB group 2 section for further details

- Completing an Extended Project Qualification (EPQ)

The Extended Project Qualification allows pupils to decide their own area of interest and set their own research parameters. A qualification that requires real dedication and independence, the EPQ is an excellent bridge between the Sixth Form and self-directed study at university and is highly regarded by universities.

The following subjects are generally offered at A Level (subject to demand):

A LEVELS

Fine Art (Art and Design)
Biology
Chemistry
Classics: Latin
Classics: Greek
Computer Science
Drama and Theatre
Economics
English Literature
Geography
History
History of Art
Mathematics
Further Mathematics (AS Level also available)
Modern Foreign Language: French
Modern Foreign Language: German
Modern Foreign Language: Italian
Modern Foreign Language: Spanish
Music
Physics
Politics
Psychology
Religious Studies

Pupils wishing to pursue design technology in textiles, electronics or materials can achieve this through the realisation of an artefact as part of an Extended Project.

English Language A Level is not offered. The English Literature A Level course is only appropriate for pupils who have previously studied English Literature at GCSE.

Pupils are encouraged to decide what is best for them. Some students like diversity in their choice of subjects, but many benefit from studying similar subjects where the skills overlap.

If you have a particular career path in mind, you should discuss your subject choices first with your Tutor and a member of the Professional Guidance Centre. Subject advice is also available, if required, for any pupil new to College in the Sixth Form; please contact the Director of Admissions who will put you in touch with the appropriate person to answer your query.

If your preferred subject choice or course is not available, please contact the Vice Principal Academic (current pupils) or the Director of Admissions (new pupils) to discuss this.

SKILLS FOR ACADEMIC LEARNING

All students following the A Level route will undertake a Skills for Academic Learning course in the Autumn Term of SFC1.

One of the main changes some of you will notice in the Sixth Form is the number of 'non-contact lessons' on your timetable and these must be used effectively. Each student is encouraged to become an independent student who has a love of learning, a passion for their subjects, determination, reliability and an enquiring, open mind. You will begin to take more responsibility for your own work, planning ahead to meet deadlines. You will need to read widely and in-depth to enhance your subject knowledge and to develop your understanding. You will be able to use the Main Library with its vast range of books and electronic resources. Motivation and commitment from the outset are important attributes and, armed with these, you should enjoy your time in the Sixth Form.

The Skills for Academic Learning course will equip you with the skills essential for academic study such as research, discursive writing, critical thinking and presentation skills. With an increased emphasis on independent learning, these transferable skills are important regardless of your A Level choices, and are particularly important for success in academic study at a higher level after College.

The areas covered include:

- Note-taking
- Academic honesty & referencing
- Effective research
- Assessing the credibility of evidence and data
- Formulating arguments / reasoning
- Writing in an academic style
- Presentation skills

At the end of this course you will be given the opportunity to complete an Extended Project Qualification (EPQ) on a topic of your choosing, At this point, you may decide to drop a fourth A Level to focus on an EPQ.

The EPQ is an excellent opportunity for you to research an area of particular interest that might be connected to a degree course you are considering. The EPQ provides the possibility for you to immerse yourself in self-directed study, prior to university, and is increasingly forming part of the university offers that students are given.

Further details on the EPQ can be found in the A Level subjects section.

GUIDANCE ON SUBJECT CHOICES

In the Sixth Form, it is important to be self-disciplined; there is less direction from staff and you are expected to take the initiative, consolidating your learning and reading beyond the course material. To facilitate a self-disciplined approach, it is important that you are happy with the courses you are studying and that your overall workload is manageable. This is why the process of choosing the subjects that are right for you is so important.

Deciding between A Level or IB and then choosing your Sixth Form subjects can seem a little daunting. There are many options to choose from and deciding which is right for you may not be straightforward. We do not give you predetermined options blocks for A Levels from which you must choose your subjects. We start with a blank canvas allowing you to choose your ideal subject combination. The options for IB are pre-determined by the nature of the groups; however, there is flexibility within each group.

We try to make the process as informed as possible, giving tailored guidance along the way, but the final decision is made by you. Here are just a few of the example careers and degree courses our students go onto further study.

College does not have predetermined subject combinations as we believe the best combination is always bespoke and tailored to your needs.

When considering your subjects you should strongly consider the following points:

- Enjoyment of the subject – do you want to study it for at least a further two years?
- Playing to your strengths – we recommend choosing options where you expect to get high grades to help enable your career ambitions.
- Keeping your options open – you may have a particular career or university course in mind which requires you to take particular subjects. Please liaise with the PGC to ensure you are not closing any doors.

There is a considerable step up from GCSE to A Level / IB in terms of challenge. If you aspire to attain high level grades in a subject in the Sixth Form, it is important that your knowledge and understanding are secure in that subject at GCSE to ensure a more effective transition.

Please note that international universities may have very specific subject requirements which you may need to consider if you would like to apply to universities outside the UK.

Throughout Upper College, there is a wealth of people here to guide you. Subject teachers, Tutors, the Head of Upper College and the Vice Principal Academic are all very willing to talk to you, and your parents, if you would like some support in considering combinations and options. The IB Diploma Programme Co-ordinator will also meet you and your Tutor if you are considering taking the IB Diploma Programme. In addition, the PGC offers a bespoke service to each of our pupils.

WHO TO ASK FOR ADVICE

Dr David Gamblin
Vice Principal Academic

Ms Dafna Ashworth
Head of Upper College

Mrs Anna Saunders
IBDP Co-ordinator

The PGC Staff

Your Tutor

Your subject teachers

Your family

Guild Members

If you are new to College, please talk to the Director of Admissions who will put you in contact with the right members of staff.

The options process can take considerable time. During the Autumn Term in UC5 sessions are run which cover key aspects of the Sixth Form. Speakers will brief you on 'Life in the Sixth Form', the options process, UCAS, work experience, the International Baccalaureate Diploma Programme, applying to the US and other competitive universities. Furthermore, pupils are given short presentations by subjects which are new in the Sixth Form (Economics, Politics, History of Art, Philosophy, Psychology and Environmental Systems & Societies) and taster lessons are run to give you a flavour of the subject.

An important event in the process of choosing options is the annual Sixth Form Information Event, held in October, which updates parents on the advice given to the pupils. It also gives you the opportunity to visit departments and discuss with teachers and Sixth Form students any specific questions relating to your potential choices.

In addition, UC5 pupils will have the opportunity to take the 'My Career Choices' run by My Future Choice formerly Cambridge Occupational Analysts (COA). These tests are used to create a profile of your ability, aptitude and personality. You will receive a detailed report following the test which includes suggestions to help you with your choice of A Level or IB subjects, higher education courses and careers. You will also have an interview with a member of My Future Choice in order to consider your plans, taking into consideration the recommendations of the report where applicable.

IMPORTANT DATES WHEN CHOOSING YOUR SUBJECTS

CURRENT CLC PUPILS

- Friday 21st November 2025
  Sixth Form Fair for UC5 students and parents – In person at College

- Friday 5th December 2025
  Preliminary preferred A Level and / or IB Diploma Programme choices submitted

- Friday 13th February 2026
  Final choices discussed with parents at UC5 Parents' Meeting

- Monday 23rd February 2026
  Final preferred subject choices to be confirmed with Vice Principal Academic

EXTERNAL APPLICANTS TO COLLEGE

- Please refer to the Entry Booklet available on the CLC website or contact the Director of Admissions.

Once we have your initial choices, the subjects are then arranged into timetabled option blocks to accommodate as many of your preferred combinations as possible. During Spring Half Term (after the UC5 Parent-Teacher meeting), the blocks are fixed based on your chosen combinations. If you change your mind after this, it may not be possible for you to take your revised combination of subjects.

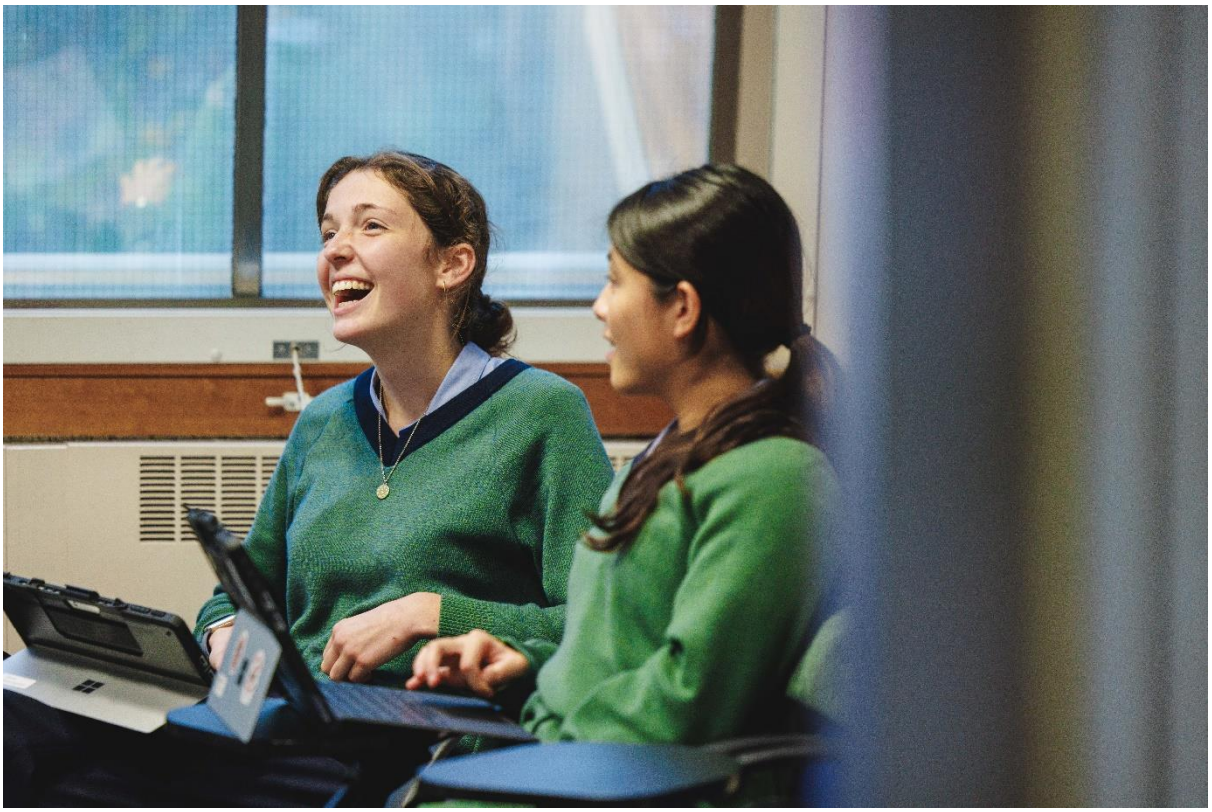
We are confident that most pupils will be able to study their chosen combination of subjects at A Level or IB. However, owing to timetabling constraints a small number of pupils may find their chosen combination impossible. In this instance, you should discuss your options with Dr Gamblin, Vice Principal Academic.

Advice will be given to those who need to choose an alternative course.

A course will not run if fewer than four pupils opt for the subject.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME SUBJECTS

CORE ELEMENTS



The Core, composed of the Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS), is central to the IB Diploma Programme. The three components develop key skills, which will enable students to live and work in an increasingly complex, interconnected and global world.

The emphasis is on independent enquiry, thinking skills and practical engagement. The students are encouraged to reflect regularly on their work using three forms of reflection: procedural, critical and affective. These form a key part of the assessment of the Core.

In the Autumn Term of SFC1, all IB students have two days off timetable to work on the Collaborative Science Project (part of the science course).

IB CORE: THE EXTENDED ESSAY (EE)

WHAT IS THE EXTENDED ESSAY?

The Extended Essay is an in-depth, usually interdisciplinary study, of a topic chosen by the student. It is compulsory for all IB students. Under the guidance of a supervisor from the teaching staff, it is an opportunity to undertake independent research and to produce a formal, structured piece of writing with a maximum of 4,000 words.

Through their enthusiasm for a particular topic, it allows students to demonstrate depth of knowledge and understanding and to develop high-level research skills, independent thought and creativity. It also gives them the opportunity to experience the excitement of intellectual discovery.

Examples of recent essay titles are:

- How effectively does the Body Shop practise price discrimination between online and high street retail outlets?
- How convincing are Chinese interpretations of the Nanking Massacre?
- To what extent does feature film influence the perception of history and why does it matter? With reference to James Cameron's depiction of the Titanic.

- What evidence of Mudejar architecture is shown in the Royal Alcazar of Seville, Southern Spain?
- How does Jane Austen employ setting to control how the reader perceives relationships in 'Sense and Sensibility' and 'Emma'?
- To what extent has the rise in popularity of veganism in the USA since the 1960s been due to a growing belief in its health benefits?"
- "The decline of the Byzantine Empire was the most significant cause of the First Crusade." Assess the validity of this view.
- How has the Scandinavian gene mutation of Europe and the malarial gene mutation of Africa affected the global spread of HIV?

At key moments during the planning, researching and writing of the Extended Essay, students reflect formally on the process and outcomes of their work (procedural reflection).

As part of the preparation for the EE, students have a day out at the University Warwick's Main Library where they can access all the facilities, resources normally only available to university students. This gives them the opportunity to explore a modern well-equipped university library and to access valuable resources for their EE.

ASSESSMENT

Externally marked.

Framework of the essay	Knowledge and Understanding	Analysis	Discussion and Evaluation	Reflection	Total
6	6	6	8	4	30

SFC ENRICHMENT

Sessions on research, writing in an academic style and referencing, a visit to a university library in Warwick.

CAREER OPPORTUNITIES

The Extended Essay prepares students for independent study at higher education institutions.

FURTHER DETAILS

Specification: Click here

IB CORE: THEORY OF KNOWLEDGE (TOK)

WHAT IS THEORY OF KNOWLEDGE?

Theory of Knowledge is key to developing students' thinking skills, enabling them to think authoritatively, critically and differently. It is designed to promote critical reflection on how knowledge is acquired and understood and to enable students to consider different perspectives.

An interdisciplinary approach to learning is taken throughout the course with students being encouraged to reflect on the connections between knowledge in different Diploma subjects as well as in their own interests and activities. TOK aims to foster a fascination with the richness of knowledge and an understanding of how it can be critically examined. Students reflect on and share their own experiences in their learning community as well as those of others, thereby developing into engaged and critical lifelong learners.

Students are also required to reflect formally, during the process of writing the essay, on their understanding of and their own engagement with the prescribed title (critical reflection). In the Summer Term of SFC1, students visit the Ashmolean and Pitt Rivers Museums in Oxford and experience a guided walk through the city. They are given topics to explore through a TOK lens and can use this experience as a foundation for their assessments.

CONTENT OF COURSE

The course consists of a core theme, optional themes and five areas of knowledge:

Core Theme: Knowledge and the Knower
Me as a knower and a thinker
What shapes my perspective? Where do our values come from? How can we navigate the world?
How can we tell when we are being manipulated?

Optional Themes: two are studied from the below;
Knowledge and technology
Knowledge and language
Knowledge and indigenous societies.
Knowledge and politics
Knowledge and religion

Areas of Knowledge:
History
The Human Sciences
The Natural Sciences
Mathematics
The Arts

ASSESSMENT

Assessment consists of one external and one internal assessment.

The external assessment requires applicants to complete a 1,600 word essay in response to one of six prescribed titles which are presented as knowledge questions, rooted in the Areas of Knowledge.

The internal assessment will require students to create an exhibition of three objects, or images of objects, which show how Theory of Knowledge manifests in the real world. The exhibition will be based on one of 35 prompts provided by the IB and can take a variety of forms.

FURTHER DETAILS

Specification: Click here

IB CORE: CREATIVITY, ACTIVITY, SERVICE (CAS)

WHAT IS CREATIVITY, ACTIVITY, SERVICE?

CAS is the process of experiential learning where students learn by doing and by reflecting upon what they have done in terms of critical, procedural and affective reflection. The dominant form of reflection being affective, where students consider their feelings in response to their experiences, supporting the development of their emotional intelligence and international mindedness. CAS is a journey of discovery that will enhance students' personal and interpersonal development. For many, CAS is profound and life-changing. Students create a discrete programme according to their interests, skills and values. CAS provides opportunities for self-determination, collaboration, accomplishment and enjoyment.

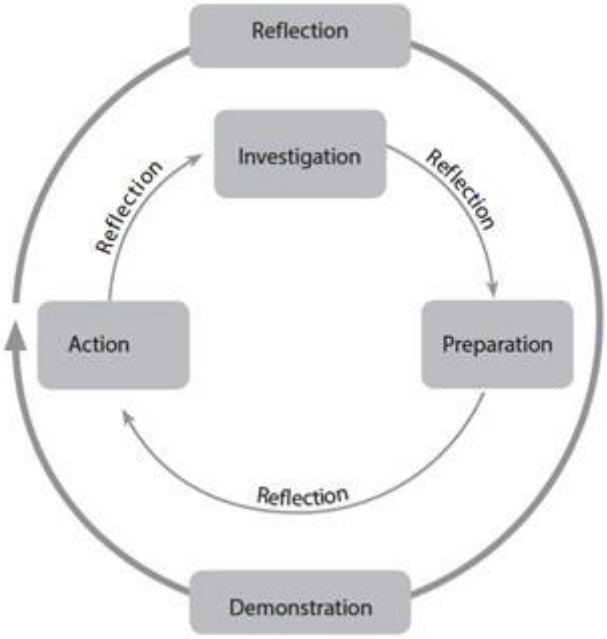
CAS stands for:

CREATIVITY: exploring and extending ideas leading to an original or interpretive product or performance. For example, participation in music, art or drama.

ACTIVITY: physical exertion contributing to a healthy lifestyle. For example, participation in the wide range of sports that CLC offers.

SERVICE: collaborative and reciprocal engagement with the community in response to an authentic need. For example, participation in service to the local Cheltenham community, such as visiting the elderly, volunteering in primary schools, supporting disabled adults and children, cooking breakfast at the homeless shelter or volunteering at the animal sanctuary.

CAS enables students to maximise their learning from the extensive range of enrichment opportunities available to them at CLC by formalising their experiences through the structure of the CAS framework:



ASSESSMENT

Over the course of their IB Diploma, students will compile a CAS Portfolio consisting of their ongoing reflection against the following seven learning outcomes:

1. Identify strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognise the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognise and consider the ethics of choices and actions

FURTHER DETAILS

Specification: Click here

IB GROUP 1: ENGLISH LITERATURE

HIGHER LEVEL OR STANDARD LEVEL

WHY STUDY ENGLISH LITERATURE?

Students will study a broad range of English literature, gaining a wide understanding of poetry, prose and drama from across different time periods and places. Not only will students develop the analytical skills they gained at GCSE but also learn how to construct an argument in response to previously unseen texts. The course also contains elements of oral assessment which allow students to develop their ability to discuss and debate their conceptual and personal interpretations of texts, skills which are vital for university.

CONTENT OF COURSE

Students will study a range of literary texts from different time periods and places. These may include poetry, plays, prose, non-fiction and graphic novels. They will also have the opportunity to study texts originally written in other languages and translated into English. Higher Level students will study a total of 10 texts throughout the course, while Standard Level will study 7 texts. Each student will complete a learner portfolio which enables them to record their responses to literature in a variety of ways, enriching their understanding gained in lessons through personal reflection. Students will be assessed through a combination of external exams, oral assessment and for Higher Level students, written coursework.

ASSESSMENT

Component	HL	SL
Paper 1: guided literary analysis of unseen texts	2hrs 15mins 35%	1hr 15mins 35%
Paper 2: comparison of texts from literary genres	1hr 45mins 25%	1hr 45mins 35%
Individual oral: exploration of a global issue in studied text	15mins 20%	15mins 30%
Higher Level essay	1200-1500 words 20%	

SFC ENRICHMENT

Fanthorpe Society, SFC Book Club, National Theatre New Voices scriptwriting and trips to the theatre and the Cheltenham Literature Festival.

CAREER OPPORTUNITIES

Career opportunities for English students occur in many fields including law, journalism, publishing, advertising, public relations, marketing, education and business.

FURTHER DETAILS

Specification: SL brief / HL brief

IB GROUP 2: MODERN LANGUAGES

The following modern language courses are offered. However, their provision is subject to the condition that four or more pupils opt to take that course. Sometimes SL and HL sets may be combined.

LANGUAGE B HIGHER LEVEL OR STANDARD LEVEL: FRENCH, ITALIAN, MANDARIN OR SPANISH
AB INITIO STANDARD LEVEL: ITALIAN or JAPANESE

WHY STUDY A SECOND LANGUAGE ALONGSIDE ENGLISH?

It is a requirement of the programme that students study at least one subject from Group 2. The main emphasis of the modern language courses is on the acquisition and use of language in a range of contexts and for different purposes while, at the same time, promoting an understanding of another culture through the study of its language.

LANGUAGE *AB INITIO* (SL ONLY)

CONTENT OF COURSE: The course is organised into five prescribed themes: identities, experiences, human ingenuity, social organisation, sharing the plane. Each theme comprises a list of topics that provide students with opportunities to practise and explore the language and to develop inter-cultural understanding. Through the development of receptive, productive and interactive skills, students develop the ability to respond and interact appropriately in a defined range of everyday situations.

ASSESSMENT *AB INITIO*

Component	Length	Weighting
Paper 1 Productive Skills - Writing	1hr	25%
Paper 2 Receptive Skills - Listening and Reading	1hr 45mins	50%
Internal Assessments: Speaking	15mins	25%

LANGUAGE B (HL AND SL)

CONTENT OF COURSE: These are language acquisition courses for students with some previous experience of learning the language. While studying the language, students also explore the culture connected with it. The recommended teaching hours, the syllabus coverage, the required study of literature at HL, and the level of difficulty within the assessment tasks and criteria differentiate the Higher and Standard levels. The range of purposes and situations for using language in the language B courses extends well beyond those for Language *ab initio*. The course is also organised into five themes: identities, experiences, human ingenuity, social organisation, sharing the planet.

ASSESSMENT *STANDARD LEVEL*

Component	Length	Weighting
Paper 1 Productive Skills - Writing	1hr 15mins	25%
Paper 2 Receptive Skills - Listening and Reading	1hr 45mins	50%
Internal Assessments: Speaking	15mins	25%

ASSESSMENT *HIGHER LEVEL*

Component	Length	Weighting
Paper 1 Productive Skills - Writing	1hr 30mins	25%
Paper 2 Receptive Skills - Listening and Reading	2hrs	50%
Internal Assessments: Speaking	15mins	25%

SFC ENRICHMENT

Linguistics club, Linguistics Olympiad, Translation and Interpreting workshop, essay competitions, work experience placement abroad, weekly conversation lessons with native Foreign Language Assistants, foreign films, TV series, reading.

CAREER OPPORTUNITIES

For some jobs, such as translating, interpreting and language teaching, language skills are essential. However, having a foreign language is an enormous asset and helps candidates stand out in many other careers, including the fields of engineering, medicine, politics and business. There is an acute shortage of linguists in the UK and for this reason, speaking a foreign language makes students highly desirable to employers.

FURTHER DETAILS

Specification: SL & HL brief / SL Ab initio brief

IB GROUP 3: ECONOMICS

STANDARD LEVEL AND HIGHER LEVEL

WHY STUDY ECONOMICS?

Economics is essentially about the concept of scarcity and the problem of resource allocation. The IB course emphasises the theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the theories of macroeconomics, which explores economic variables affecting countries, governments and societies. A key objective of the course is to promote an understanding of how economic theory can be applied in an international context and the important role it must play in promoting international co-operation and mutual understanding because of its focus on global issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

CONTENT OF COURSE

Whilst the same Units are covered at both Standard and Higher Level, HL students undertake a broader and more detailed analysis of those issues covered by the SL students.

Unit One: Introduction to Economics – How do economists approach the world?
Unit Two: Microeconomics – How do consumers and producers make choices in trying to meet their economic objectives?
Unit Three: Macroeconomics – Why does economic activity vary over time and why does this matter?
Unit Four: The Global Economy – Who are the winners and losers of the integration of the world's economies?

As part of the course, all four Units are to be taught considering one or more of the following nine key economic concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention.

ASSESSMENT

Component	Length	Weighting
Paper 1: Extended Response Paper	1hr 15mins	30% SL 20% HL
Paper 2: Data Response Paper	1hr 45mins	40% SL 30% HL
Paper 3: Policy Response Paper	1hr 45mins	30% HL
Internal Assessment: Students produce a portfolio of three commentaries, based on one of nine key concept areas.	20 hrs teaching time	30% SL 20% HL

SFC ENRICHMENT

Economics Society, Wharton Investment Challenge, GAIN Investment Challenge, IEA / RES / Tutor2u / Corpus Christi essay competitions, and the Athena Ko Economics Prize/ Economics World Cup.

CAREER OPPORTUNITIES

Economics is a suitable subject to complement Science, Social Science and / or Arts subjects. Combined with subjects such as Mathematics and Physics it can lead into Engineering. In the present climate, combined with Languages, Economics also provides an excellent base for those looking to work abroad or in a company which has international links. It is a valuable starting point for further study and work in the field of business, accountancy, banking and finance, government and diplomatic service, and law.

FURTHER DETAILS

Specification: Brief details are here for SL or HL

IB GROUP 3: GEOGRAPHY

HIGHER LEVEL AND STANDARD LEVEL

WHY STUDY GEOGRAPHY?

In a time of intense climate change, extreme weather conditions, natural disasters, terrorist attacks across the world, conflicts in the Middle East and Africa, and the recent global economic crisis, Geography is becoming increasingly important and relevant as a subject.

Geography allows those who study it to bridge the two concepts of human behaviour and the natural world by investigating the causation between them. As a subject, it can take you across the world on fieldwork and will allow you to look at the causes, impacts and solutions to some of the world's most pressing issues found on our dynamic planet.

Students study a wide range of topics based on geographical themes and perspectives. Within the geographical themes section, they will study the Geography of Food and Health and Geophysical Hazards. Students will develop their understanding of processes, places, power and geographical possibilities. They will additionally gain understanding of more specialised concepts such as diffusion and barriers, hierarchies, systems and sustainability.

Students also study geographical perspectives; this core theme provides an overview of the geographic foundation for the key global issues of our time. Topics studied include issues of global change, such as population distribution, global climate and global resource consumption

and security.

The content is underpinned by the four key concepts of the course: places, power, processes and possibilities. Higher Level students study a further topic on global interactions as well as an additional option topic of Extreme Environments.

Finally, all students (SL and HL) carry out a fieldwork investigation known as the Internal Assessment, which is a written report of 2,500 words. It enables students to demonstrate the application of their skills and knowledge.

ASSESSMENT

Component	Length	Weighting
Geographic themes	1hr 30mins SL 2hrs 15mins HL	35% SL 35% HL
Geographic perspectives – global change	1hr 15mins SL 1hr 15mins HL	40% SL 25% HL
Geographical perspectives – global interactions (HL only)	1hr HL	20% HL
Independent Investigation Fieldwork	Non-examined	25% SL 20% HL

SFC ENRICHMENT

Environmental Society, Geography Society and a compulsory three-day residential trip to Somerset.

CAREER OPPORTUNITIES

Geography bridges the gap between the sciences and arts. Geographers are highly regarded in the world of work for the many transferable skills that they develop. Studying Geography enables students to follow a wide range of university courses including medical, legal, environmental, educational and financial and are constantly topping lists as the most employable university graduates.

FURTHER DETAILS

Specification: SL & HL brief

IB GROUP 3: HISTORY

HIGHER LEVEL AND STANDARD LEVEL

WHY STUDY HISTORY?

The study of history, of whatever period, gives a sense of perspective and teaches important analytical skills. Students of History have a better understanding of the present and will have expanded their own cultural literacy through the in-depth study of a period in the past. They should emerge from their IB better able to write analytically and debate with confidence.

CONTENT OF COURSE

The course fosters an understanding of major historical events in a global context and promotes international and inter-cultural awareness. There is an emphasis on the development of historical skills and students are encouraged to engage with the past through the study of primary historical sources and the work of historians. The course covers political, social, economic and cultural developments and the inter-relationship between them.

The IB History curriculum is being updated with teaching of the new course starting in September 2026 for first assessment in 2028. Standard Level and Higher Level students will undertake a focused study and thematic study, while at Higher Level they will also complete a regional study of the history of Europe. Further details of specific curriculum content are due to be announced by the IB in February 2026.

Both SL and HL students undertake a personal historical investigation (IA).

ASSESSMENT

Component	Length	Weighting
1. Source-based paper	1hr 15mins	30% (SL) 20% (HL)
2. Analysis of historical concepts & thematic paper	1hr 45mins	40% (SL) 20% (HL)
3. Essay paper – HL only	2hrs	35% (HL)
4. Internal Assessment (IA)		30% (SL) 20% (HL)

SFC ENRICHMENT

History & Politics Society, Cheltenham Literature Festival talks, Saturday lectures and lecture days delivered by university lecturers and members of the History Department. University classes and Oxbridge preparation delivered by experts in the field.

CAREER OPPORTUNITIES

IB Diploma holders with History are well regarded by universities and employers and most use the critical skills they have gained from their study of History in a wide range of employment areas such as business, management, the law, journalism, politics, the Civil Service and the public services.

FURTHER DETAILS

Specification: dp-history-sb-en.pdf

IB GROUP 3: PHILOSOPHY

HIGHER LEVEL AND STANDARD LEVEL

WHY STUDY PHILOSOPHY?

This course requires intellectual rigour and a critical mind. Its focus is on doing philosophy, which requires examination of scholarly ideas and texts, but also a consideration of personal bias and the drawing of one's own conclusions. Careful analysis of argument and close reading are emphasised.

CONTENT OF COURSE

The philosophy course provides students with an opportunity to undertake systematic critical inquiry into profound and challenging questions, such as: What do we mean when we say something is right or wrong? What does it mean to be human? What is the relationship between justice, freedom and equality? These questions arise out of our everyday experiences, and the practice of philosophy deepens and clarifies our understanding of these questions, as well as responses. Students learn to appreciate the ideas of established philosophers, while being encouraged to develop their personal ideas. It also involves an in-depth study of a philosophical text, currently *Meditations* by Descartes, a text aiming to secure fundamental principles of existence and reality. Other topics to be studied include: Human nature and Ethics, including consideration of various ethical principles and their application to practical issues. These include Biomedical Ethics and the Environment.

The aim of this newly revised course is to engage students in philosophical activity, enabling them to develop an inquiring and intellectually curious way of thinking. To appreciate the diversity of perspectives, traditions and approaches within philosophical thinking and to critically examine their own experiences and perspectives. Students will learn from the thinking of others, articulate their own views, ideas and arguments and apply their philosophical knowledge and skills to the world around them.

Higher Level students will also study Philosophy of Religion, including consideration of the key arguments for and against the existence of God. In addition, for paper 3, students will have an in-depth study, engage with Philosophy and how it tackles There is an Internal Assessment which allows you to develop your own philosophical question based on a stimulus of personal significance, such as a photo or poem.

ASSESSMENT

STANDARD LEVEL

Component	Length	Weighting
Core paper: Stimulus question, Ethics	1hr 45mins	50%
Text paper: One question, parts a + b	1hr	25%
Internal Assessment		25%

HIGHER LEVEL

Component	Length	Weighting
Core paper: Stimulus question, Ethics, Philosophy of Religion	2hrs 30mins	40%
Text paper: One question, parts a + b	1hr	20%
Engaging with Philosophy	1hr 15	20%
Internal Assessment		20%

SFC ENRICHMENT

Bi-termly Philosophy Society and an annual Philosophy and Ethics event, joint with A Level students. This may be a conference hosted at College or a visit to lectures elsewhere.

CAREER OPPORTUNITIES

Philosophy lends itself to a wide range of degree courses and careers including law, journalism, education and politics, as well as Philosophy and Theology. Those wishing to study Medicine may find the ethics components helpful.

FURTHER DETAILS

Specification: Click here

IB GROUP 3: PSYCHOLOGY

HIGHER LEVEL AND STANDARD LEVEL

WHY STUDY PSYCHOLOGY?

In a time of increasing social mobility, cultural diversity awareness and more open acceptance of the importance of mental health, Psychology has never been more crucial and relevant as a subject. It is the systematic study of behaviour and mental processes offering students an opportunity to develop lifelong learning skills.

The Psychology IB course focuses on concepts, content and context to promote psychological literacy in learners. The concepts of Bias, Causality, Change, Measurement, Perspective and Responsibility are explored through studying the concepts of Biological, Cognitive and Sociocultural approaches as well as Research methodology. The concepts provide a framework through which content is considered and contexts provide real-world application. Students will develop an understanding of how psychological knowledge is generated, developed and applied. They will also think critically and creatively about behaviour and cognitive processes. This allows them to have a greater understanding of themselves, those around them and to appreciate the diversity of human behaviour.

Topics include Health and well-being, Human development, Human relationships and Learning and cognition. Students will also learn about Research methodology and carry out a class practical for each topic. Understanding of the practical work will be assessed in Paper 2, along with evaluation of an unseen research study. In addition, Higher Level students will study the role of culture, motivation and technology in shaping human behaviour. They will also develop

data analysis and interpretation skills and complete an internal assessment designing a research proposal for a study investigating a topic of interest.

ASSESSMENT

External assessment will include short-answer and extended response questions, questions on the class practical work and evaluation of an unseen research study. HL students will also answer source-based questions on Paper 3.

Component	Length	Weighting
Paper 1: Integration of concepts, content & contexts	1.5 hrs (SL and HL)	35% SL 25% HL
Paper 2: Applying concepts and content to research contexts	1.5 hrs (SL and HL)	35% SL 25% HL
Paper 3: Data analysis and interpretation of research data (HL only)	1.5 hrs HL	30% HL
Internal assessment: Psychology research proposal to investigate a topic relating to a specified population of interest.	Non-examined	20% HL 30% SL

SFC ENRICHMENT

Psychology and Neuroscience Societies explore topics beyond the curriculum and afford students opportunities to develop presentation skills and lead talks on their own areas of interest; university classes for those applying to study Psychology, Neuroscience or related degrees at university. 'Brain Day' cross-curricular event with Biology; zoo trip to carry out observational research and learn more about animal behaviour/ conditioning/phobias. Psychology week activities, Psychology Olympiad and Minds underground essay competitions run in the spring term. Cheltenham Science festival talks and Royal Holloway's competition run in the summer term.

CAREER OPPORTUNITIES

Psychology helps in understanding human behaviour and is a useful subject for any job working with, helping, or managing people. Traditional careers include Clinical, Educational, Forensic or Sports Psychology and Neuroscience. However, careers in psychology often span disciplines and careers are available in Art Therapy, Counselling, Consumer, Engineering or Industrial Psychology and Human Resources.

FURTHER DETAILS

Specification: Click Here

IB GROUP 4: BIOLOGY

STANDARD LEVEL AND HIGHER LEVEL

WHY STUDY BIOLOGY?

The 21st Century is the century of Biology. Biology is the study of living organisms, their internal mechanisms and their interactions with the surrounding environment. By considering everything from the biosphere to the molecular processes that make life possible, Biology is a diverse and fascinating subject that continues to raise as many questions as it answers. By examining the origin, evolution, structure, function, growth, distribution and inter-relationships of living species, it is Biology that teaches us how to observe, appreciate, comprehend, protect and be curious about our most precious asset – life itself.

CONTENT OF COURSE

IB Biology aims to integrate concepts, topic content and the nature of science through inquiry. and it enables constructive engagement with topical scientific issues. IB Biology has a common core of four themes for both Higher and Standard Level. The four themes are entitled Unity and Diversity, Form and Function, Interaction and Interdependence and Continuity and Change. Each of these themes is made up of two main concepts. These four themes include areas such as Biochemistry, Cell Biology, Human Anatomy and Physiology, Evolution, Genetics, Ecology and Molecular Biology. Both SL and HL study the same four themes with some material being additional to the HL. Both SL and HL students need to complete an Individual Investigation as

their Internal Assessment component of the course. The students plan a laboratory-based experiment which is undertaken in College. There is also a compulsory Ecology Field Trip which is undertaken at Bishop's Wood in Worcestershire. All students will participate in the Collaborative Science Project – an interdisciplinary activity in which all Group 4 students analyse a topic or problem, which will enable them to appreciate the environmental, social and ethical implications of science.

ASSESSMENT

Component	Length	Weighting
Paper 1 Multiple choice		
HL	2 hours	36% of the final grade
SL	1.5 hours	
Paper 2. Data based questions on unfamiliar contexts and extended response questions.		44% of the final grade
SL	1.5 hours	
HL	2.5 hours	
Internal assessment: Individual Investigation		20%

SFC ENRICHMENT

Biology Week activities in October, Biology Olympiad in March, Biology Intermediate Olympiad in June, Medical Society for potential medics, dentists and vets, university classes for those applying to study Biological Sciences at university in the summer, Dissection Club in SFC2, and a residential ecology field course in May of SFC1.

CAREER OPPORTUNITIES

There has never been a more exciting time to be a biologist as the life sciences are central to everyone's life. Biologists frequently work within a wide range of disciplines to contribute to improvements in tomorrow's world in health, sport, medicine, conservation and the food industry to name a few. The applications of pure Biology have led to many new and exciting career opportunities: Biochemistry, Microbiology, Biomedical Science, Data Science, Forensic Science, Plant Pathology, Medicinal Chemistry, Physiology, Sports Science and Environmental Science to name a few.

FURTHER DETAILS

Specification: Click Here

IB GROUP 4: CHEMISTRY

HIGHER LEVEL AND STANDARD LEVEL

WHY STUDY CHEMISTRY?

Students will gain knowledge and an understanding of fundamental chemical concepts to explain aspects of contemporary chemistry. Students discover how chemistry works in both academia and industry and will begin to understand the physical world around them at the molecular level.

CONTENT OF COURSE

IB Chemistry has a common core for both HL and SL, covering physical, organic and inorganic chemistry. The chemistry curriculum is built on two broad organizing concepts: structure and reactivity. The CLC approach to teaching and learning takes this structure and arranges it to ensure that students have the best possible opportunity to build links between concepts and develop key investigative, analytical and evaluative skills. Experimental work lies at the heart of Chemistry, and we expect students to complete more than the minimum 40 hours of practical work across the course. Students look at the properties of the atom and outline the nature of various types of bonding and structure, leading into the study of the periodic table. Students will investigate the importance of energy changes and kinetics in chemical reactions and then apply the unifying concept of chemical equilibrium to acid-base and redox reactions. Carbon chemistry is introduced through the study of the hydrocarbons followed by alcohols and haloalkanes. This organic topic allows for the introduction of modern analytical techniques.

The Higher Level course gives the student an opportunity to study these core aspects in greater detail, expanding on each of the topics met and demanding a greater academic appreciation of the subject matter.

All students must undertake an independent research investigation (internally assessed, 3000 words). Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. It is possible to work collaboratively on this piece of practical work, but independent reports must be written.

All students will participate in the Collaborative Sciences Project – an interdisciplinary activity in which all Group 4 students analyse a topic or problem, which will enable them to appreciate the environmental, social and ethical implications of science.

ASSESSMENT

Component	Length	Weighting
1. A. Multiple choice B. Longer response, data analysis	1.5 (HL/SL)	80% combined across both papers
2. Long answer	2(SL) 2.5(HL)	
Internal assessment: Practical coursework		20%

SFC ENRICHMENT

Chemistry Club, Olympiads, C3L6, Outreach to Bristol, Chemistry Conference, Extension Practical Club and Saturday lectures.

CAREER OPPORTUNITIES

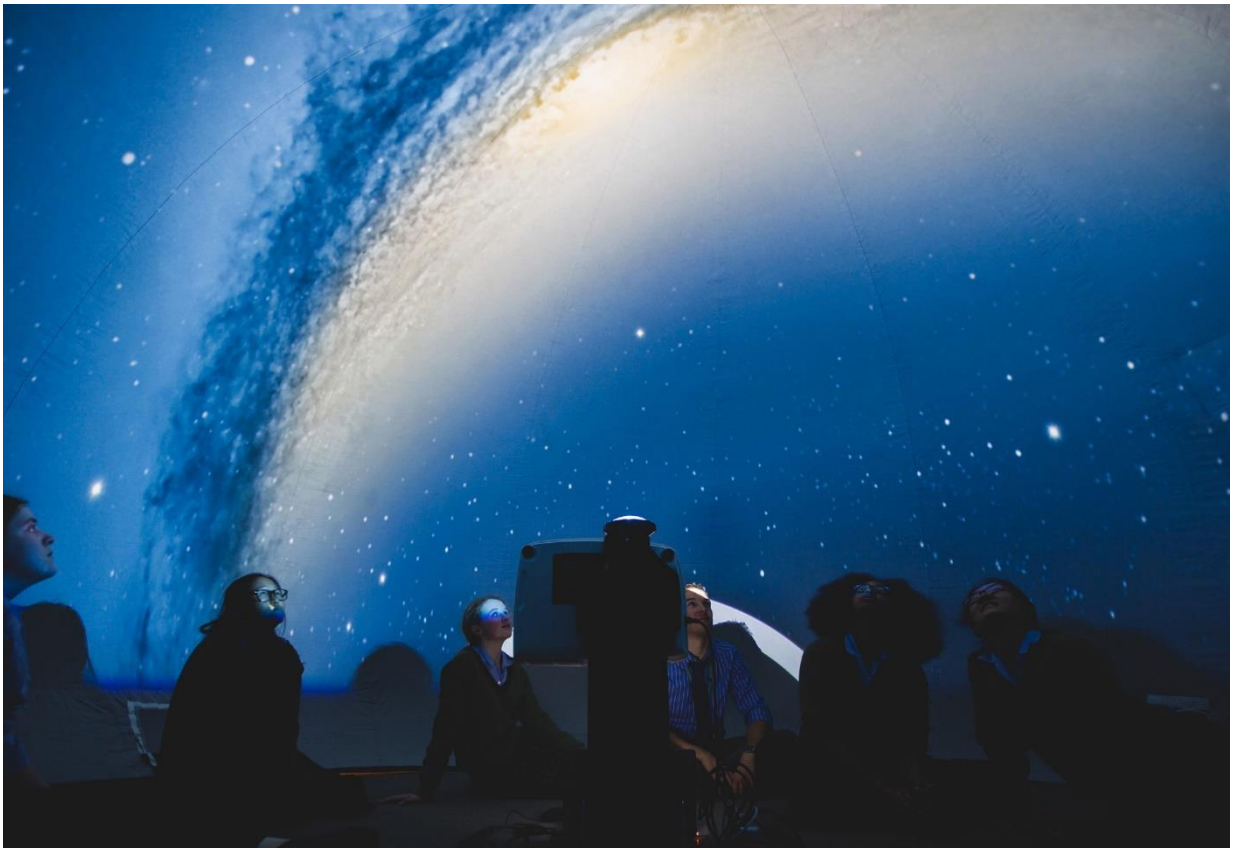
Career opportunities for chemistry students occur in many fields including education, business, accountancy, science, engineering, medicine, dentistry, veterinary science and materials science. Well qualified chemists are also in high demand in a wide range of other careers.

FURTHER DETAILS

Specification: Click Here

IB GROUP 4: PHYSICS

HIGHER LEVEL AND STANDARD LEVEL



WHY STUDY PHYSICS?

Physics is crucial to understanding how the world around us works, from light bulbs to driverless cars; from earthquakes and tsunamis to leptons, quarks and quasars. From the prosaic to the profound. Physics helps us to see the connections between seemingly disparate phenomenon. Physics gives us powerful tools to help us to express creativity. It provides quantitative and analytical skills needed for analysing data and solving problems in the field of science, engineering and medicine as well as in economics, finance and law.

CONTENT OF COURSE

The course aims to develop understandings that connect factual, procedural and metacognitive knowledge and recognizes the importance of connecting learning with conceptual understanding. This includes a non-linear, ongoing process of adding new knowledge, evolving understandings and identifying misconceptions.

The IB Physics curriculum is organised into 5 broad themes: A: Space, time and motion, B: the particulate nature of matter, C: Wave behaviour, D: Fields and E: Nuclear and quantum physics. Each theme is subdivided into topics, some of which are common to both Higher and Standard Level.

Practical work will be an integral and important component of the course. All students must undertake an independent investigation (internally assessed). Internal assessment is compulsory for both SL and HL students. It enables students to demonstrate the application of their scientific skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. All students must participate in the Group 4 Collaborative Sciences Project – an interdisciplinary activity in which all IB students analyse a topic or problem which will enable them to appreciate the environmental, social and ethical implications of science.

ASSESSMENT

Component	Length	Weighting
1. A. Multiple choice	1 hour and 30 minutes (SL)	36%
B. Data analysis	2 hours (HL)	
2. Short and extended-response questions	1 hour and 30 minutes (SL) 2 hours and 30 minutes (HL)	44%
Internal assessment: Practical coursework		20%

SFC ENRICHMENT

Starlab, Olympiads, Gold Industrial Cadet Award, Physics Society and Physics Week Activities.

CAREER OPPORTUNITIES

Medical, engineering, scientific, computing, financial, architectural, educational, environmental and many more careers are open to Physics students.

FURTHER DETAILS

Specification: SL & HL brief

IB GROUP 5: MATHEMATICS

HIGHER AND STANDARD LEVEL

WHY STUDY MATHEMATICS?

For employers and universities alike, critical thinking in Mathematics is becoming an increasingly valued skill, especially as technology advances make some traditional skills redundant. Critical thinking, in the context of mathematical learning, is the ability to recognise where the subject can be used. It equips students with the ability to understand and synthesise technical documents, apply relevant mathematical approaches to familiar and unfamiliar situations, structure logical arguments, be risk aware, understand that technology and mathematics can go together, and interpret the meaning and relevance of solutions. These are all becoming increasingly important and sought-after skills.

HOW DOES DP MATHEMATICS ADDRESS THIS?

DP Mathematics focuses on developing the skills of analysis, abstraction and generalisation, risk awareness and statistical literacy, algorithmic thinking, modelling and inquiry.

Two mathematical subjects / routes have been designed. Applications and Interpretations (AI) is offered at Standard Level (SL) and Analysis and Approaches (AA) is offered at Higher Level (HL):

MATHEMATICS: APPLICATIONS AND INTERPRETATION (AI)

This course displays the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it highlights the meaning of mathematics in context by

focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who choose this subject at SL should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

MATHEMATICS: ANALYSIS AND APPROACHES (AA)

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. It is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalisation. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry and calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series, and proof by induction. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, there is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. There will be a recognition that the development of mathematical thinking is important for a student.

Students who choose this subject at HL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalisation of these patterns. Students who wish to take Mathematics: analysis and approaches will have strong algebraic skills and the ability to understand simple proof.

ENTRY REQUIREMENTS

Students wanting to study Mathematics: Analysis and Approaches at HL are expected to gain 9 at GCSE and grade A at Additional Maths.

IB MATHEMATICS AT COLLEGE

Students wishing to take Mathematics at **Higher Level** will study HL Analysis and Approaches. Higher Level caters for students with an excellent background in Mathematics, having gotten to grips with the more challenging parts of GCSE and the Additional Mathematics course. Students opting for Higher Level AA will often be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within subjects such as Physics, Engineering, Computing and some Chemistry and Economics courses.

Students wishing to study Mathematics at **Standard Level** will study Applications and Interpretation.

Full consideration should be given to the implications of the course chosen for university applications.

ASSESSMENT

STANDARD LEVEL (SL)

Paper	Marks	Length	Weighting
Paper 1, Calc*	80	90mins	40%
Paper 2 Calc*	80	90mins	40%
Internal Assessment			20%

AA HIGHER LEVEL (HL)

Paper	Marks	Length	Weighting
Paper 1 non-Calc	110	2hrs	30%
Paper 2 Calc*	110	2hrs	30%
Paper 3 Calc	55	1hr	20%
Internal Assessment			20%

*Calc = calculator allowed in exam / non-Calc = no calculator allowed in exam

All papers are based on the entire syllabus and include both short-response and extended response questions.

SFC ENRICHMENT

Senior Mathematics Challenge, Code Breaking Club, Helplines and University Classes including MAT and STEP.

CAREER OPPORTUNITIES

Higher Level Mathematics is a requirement for most courses in Computing, Engineering, Mathematics, Physics, Chemistry and for many courses in Economics and Architecture. Many others, such as Psychology, Accountancy, Business Studies, include some Mathematics.

FURTHER DETAILS

Subject Brief: SL & HL Mathematics: analysis and approaches
SL & HL Mathematics: applications and interpretation

IB GROUP 6: MUSIC

STANDARD LEVEL

WHY STUDY MUSIC?

Music is a unique and challenging subject. As a Music student, you will be guided to combine emotion with intellect as you learn this language and craft your own responses through performance and composition. The ability to combine creative thought with reasoned arguments, backed up with strong evidence, is one of many facets this course offers, and one which universities (and employers) look for in their applicants. Music can complement a study of medicine or law very well, alongside careers within the music industry or education.

CONTENT OF COURSE

This practical course fosters students' musicianship and shapes their musical identities as researchers, creators and performers. Placing the student's interests at the heart, they will study music from many varied cultures from around the globe, including an analysis of the folk music of specific countries, the modern fusion of styles between cultures and the varied roles and functions of music throughout the world. Students are encouraged to tailor their course of study to their own tastes and talents, whilst keeping an open mind and embracing music from diverse contexts including music that is familiar them and music that they have previously had no encounter with.

There is no listening examination for this course. Students will embody the roles of researcher, creator and performer and, through these roles, will undertake exploration, experimentation and presentation of a diverse range of musical language.

ASSESSMENT

Component	Weighting
Exploring Music in Context 2400 word report - Composing and performing extracts	30% SL
Experimenting with Music 1500 word report 3 excerpts of composition work 3 excerpts of performing work	30 SL
Presenting Music 600 Words Programme Notes Composition (max 6 minutes) Performance (max 12 minutes)	SL 40%

SFC ENRICHMENT

A wealth of opportunities are available for SFC musicians including access to our range of ensembles (including choirs), concert trips, links with Cheltenham Jazz and Music Festivals, involvement in College musicals, use of the recording studio, community links programmes, College concerts… and much more!

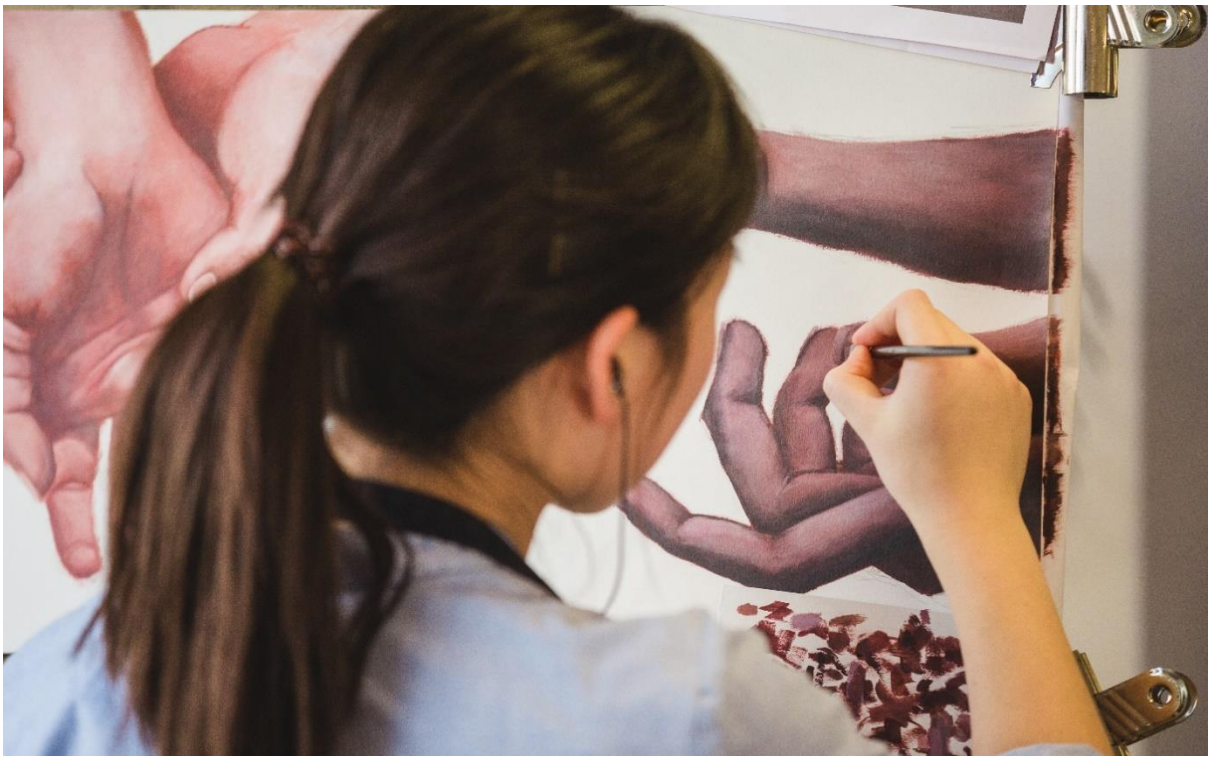
CAREER OPPORTUNITIES

The disciplines developed through an academic study of music underpin both musical and non-musical careers and are well regarded by universities and employers alike. Potential careers include the music industry, arts industry, performing, academia, teaching or composing (including film, theatre and television). Graduates of music have also gone on to become barristers, accountants, lawyers and doctors.

FURTHER DETAILS
Specification: SL brief

IB GROUP 6: VISUAL ARTS

HIGHER LEVEL AND STANDARD LEVEL



WHY STUDY VISUAL ARTS?

The IB Visual Arts course fosters creativity, communication, critical thinking and collaboration. It encourages students to consider the world and their space within it, allowing them to reflect culturally, politically or explore personal interests or passions. They engage in, explore and critically reflect on a wide range of practices. Students develop the skills to connect with past and contemporary artworks, to consider other people's perspectives while developing their technical proficiency and confidence as art-makers. The course is ideal for students who want to go on to art-related courses in higher education, as well as for those who are seeking lifelong enrichment through visual arts.

CONTENT OF COURSE

Assessed across three areas, the IB Visual Arts has commonality across Higher and Standard Level in the Art making enquiries portfolio (30% at HL and 40% at SL). Students select evidence of their practical investigation and creations supported by critical reflection. They include inquiry questions as well as evidence of their art-making and creative strategies.

At Higher Level students also produce an Artist project (30%) in which the student creates and situates artwork in context that they ideate and realise as part of a project of their choice. Also, a body of Resolved artworks (40%) where the task is focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected works.

At Standard Level the Connections study (20%) is focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA. As well as Resolved artworks (40%) where the task is focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.

HL ASSESSMENT

Component	Component	Length	Weighting
Art making enquiries portfolio	Practical and written	Up to 15 screens and a maximum of 3000 words	30%
Artist project	Practical and written	Up to 12 screens and a maximum of 2500 words	30%
Resolved artworks	Practical with supporting text	5 images or videos of artwork One PDF file of up to eight screens including the rationale art art work texts	40%

SL ASSESSMENT

Component	Component	Length	Weighting
Art making enquiries portfolio	Practical and written	Up to 15 screens and a maximum of 3000 words	40%
Connections study	Written	Up to 10 screens and a maximum of 2500 words	20%
Resolved artworks	Practical with supporting text	5 images or videos of artwork One PDF file of up to two screens for the rationale	40%

SFC ENRICHMENT

Trips to museums and galleries in the UK or abroad, life-drawing class, dark room photography club, the opportunity to attend talks by visiting speakers and workshops organised by the department and run by visiting artists.

CAREER OPPORTUNITIES

Architect, museum curator, illustrator, jewellery designer, 3D designer, restoration work, ceramicist, cartoonist, portrait artist and many more. Many diverse employers, in addition to the creative industries, welcome skills gained through studying Visual Art.

FURTHER DETAILS

Specification: Brief - Click here

A LEVEL SUBJECTS

A LEVEL EXTENDED PROJECT QUALIFICATION

WHY CHOOSE THE EXTENDED PROJECT QUALIFICATION (EPQ)?

The EPQ allows students to embark on a self-directed research project under the guidance of a supervisor. By taking responsibility for the choice and design of an individual project the student:

- Develops and applies decision-making and problem-solving skills.
- Becomes a more critical, reflective and independent learner.
- Improves planning, research, analysis, synthesis, evaluation and presentation skills.
- Demonstrates creativity, initiative and enterprise.
- Explores and evidences an area of interest in a discipline that she wishes to pursue at university.
- Is more prepared for the rigours of academic study at a higher level.

ABOUT THE EPQ

What do a study of epigenetics in cancer treatments, the impact of the rebuilding of Paris 1853-70 and a comparison of the iconoclasm of ISIS and the Suffragettes have in common? They are all titles from CLC's library of completed EPQs. An EPQ requires students to choose their own topic, draft their title and produce a detailed project plan before carrying out extensive research. An important part of this qualification is the completion of a reflective journal in which they will record the development of their project at various stages. Following completion of the project itself, all students present their findings to an audience of staff and students before thoroughly evaluating their experiences and the skills they have acquired.

Many opt to produce a 'long report', a formal piece of writing of 5,000 words discussing their findings and evidence-based conclusions. Some recent examples have included:

- How did the South East Asian Financial Crisis of 1998 affect development in Malaysia?
- Are stem cells a realistic alternative to the use of animals in the research and testing of drugs for neurodegenerative diseases?
- What are the benefits and effects of singing on the human body?
- How important was OJ Simpson's identity in affecting the outcome of his 1995 trial?
- Artificial Intelligence: Modern application of Natural Language Processing (NLP) as a way of analysing information.
- Could the persecution of the Rohingya people amount to Genocide?

Alternatively, some opt for a more creative route and choose to produce an 'artefact' which is accompanied by a shorter research report of at least 1,000 words. The opportunities for an 'artefact' based project are endless and could include creating a website, making a model, producing a film, composing a piece of music or designing a scientific experiment. Recent examples have included:

- [Her]story. A verbatim play to accurately reflect the voices of teenage girls in Britain today.
- A video on the history and aspects of a cappella (including composing an a cappella arrangement).
- Constructing a drone and thereby exploring its potential applications in the civil engineering industry.
- A photomosaic in commemoration of CLC's contribution to the war in a modern context.

CONTENT OF COURSE

This is a free-standing qualification equivalent to half an A Level, in that it carries half the UCAS points of a full A Level and is advanced in standard. The top grade is an A*. The student is required to choose an area of interest outside of their curriculum studies, draft a title and aims of the project for formal approval, research, plan and realise the project, and deliver a presentation. They will complete a 'logbook' which evidences the development of the project at various stages. The reflective log-book, written report and presentation are internally assessed before moderation by the examination board. Students will be assessed against four objectives:

ASSESSMENT

Objective	Weighting
Managing: Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
Use Resources: Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
Develop and Realise: Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
Review: Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.	20%

SUPPORT / GUIDANCE

Students will be allocated a supervisor who will meet with them individually at various points throughout the project to provide feedback and guidance. Students will be further supported by the provision of taught sessions to help develop the necessary skills. The Skills for Academic Learning course in the SFC1 Autumn Term provides some of these skills, and further EPQ sessions are timetabled from January. The skills covered include time management, referencing, the ethics of research, planning and writing in an academic style.

TIMESCALES

Students can choose to start an EPQ at the end of the SFC1 Autumn Term. The report draft is required at the start of SFC2 and most students write their report draft during the summer vacation following SFC1, completing the qualification by December of SFC2.

CAREER OPPORTUNITIES

The EPQ prepares students for the rigours of undergraduate study through developing the vital skills of independent research, critical analysis, decision making, and is accordingly valued by many universities. EPQs can be a useful talking point in personal statements and interviews, giving an opportunity to display passion and initiative beyond the main programme of study. Many choose an EPQ topic closely related to the subject being applied for at university.

FURTHER DETAILS

Examination board: AQA 7993
Specification: Click here

A LEVEL FINE ART

WHY STUDY FINE ART?

Fine Art allows students to engage with aesthetic and intellectual concepts through the use of traditional and digital media, materials, techniques and processes. There is a strong emphasis on developing practical skills and confidence through exploration.

Students can explore several disciplines, including drawing, l photography, printmaking, painting, sculpture and textiles.

CONTENT OF THE COURSE

This course allows students to experience a wide range of processes, engage with the work of other artists and refine ideas. The A Level Personal Investigation (coursework) component incorporates two major elements: practical work and a Related Study. The two elements are assessed using the same set of assessment objectives. Practical work will comprise a portfolio of developmental studies and outcomes based on themes and ideas developed from initial starting points. The Related Study must evidence the student's critical written communication showing contextual research and understanding in a minimum of 1,000 words.

In addition to the this component, there is a 15-hour Externally Set Task which is released in February of SFC2. This component comprises preparatory studies and an outcome produced during the 15-hour exam in response to an externally set theme.

ASSESSMENT

Component	Length	Weighting
1.Personal Investigation and Related Study	Coursework	60%
2. Externally Set Task	Approximately 10 week project culminating in 15 hour exam	40%

SFC ENRICHMENT

Trips to museums and galleries in the UK or abroad, life-drawing class, darkroom photography club, the opportunity to attend talks by visiting speakers, workshops organised by the department and run by visiting artists.

CAREER OPPORTUNITIES

Future career options could include architecture, education, curatorship, journalism, advertising, film, photography, Fine Art, design (theatre, furniture, interior, fashion), textiles and graphics.

FURTHER DETAILS

Examination board: OCR Art and Design (Fine Art) H601
Specification: Click here

A LEVEL BIOLOGY

WHY STUDY BIOLOGY?

The 21st Century is the century of Biology. Biology is the study of living organisms, their internal mechanisms and their interactions with the surrounding environment. By considering everything from the biosphere to the molecular processes that make life possible, Biology is a diverse and fascinating subject that continues to raise as many questions as it answers. By examining the origin, evolution, structure, function, growth, distribution and inter-relationships of living species, it is Biology that teaches us how to observe, appreciate, comprehend, protect and be curious about our most precious asset – life itself.

CONTENT OF THE COURSE

Students cover topics that develop a detailed understanding of cellular structure, human physiology and ecology, natural selection and biodiversity. In addition to these topics, students will study the biochemistry of key natural processes like respiration and photosynthesis, modern genetics, microbiology and control systems (e.g. hormones) and nervous co-ordination. Students will carry out designated required practical experiments to count towards their practical endorsement certificate and consolidate their understanding of practical methods. Paper 3 will include questions on practical techniques, data analysis and a synoptic essay. Assessment of mathematical skills is across all papers and count towards 10% of marks. Learning is supported via practical investigations throughout the course.

ASSESSMENT

Component	Length	Weighting
Paper 1	2hrs	35%
Paper 2	2hrs	35%
Paper 3	2hrs	30%

SFC ENRICHMENT

Biology Week activities in October, Biology Olympiad in March, Intermediate Biology Olympiad in June, Medical Society for potential medics, dentists and vets, university classes for those applying to study Biological Sciences at university in the summer, Dissection Club in SFC2, a Cell Study Day (SFC2), and a residential ecology field course in the summer of SFC1.

CAREER OPPORTUNITIES

There has never been a more exciting time to be a biologist as the life sciences are central to everyone's life. Biologists frequently work within a wide range of disciplines to contribute to improvements in tomorrow's world in health, sport, medicine, conservation and the food industry to name a few. The applications of pure Biology have led to many new and exciting career opportunities: Biochemistry, Microbiology, Biomedical Science, Data Science, Forensic Science, Plant Pathology, Medicinal Chemistry, Physiology, Sports Science and Environmental Science to name a few.

FURTHER DETAILS

Examination board: AQA 7402
Specification: Click here

A LEVEL CHEMISTRY

WHY STUDY CHEMISTRY?

Students will gain knowledge and an understanding of fundamental chemical concepts in order to explain aspects of contemporary chemistry. They will discover how chemistry works in both academia and industry, and they will begin to understand the physical world around them at the molecular level. There is a strong emphasis on practical work, including analysis and evaluation, and a wide range of experiments are conducted throughout the course.

CONTENT OF THE COURSE

The topics build upon GCSE knowledge covering atomic structure, quantitative chemistry, bonding, the periodic table, basic organic chemistry, redox chemistry, energetics, kinetics, equilibria and analytical techniques. Some content from the 'A2' part of the course is also covered in SFC1, including spectroscopy and Gibbs free energy.

SFC2 Chemistry extends the old AS Level concepts, often in a quantitative way. New topics on acid-base equilibria, transition metals, entropy, spectroscopy, aromatic chemistry and organic synthesis are introduced. There is also a synoptic component to the examinations.

ASSESSMENT

Component	Length	Weighting
1. Physical and inorganic	1hr 45mins	30%
2. Physical and organic	1hr 45mins	30%
3. All units and practical skills	2hrs 30mins	40%

There is no practical weighting to the overall grading of the A Level. However, knowledge and understanding of practical techniques is assessed within the theory papers. 20% of marks available across all papers will assess mathematical skills. Core practicals and other investigations will enable students to achieve the practical endorsement (CPAC) and these skills will be primarily tested in
Paper 3.

SFC ENRICHMENT

Chemistry Club, Olympiads, C3L6, outreach to Bristol University, Chemistry Conference, Extension Practical Club and Saturday lectures.

CAREER OPPORTUNITIES

Career opportunities for Chemistry students occur in many fields including education, business, accountancy, science, engineering, medicine, dentistry, veterinary science and materials science. Well- qualified A Level chemists are also in demand in a wide range of other careers.

FURTHER DETAILS

Examination board: Edexcel 9CH0
Specification: Click here

A LEVEL CLASSICAL GREEK OR LATIN

WHY STUDY GREEK OR LATIN?

Students will enjoy the challenge of reading and engaging with a range of set texts and will have the opportunity to gain a deeper understanding of the life and culture of the ancient world. Students will be encouraged to develop and apply critical analytical skills which will support future study, and linguistic skills which will help them in the study and application of English and other languages.

CONTENT OF THE COURSE

Students build their knowledge of vocabulary and linguistic structures through study of grammar, deepening and going beyond the knowledge gained at GCSE, and through reading and studying prose and verse texts. For the literature papers, two prose and two verse set texts are studied in depth. Additional literature in translation is studied to provide context.

ASSESSMENT

Component	Length	Weighting
1. Unseen Translation: Candidates translate a prose passage and a verse passage into English. Two lines of verse must be scanned.	1hr 45mins	33%
2. Prose Composition or Comprehension: Candidates either translate unseen material from English into Greek / Latin or answer comprehension and grammar questions on an unseen prose passage.	1hr 15mins	17%
3. Prose Literature: Candidates must demonstrate knowledge and understanding of passages from set texts, translate passages of set texts, critically analyse the literary style, characterisation, and argument of passages from set texts, and write at length, drawing upon study of materials studied in Greek / Latin and in translation.	2hrs	25%
4. Verse Literature: Candidates must demonstrate knowledge and understanding of passages from set texts, translate passages of set texts, critically analyse the literary style, characterisation, and argument of passages from set texts, and write at length, drawing upon study of materials studied in Greek / Latin and in translation.	2hrs	25%

SFC ENRICHMENT

Classical Drama Group, participation in Classics week, talks arranged with the Gloucestershire Classical Association and the Latin and Greek Reading Competition.

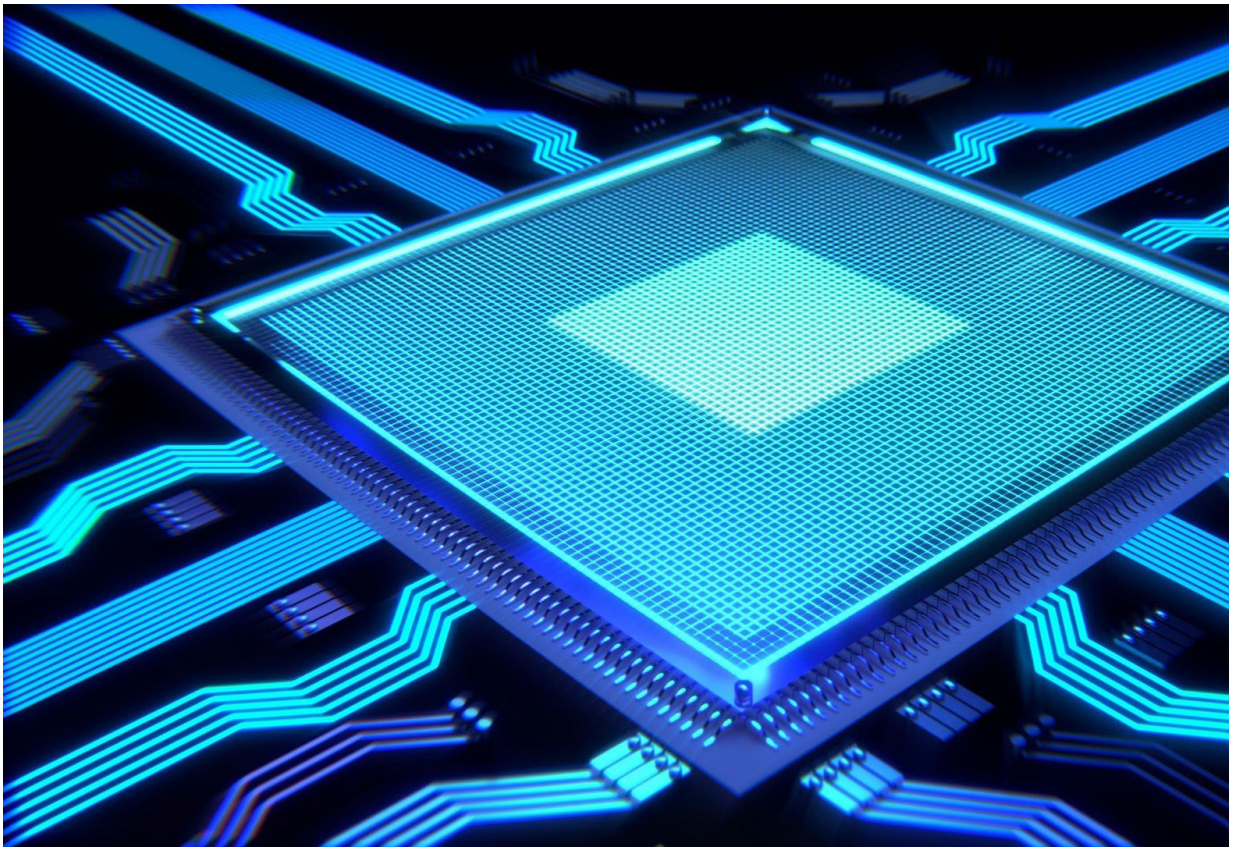
CAREER OPPORTUNITIES

Law, journalism, the Foreign Office, publishing, management, public relations, computing, librarianship, museum and art gallery posts, teaching and archaeology are just some of the areas in which former College students with Classics degrees are now working.

FURTHER DETAILS

Examination board: Greek OCR H444 / Latin OCR H443
Specification: Greek / Latin

A LEVEL COMPUTER SCIENCE



WHY STUDY COMPUTING?

Students will gain knowledge and an understanding of fundamental principles in computational thinking concepts in order to use algorithms to solve complex and challenging problems in a variety of business, scientific and social contexts.

There is a strong emphasis on practical work, including analysis and evaluation, and a significant amount of programming is done throughout the course.

CONTENT OF COURSE

This A Level course comprises two examinable units (Computing systems and Algorithms and programming) and a final programming component.

Computing systems will introduce students to the internal workings of the Central Processing Unit (CPU), the exchange of data and will also look at software development, data types and legal and ethical issues. It is expected that students will draw on this underpinning content when studying computational thinking and developing programming techniques.

Algorithms and programming will incorporate and build on the knowledge and understanding gained in the Computing systems. In addition, students should understand what is meant by computational thinking, understand the benefits of applying computational thinking to solving problems and be able to use algorithms to describe problems.

The programming project focuses on a user-driven problem that allows students to develop a solution following a modern design methodology.

ASSESSMENT

Component	Length	Weighting
1. Computing systems: A mixture of question types including short-answer, longer-answer, and levels of response mark-scheme-type questions	2hrs 30mins	40%
2. Algorithms and programming: Section A – Traditional questions concerning computational thinking. Section B – Scenario/task contained in the paper, which could be an algorithm but will involve problem solving.	2hrs 30mins	40%
3. Programming project: Analysis of the problem, Design of the solution, Implementation of the solution, Evaluation	-	20%

SFC ENRICHMENT

Coding Club, app development, Olympiads and Ethical Hacking Club.

CAREER OPPORTUNITIES

Computing and computer technology are part of just about everything that touches our lives from the cars we drive, to the movies we watch, to the ways businesses and governments deal with us. As such, career opportunities for computer scientists range across the business, entertainment, finance, science, security and service sectors.

FURTHER DETAILS

Examination board: OCR H446
Specification: Click here

A LEVEL DRAMA AND THEATRE

WHY STUDY DRAMA?

Students will study a broad range of theatre, including contemporary and classical texts. They will experience a variety of opportunities to create theatre, growing both performance and devising skills. They will develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre. Lessons will allow students to develop creativity and independence to become effective theatre makers and analytical audience members. They will also explore and experience the collaborative relationship between various roles within theatre, understanding the practices used in twenty-first century theatre making.

CONTENT OF COURSE

Component 1: Drama and theatre
This is a written paper with questions on two set texts and a live theatre production the students will see as part of the course.

Component 2: Creating original drama
This is internally assessed and requires students to create an original piece of drama. Students will be assessed on acting, design or direction. They will participate in the creation, development and performance of a piece of drama using the techniques and working methods of an influential practitioner or theatre company.

Component 3: Making theatre
Students are assessed on acting, design or direction. They will explore practically three key extracts from three different plays using the techniques and working methods of a different practitioner or theatre company. They will perform a role or create a realised design for one of these extracts for assessment and complete a reflective report.

ASSESSMENT

Component	Length	Weighting
1. Component 1 Written Exam	3hrs	40%
2. Component 2 Coursework		30%
3. Component 3 Coursework		30%

SFC ENRICHMENT

Students have many opportunities to take part in co-curricular drama. Every year there are a variety of productions open to SFC students. The SFC1 students stage an annual open-air Shakespeare production, which is directed by the students themselves. There is an active Technical Theatre Club and pupils can learn to use the state-of-the-art equipment in the Parabola Arts Centre. We also support students who wish to stage their own small scale productions and there are opportunities to assist a member of staff with the direction of one of the main school productions.

CAREER OPPORTUNITIES

The skills learned such as teamwork, communication, leadership, stage presence, and control of voice and movement are valued highly in a wide range of professions. Some students choose to continue their study of drama at university either as a single or joint honours course. The most able performers may choose to audition for Drama School to pursue an acting career or go on study theatre design or stage management and technical theatre. Graduates of drama go on to work in a wide range of careers, not only in the theatre, film and television industries, but in marketing, business, academia, education, and Law.

FURTHER DETAILS

Examination board: AQA - 7262
Specification: Click here

A LEVEL ECONOMICS

WHY STUDY ECONOMICS?

Economics is the study of scarce resources, the unlimited demands made on them, and the ways in which we make choices in allocating those resources when we cannot produce everything we would like to. As economists we spend a great deal of time analysing the choices themselves and evaluating the consequences of having chosen one thing rather than another. We analyse the workings of the firm and the household as they make their production and consumption plans; we look at markets, where buyers and sellers meet; we consider the national economy and vital concerns such as unemployment, inflation and growth; and we broaden our outlook further in the global economy. We are particularly interested now in Britain and its place in Europe and the world; the cost of living crisis in the UK: the global impact of the conflict in the Ukraine; and are deeply involved in the study of the developing world.

CONTENT OF THE COURSE

Theme 1: Introduction to markets and market failure
Theme 2: The UK economy – performance and policies
Theme 3: Business behaviour and the labour market
Theme 4: The national and global economy

ASSESSMENT

Component	Length	Weighting
1. Markets and business behaviour	2hrs	35%
2. The national and global economy	2hrs	35%
3. Microeconomics and macroeconomics	2hrs	30%

SFC ENRICHMENT

Economics Society, Wharton Investment Challenge, GAIN Investment, IEA / RES / Tutor2u / Corpus Christi essay competitions, and the Athena Ko Economics Prize, Economics World Cup.

CAREER OPPORTUNITIES

Economics is a suitable subject to complement science, social science and / or arts subjects. Combined with subjects such as mathematics and physics it can lead into engineering. In the present climate, combined with Languages, economics also provides an excellent base for those looking to work abroad or in a company which has overseas links. It is a valuable starting point for further study and work in the fields of business, accountancy, banking and finance, government and diplomatic service, and the law.

FURTHER DETAILS

Examination board: Edexcel A Level 9EC0
Specification: Click here

A LEVEL ENGLISH LITERATURE

WHY STUDY ENGLISH LITERATURE?

Students will study a broad range of English literature, including Shakespeare and dystopian literature, gaining a wide understanding of poetry, prose and drama from across time and place. Not only will students develop the analytical skills they gained at GCSE, but they will also learn how to construct an argument supported by literary criticism and contextual knowledge. Lessons will also allow students to develop their ability to discuss and debate their conceptual and personal interpretations of texts, skills which are vital for university.

CONTENT OF THE COURSE

Students will study Margaret Atwood's *The Handmaid's Tale* and George Orwell's *1984* for their Comparative and Contextual Study paper on Dystopian literature. This unit also requires students to research the dystopian genre and the contexts of their set texts. They will also read dystopian fiction beyond the classroom to prepare for the unseen extract element of this paper. For the Drama and Poetry pre- 1900 examination, students will study a play by Shakespeare and compare pre-1900 drama with poetry; for example, students might compare work by Rossetti with Ibsen's *A Doll's House*. Students will also complete two pieces of written coursework, one of which will be a comparative essay.

ASSESSMENT

Component	Length	Weighting
1. Drama and poetry pre-1900: two-part question on Shakespeare and one comparative question on pre-1900 drama text and poetry. Closed text.	2hrs 30mins	40%
2. Comparative and contextual study: an analytical essay in response to an unseen extract from a dystopian text and answer a comparative question on The Handmaid's Tale and 1984. Closed text.	2hrs 30mins	40%
3. Non-exam assessment: one close reading of a passage from a whole text and one comparative essay on two texts. Students will study poetry, prose and drama for this unit.	N/A	20%

SFC ENRICHMENT

Fanthorpe Society, SFC Book Club, National Theatre New Voices Scriptwriting, trips to the theatre and talks at the Cheltenham Literature Festival.

CAREER OPPORTUNITIES

Career opportunities for English Literature students occur in many fields including law, journalism, publishing, advertising, public relations, marketing, education and business.

FURTHER DETAILS

Examination board: OCR H472
Specification: Click here

A LEVEL GEOGRAPHY

WHY STUDY GEOGRAPHY?

In a time of intense climate change, weather extremes, natural disasters, terrorist attacks across the world, conflicts in the Middle East and Africa and global economic crisis, Geography is becoming increasingly important and relevant as a subject.

Geography allows those who study it to bridge the two concepts of human behaviour and the natural world by investigating the causation between them. As a subject, it can take you across the world on fieldwork, look at the causes, impacts and solutions to some of the world's most pressing issues and study the patterns of our dynamic planet.

CONTENT OF THE COURSE

In the first year, students will study Physical Systems where they will explore coastal landscapes as well as the carbon and water cycles. They will look at inter-relationships between the land, oceans and atmosphere, the processes that shape them over time and the issues that arise when attempting to manage them. Alongside the physical environment, students will also study Human Interactions. They will look at 'Places' as dynamic and multi-layered spaces and study how the history and culture of a nation can be found in its buildings, public spaces and towns and cities. They will also study Migration and Human Rights, exploring the relationships and connections between people, the economy, and society.

In the second year, students will complete an independent investigation consisting of a written report, recommended to be between 3,000 and 4,000 words in length. This can be an area of personal interest related to any area of the specification. Finally, they will study in two Geographical Debates: Climate Change and Disease Dilemmas. Each topic engages learners through an enquiry approach. They will be able to articulate opinions and provide evidenced arguments across a range of situations. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the Geographical Debates component.

ASSESSMENT

Component	Length	Weighting
1. Physical Systems	1hr 30mins	22%
2. Human Interactions	1hr 30mins	22%
3. Geographical Debates	2hrs 30mins	36%
4. Independent Investigation: Fieldwork	Non-examined	20%

SFC ENRICHMENT

Environmental Society, Geography Society and a compulsory Four-day residential trip to Devon and London.

CAREER OPPORTUNITIES

Geography bridges the gap between the sciences and arts. Geographers are highly regarded in the world of work for the many transferable skills that they develop. Studying geography enables students to follow a wide range of university courses, including medical, legal, environmental, educational and financial and are constantly topping lists as the most employable university graduates.

FURTHER DETAILS

Examination board: OCR H481
Specification: Click here

A LEVEL HISTORY

WHY STUDY HISTORY?

The study of history, of whatever period, gives a sense of perspective and teaches important analytical skills. Students of History have a better understanding of the present and will have expanded their own cultural literacy through the in-depth study of a period in the past. They should emerge from their A Level better able to write and debate.

CONTENT OF THE COURSE

The History Department offers one combined A Level course. Students will study one Early Modern option with one Modern option, in order to give them exposure to a wide range of concepts and time periods, and to allow them to develop a broader range of skills as a historian. The course will teach pupils how to engage with the past through the study of historical sources and the work of historians as well as developing critical and analytical skills.

A Level students will study two examined components:

- The Tudors 1485-1603 (the breadth study)
- Revolution and Dictatorship: Russia 1917-1953 (the depth study)

They will also undertake their own historical enquiry having followed a taught course on Civil Rights in the United States c.1865-1985. Based on their study of this course they choose an area in which to specialise, pose their own question and undertake their own research, guided by their teachers. This task provides excellent practice for the independent study required at university.

ASSESSMENT

Component	Length	Weighting
1. Written paper: Extract question + essays	2hrs 30mins	40%
2. Written paper: Extract question + essays	2hrs 30mins	40%
3. Coursework	N/A	20%

SFC ENRICHMENT

History & Politics Society, HiPo Hub Lecture Series, day trip to Hampton Court Palace, Cheltenham Literature Festival talks, Saturday lectures, attending lecture days to enrich your understanding of your topics and to engage with them on a higher academic level. University classes and Oxbridge preparation delivered by experts in the field.

CAREER OPPORTUNITIES

History is well regarded by universities and employers and while some historians go on to the more obvious careers in historical research, museums and archives, many big institutions and businesses also now employ historians to carry out research and retain their heritage. Beyond specific history-related careers, the study of History provides an excellent (and very well-regarded) foundation for a wide range of careers. Many use the critical skills they have learned in a wide range of employment areas such as business, management, law, journalism, politics, the Civil Service and the public services.

FURTHER DETAILS

Examination board: AQA 7042
Specification: Click here

A LEVEL HISTORY OF ART

WHY STUDY HISTORY OF ART?

Students usually choose to study History of Art because they want to:

- develop their ability to process, analyse and conceptualise complex primary and secondary sources into coherent narratives;
- confidently and clearly synthesise and re-present ideas;
- assess the quality and reliability of information;
- explore several centuries of human success and failure through the media of their artistic and cultural endeavours.

CONTENT OF THE COURSE

The course will allow a breadth of study looking at painting, sculpture and architecture from Ancient Greece to the present day (500BCE-2015) through thematic study. Two further units in the second year will offer more in-depth study of two distinct periods in history, 1900-1939 or 1960-2015 for example, which will allow for greater historical, cultural, political and social insight and will take in key philosophers, theorists, writers and poets to provide a solid contextual grounding for the works produced.

There will also be the opportunity to engage with works of art beyond the European tradition. Learning is supported by first-hand study of works of art and architecture, which includes trips to museums and galleries both here and abroad.

ASSESSMENT

Component	Length	Weighting
1. Visual analysis and themes	3hrs	50%
2. Periods	3hrs	50%

SFC ENRICHMENT

History of Art Society, ARTiculation public speaking competition, Oxbridge essay writing competitions, residential trip to Madrid / Paris / New York, day trips to London and trips to Cheltenham Literature Festival.

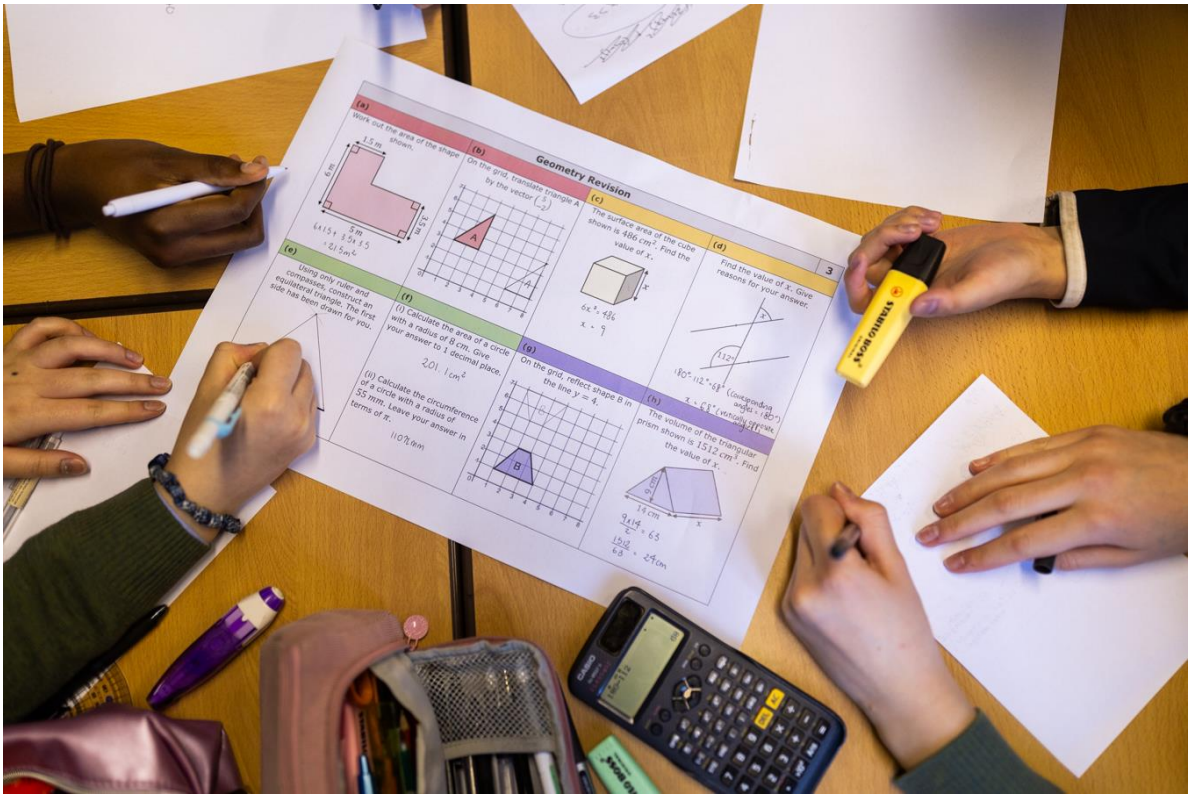
CAREER OPPORTUNITIES

Art History develops strong skills in communication, and creative and analytical thinking. Researching and using evidence are vital skills as well as the ability to use initiative and work collaboratively and independently. The skills are suited to almost any career path but might especially suit those wanting to work in design, marketing, advertising, auction houses, museums and galleries, management, journalism, film, business, law and the art market.

FURTHER DETAILS

Examination board: Edexcel 9HT0
Specification: Click here

A LEVEL MATHEMATICS



WHY STUDY MATHEMATICS?

Mathematics is a powerful and versatile subject with applications across a wide range of disciplines, and for many degree courses an A Level in Mathematics is an essential or desirable qualification. Studying Mathematics helps students develop logical thinking, analytical skills and precision, whilst encouraging creativity, effective communication and collaboration. These skills are highly valued across a wide range of further studies.

CONTENT OF THE COURSE

A LEVEL: This is a two-year linear course. Students take three papers: two in pure mathematics, and one in applied mathematics (statistics and mechanics).

Pure Mathematics builds on some of the concepts introduced at GCSE - algebra, trigonometry, geometry, and functions – and introduces more advanced ideas such as exponentials, logarithms and calculus.

Mechanics focuses on modelling physical systems using mathematical methods; it is essential for those who want to read Physics or Engineering at university.

Statistics extends your understanding of data analysis and probability, and introduces key ideas in statistical modelling; it is a useful supplement for those taking Economics, Biology, Geography or intending to study medicine.

ASSESSMENT

Component	Length	Weighting
Pure Mathematics 1	2hrs	33.33%
Pure Mathematics 2	2hrs	33.33%
Mechanics and Statistics	2hrs	33.33%

SFC ENRICHMENT

Senior Mathematics Challenge, Code Breaking Club and University Classes including MAT and STEP.

CAREER OPPORTUNITIES

Mathematics is a requirement for most courses in Accountancy, Business Studies, Computing, Engineering, Mathematics, Physics and for some courses in Architecture and Economics. Many others, such as Psychology and other social sciences include some Mathematics. You should seek advice from the PGC to ensure the right mathematics course is followed to facilitate your chosen degree course / career path.

FURTHER DETAILS

Examination board: Edexcel A Level 9MA0
Specification: Click here

A LEVEL FURTHER MATHEMATICS

WHY STUDY FURTHER MATHEMATICS?

Further Mathematics is a highly rewarding and intellectually stimulating course. It offers students who enjoy mathematics the opportunity to explore more advanced topics in greater depth, encouraging deeper mathematical thinking and extending them beyond the standard A Level. It helps develop strong problem-solving skills, logical reasoning, and mathematical fluency. Many students find that studying Further Mathematics enhances their performance in A Level Mathematics, as it reinforces and extends key concepts.

Further Mathematics can ease the transition from Sixth Form to mathematically demanding university courses. It enables students to distinguish themselves as able mathematicians in their applications for university and future employment.

Please note that the Further Mathematics course is taught sequentially: students complete the full A Level Mathematics course in SFC1, followed by the Further Mathematics in SFC2.

CONTENT OF THE COURSE

AS LEVEL FURTHER MATHEMATICS: In addition to the Mathematics A Level, students take two further papers: one in further pure mathematics, and one paper which is a combination of pure or applied mathematics.

A LEVEL FURTHER MATHEMATICS: In addition to the Mathematics A Level, students take an additional four papers, two in further pure mathematics and two additional modules in either pure or applied mathematics.

Further Pure Mathematics builds on the mathematics studied at A Level and introduces more abstract and advanced ideas, such as matrices, complex numbers, further calculus, proof by induction, and polar coordinates; it is excellent preparation for mathematically rigorous degrees

Further Mechanics extends ideas from A Level mechanics and includes topics such as work-energy principles, and direct and oblique impacts; it is useful for those who want to read Physics, or Engineering at university.

Further Statistics deepens understanding of statistical inference, exploring hypothesis testing, probability distributions and regression models in greater depth; it is valuable for students interested in Economics, Psychology, Biology, or other data-driven fields.

Decision mathematics introduces decision-making techniques focusing on algorithms, graph theory, and linear programming; this can be useful for those considering Computer Science, Data Science, or Operational Research.

ASSESSMENT

AS LEVEL FURTHER MATHEMATICS

Component	Length	Weighting
Core Pure Mathematics	1hr 40mins	50%
2 modules from Further Statistics, Further Mechanics, Further Pure, or Further Decision	1hr 40mins	50%

A LEVEL FURTHER MATHEMATICS

Component	Length	Weighting
Core Pure Mathematics 1	1hr 30mins	25%
Core Pure Mathematics 2	1hr 30mins	25%
2 modules from Further Statistics, Further Mechanics, Further Pure, or Further Decision	1hr 30mins	25% each

SFC ENRICHMENT

Senior Maths Challenge, Code Breaking Club and university classes including MAT and STEP.

CAREER OPPORTUNITIES

Further Mathematics is a requirement for most courses in Computing, Engineering, Mathematics, Physics and for many courses in Economics and Architecture. Many others, such as Psychology, Accountancy, Business Studies, include some Mathematics. You should seek careful advice from the PGC / Mathematics Department about embarking on the right level of mathematics for your ability and chosen career path.

FURTHER DETAILS

Examination board: Edexcel AS 8FM0 Specification: Click here and select AS Further Mathematics from the drop down menu.

A Level 9FM0: Specification: Click here and select A level Further Mathematics from the drop down menu.

CORE MATHS (MATHEMATICAL STUDIES)

WHY STUDY CORE MATHS?

Core Maths, also known as Mathematical Studies, is designed for students who wish to retain and enhance their mathematical skills without taking A Level Mathematics. This course is ideal for students planning to pursue A Levels in subjects like Biology, Geography, Psychology, and Economics, where mathematical knowledge is beneficial. Core Maths supports these subjects by providing practical mathematical skills that are applicable in real-world scenarios

CONTENT OF THE COURSE

AQA CORE MATHS: This is a one year course, leading to a Level 3 qualification (similar to an AS Level) with Grades A to E. Assessment for this course is through two 90 minute examinations at the end of SFC1. The first paper covers: Data Analysis, Personal Finance, Estimation, and Mathematical Methods and the second paper covers Statistical Techniques.

The Core Maths course prioritises practical applications, including proficient use of calculators. It integrates real-world contexts into its curriculum and enables students to tackle problems that reflect challenges encountered outside the classroom. . For instance, the financial mathematics component addresses practical issues such as tax, National Insurance, payslips, and the fluctuating cost of living. In the Statistical Techniques section, students learn to identify correlations, critically analyse them, and evaluate the validity of mathematical claims, equipping them with the skills to discern the often misleading nature of media reports.

ASSESSMENT

Component	Length	Weighting
Paper 1	1.5 hours	50%
Paper 2	1.5 hours	50%

CAREER OPPORTUNITIES

Core Maths equips students with valuable problem-solving skills and mathematical insights that are highly regarded by employers in various sectors. The qualification is beneficial for careers in Business, Geography, Economics and other fields that require analytical and numerical skills. You should seek advice from the PGC to ensure to ensure you choose the right mathematics course to support your future career or academic goals.

FURTHER DETAILS

Examination board: AQA Mathematical Studies (A)
Specification: Click here

A LEVEL MODERN LANGUAGES

FRENCH, GERMAN, ITALIAN, SPANISH

CONTENT OF THE COURSE

The A Level Modern Foreign Language courses are designed to develop students' language skills to a higher level of fluency as well as teaching them about key cultural aspects of the countries where the language is spoken. The wide range of topics covered enable students to acquire an up-to-date and in-depth understanding of international society, recent history and politics. Candidates will also study a text and a film, which introduces them to literary and cinematographic analysis.

ASSESSMENT (EDEXCEL) - ITALIAN

Component	Length	Weighting
1. Listening, Reading and Translation	2hrs	40%
2. Written response to works and translation	2hrs 40mins	30%
3. Speaking	16-18mins (plus 5mins prep time)	30%

ASSESSMENT (AQA) – FRENCH, GERMAN, SPANISH

Component	Length	Weighting
1. Listening, Reading and Translation	2hrs 30mins	50%

2. Writing: literature and film	2hrs	20%
3. Speaking	20mins	30%

SFC ENRICHMENT

Trips and exchanges, Linguistics club, Linguistics Olympiad, Translation and Interpreting workshop, essay competitions, work experience placement abroad, weekly conversation lessons with native Foreign Language Assistants/ Language Coaches, foreign films, TV series, reading.

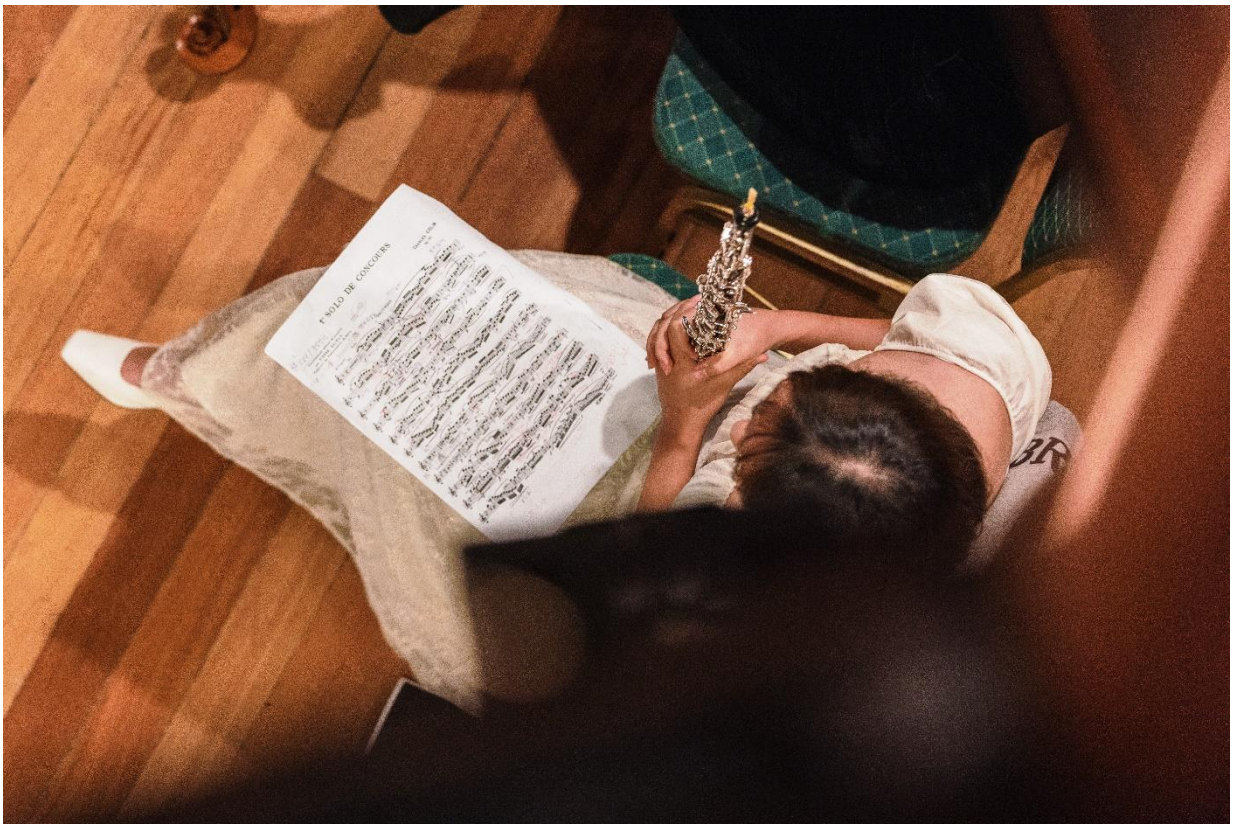
CAREER OPPORTUNITIES

For some jobs, such as translating, interpreting and language teaching, language skills are essential. However, having a foreign language is an enormous asset and helps candidates stand out in many other careers, including the fields of engineering, medicine, politics and business. There is an acute shortage of linguists in the UK and for this reason, speaking a foreign language makes students highly desirable to employers. We also encourage pupils to study a language for the love and beauty of it.

FURTHER DETAILS

Exam specifications: Click here (Italian) and click here (French, German, Spanish)

A LEVEL MUSIC



WHY STUDY MUSIC?

Music is a unique and challenging subject. As a music student, you will be guided to combine emotion with intellect as you learn this artistic language and craft your own responses through performance and composition. This exciting course is designed for all musical tastes; there are no limits on the instruments and types of repertoire which may be presented in performance, and the study of the widest possible range of music is encouraged. The A Level course also allows you to specialise in performance or composition. Music can complement a study of medicine or law very well, alongside careers within the music industry or education.

CONTENT OF THE COURSE

Performance: At A Level, this will include three contrasting pieces lasting a total of at least 10 minutes.

Composition: Developing ideas and understanding of musical construction is achieved through the creation of two compositions (plus a further set of technical exercises if composition is your chosen speciality). Students will have the opportunity to make sophisticated use of our powerful score-writing software, alongside our state-of-the-art iMac suite, and original music can be performed and recorded in our recording studio.

Listening and Appraising: Centred on developing students' understanding of the history of music and powers of analysis. Students will study prescribed works from varied genres, styles and eras, and the ability to analyse will be developed aurally (leading to a listening examination) and through written response. A wide range of listening from the Classical and Romantic eras to jazz and innovative music of the 20th century will give the students a broad curriculum and open their ears to the musical world that surrounds them.

ASSESSMENT

Component	Length	Weighting
1. Performance – Pathway A or B		
Pathway A: two contrasting pieces	6mins minimum	25%
Pathway B: three contrasting pieces	10mins minimum	35%
2. Composition – Pathway A or B		
Pathway A: two original works: one set brief and one free brief; portfolio of technical exercises	8mins minimum	35%
Pathway B: two original works: one set brief and one free brief	4mins minimum	25%
3. Listening and Appraising: Analysing and evaluating music, familiar and unfamiliar pieces, prescribed works, questions based on aural extracts	2hrs 30mins	40%

SFC ENRICHMENT

A wealth of opportunities are available for SFC musicians including access to our range of ensembles (including choirs), concert trips, links with Cheltenham Jazz and Music Festivals, involvement in College musicals, use of the recording studio, community links programmes, College concerts… and much more!

CAREER OPPORTUNITIES

The disciplines developed through an academic study of music underpin both musical and non-musical careers and are well regarded by universities and employers alike. Potential careers include the music industry, arts industry, performing, academia, teaching or composing (including film, theatre and television). Graduates of music have also gone to become barristers, accountants, lawyers and doctors.

FURTHER DETAILS

Examination board: OCR H543
Specification: Click here

A LEVEL PHYSICS

WHY STUDY PHYSICS?

Physics is crucial to understanding how the world around us works, from light bulbs to driverless cars, from earthquakes and tsunamis to leptons, quarks and quasars. From the prosaic to the profound. Physics helps us to see the connections between seemingly disparate phenomenon. Physics gives us powerful tools to help us to express creativity. It provides quantitative and analytical skills needed for analysing data and solving problems in the field of science, engineering and medicine as well as in economics, finance and law.

CONTENT OF THE COURSE

The A Level course starts with a study of the laws, theories and models of physics and finishes with an exploration of their practical applications. Students will develop essential skills, knowledge and understanding of different areas of the subject, including scientific method, and how they relate to each other. They will develop competence and confidence in a variety of practical, mathematical and problem-solving skills and an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

In SFC1, you will cover varied topics such as Mechanics, Materials, Electricity, Waves, Quantum and Particle Physics.

In SFC2, the course will explore Electric, Gravitational and Magnetic Fields, Nuclear Physics, Further Mechanics and Thermal Physics. In addition to this, an option is studied with a choice of Astrophysics, Medical Physics, Electronics, Engineering Physics or Turning points in Physics.

Practical work will be a core part of the course and is assessed through the written exam papers. The assessment of practical skills is a compulsory requirement of the course. Students will carry out a minimum of 12 core practicals and will be internally assessed against Common Practical Assessment Criteria (CPAC).

ASSESSMENT

Component	Length	Weighting
Paper 1 – Mechanics, Electricity, Waves and Particle Physics	2hrs	34%
Paper 2 – Fields, Further Mechanics, Thermal Physics and Nuclear Physics	2hrs	34%
Paper 3 – Practical questions and optional unit	2hrs	32%

Practical Endorsement: Core practicals and other investigations will enable students to achieve the practical endorsement – this does not contribute to the overall grade, but the result will be recorded on the student's examination certificate.

SFC ENRICHMENT

Starlab, Olympiads, Gold Industrial Cadets Award, Physics Society and Physics Week Activities.

CAREER OPPORTUNITIES

Medical, engineering, scientific, computing, financial, architectural, educational, environmental and many more careers are open to Physics students.

FURTHER DETAILS

Examination board: AQA 7408
Speciation: Click here

A LEVEL POLITICS

WHY STUDY POLITICS?

The study of Politics will give students a good level of understanding of how the UK and international political systems work. They will analyse thoroughly the democratic process in both contexts and will build knowledge of key political events in the recent history of the UK and more widely. They will also study key ideologies such as conservatism, socialism, liberalism and feminism. Beyond a critical awareness of the world around them, Politics A Level students emerge with finely tuned analytical skills. They can debate with confidence and write with precision.

CONTENT OF THE COURSE

Component One focuses on UK Politics and Core Political Ideas (conservatism, socialism and liberalism) while Component Two examines UK Government and Non-Core Political Ideas (feminism). Component Three is a comparative study of Global Politics.

ASSESSMENT

Component	Length	Weighting
1. UK Politics: Essay questions requiring analytical writing	2hrs	33%
2. UK Government: As above	2hrs	33%
3. Comparative Politics. A mix of short and longer exam questions	2hrs	33%

SFC ENRICHMENT

Hipo Soc, HiPo Hub Lecture Series, Cheltenham Literature Festival events/speakers, Saturday lectures and student study days with university lecturers.

CAREER OPPORTUNITIES

Students may go on to read Politics or a variety of related degrees such as International Relations, Human Social and Political Sciences (HSPS) or Philosophy, Politics and Economics (PPE). While some may enter political life, most use the critical thinking skills they have learned in Politics in a wide range of employment areas such as business, management, law, journalism, the Civil Service and public policy.

FURTHER DETAILS

Examination board: Edexcel 9PLO
Specification: Click here

A LEVEL PSYCHOLOGY

WHY STUDY PSYCHOLOGY?

With increasing awareness of the importance of psychological and mental health, there has never been a more important time to study Psychology. Psychology is a scientific discipline that looks at how human biology, family and environmental factors inter-play in determining our behaviour. Students will gain insight into the mind, brain and human behaviour as well as learning about the history of this multi-faceted subject. It covers theories of both 'normal' and 'abnormal' behaviours; why individuals behave the way they do, and how others can influence their behaviour. Studying Psychology can help students to better understand how psychological conditions are diagnosed and treated. Students will also develop an insight into their own and other's behaviour and learn some important metacognitive skills. As Aristotle said, 'Knowing yourself is the beginning of all wisdom'.

CONTENT OF THE COURSE

Students cover topics that develop a broad understanding of human behaviour broken down across three papers.

In Paper 1 they will learn about Attachment e.g., theories of attachment, how we measure attachment and the effects of early attachment patterns; Memory e.g. types of memory and factors affecting eyewitness testimony; Psychopathology e.g. causes and treatments for phobias, depression and OCD; Social Influence e.g. conformity, obedience and resistance to social pressure.

Paper 2 topics include Approaches, learning about the different perspective within Psychology;

Biopsychology e.g., the anatomy of the brain, ways of studying the brain, localisation/lateralisation of brain function plasticity and functional recovery; Research Methods, where students learn to become investigative psychologists, develop research skills and statistical analysis.

Paper 3 includes Issues and Debates e.g., nature-nurture; freewill vs determinism and three topics, one from each of the following sections: Relationships, Gender or Cognition and development; Schizophrenia, Eating Behaviour or Stress; Aggression, Forensic Psychology or Addiction.

Independent learning is supported via student-designed practical investigations throughout the course.

ASSESSMENT

Component	Length	Weighting
Paper 1: Introductory Topics in Psychology	2hrs	33.3%
Paper 2: Psychology in Context	2hrs	33.3%
Paper 3: Issues and Options in Psychology	2hrs	33.3%

SFC ENRICHMENT

Psychology Society explores topics beyond the curriculum and affords students opportunities to develop presentation skills and lead talks on their own areas of interest; university classes for those applying to study Psychology or related degrees at university. 'Brain Day' cross-curricular event with Biology; a zoo trip to carry out observational research and learn more about animal behaviour/conditioning/phobias. Psychology week activities, Psychology Olympiad and Minds underground essay competitions run in the spring term. Cheltenham Science festival talks and Royal Holloway's video/poster competition in the summer term.

CAREER OPPORTUNITIES

Psychology helps in understanding human behaviour, so it is a useful subject for any job working with, helping, or managing people. Traditional careers include Clinical, Educational, Forensic or Sports Psychology and Neuroscience. However, careers in psychology often span disciplines and careers are available in Art Therapy, Counselling, Consumer, Engineering or Industrial Psychology and Human Resources.

FURTHER DETAILS

Examination board: AQA 7182
Specification: Click here

A LEVEL RELIGIOUS STUDIES

WHY STUDY RELIGIOUS STUDIES?

This course helps students to develop skills of analysis and evaluation by close study of some key philosophical questions. Students learn to appreciate the ideas of others, while being encouraged to develop their own arguments. The subject aims to teach students how to think, not what to think.

CONTENT OF THE COURSE

The A Level course consists of three units, with the key focus being on Philosophy of Religion and Ethics. For the former, this includes a study of Ancient Greek philosophers such as Plato and Aristotle, arguments for and against the existence of God, consideration of religious experience and the question of the soul.

For Ethics, students consider a range of ethical theories, both religious and secular, and apply these to personal, societal and global issues of importance, such as issues of business, medicine and sex.

The third paper, Developments in Religious Thought, looks at important religious philosophical questions, such as the afterlife, gender and religious pluralism.

ASSESSMENT

Component	Length	Weighting
1. Philosophy of Religion: three questions out of a choice of four	2hrs	33.3%
2. Ethics: three questions out of a choice of four	2hrs	33.3%
3. Developments: three questions out of a choice of four	2hrs	33.3%

SFC ENRICHMENT

Bi-termly Philosophy Society, and an annual Philosophy and Ethics event, joint with IB students. This may be a conference run at College or a trip to lectures elsewhere.

CAREER OPPORTUNITIES

Religion, Philosophy and Ethics lends itself to a wide range of degree courses and careers including Law, Journalism, Education and Politics, as well as Philosophy and Theology. Those wishing to study Medicine may find the ethics components helpful.

FURTHER DETAILS

Examination board: OCR H573
Specification: Click here

REQUIREMENTS FOR SELECTED CAREERS AMBITIONS / DEGREE COURSES

If you or your parents have any specific questions about higher education requirements, do not hesitate to get in touch with College or the PGC. This is especially important if you are considering applying to international universities, as some have very specific subject requirements which may not be covered below.

The Russell Group of UK universities have published a guide to post-16 subject choices. *Informed Choices,* produced in collaboration with the Institute of Career Guidance, is aimed at all students considering post-16 options. It includes advice on subject combinations for a wide range of university courses as well as advice on the best choices if you do not know what you want to study after school and need to keep your options open.

The latest version of this publication can be found here: www.informedchoices.ac.uk

If you are considering studying in the US, we would advise a breadth of subjects though it depends on which universities you are focusing on. Breadth can be achieved either through A Levels or IB - one is not preferable than the other for US applications. Please talk to the Professional Guidance Centre for more input.

In the PGC we believe strongly in a case-by-case approach which avoids generalisations and too much of a focus on just a few universities. We encourage, support and empower students to formulate their own higher education and career strategies to maximise their chances of fulfilling their own dreams and goals.

APPRENTICESHIPS AND SPONSORED DEGREES

There are many fantastic opportunities to enter work immediately after Sixth Form whether through an apprenticeship or a sponsored degree. Given the huge variety of options, students considering these routes should consult directly with the PGC team for subject and strategy advice.

Bayshill Road, Cheltenham Gloucestershire GL50 3EP tel +44(0)1242 520691
enquiries@cheltladiescollege.org www.cheltladiescollege.org