



CLAYESMORE  
DORSET

# Sixth Form

**10** *reasons  
why...*

A Clayesmore Sixth Form  
education will set you up for life

*The  
freedom  
to make  
choices*

**Being a  
LEADER**  
and taking  
**RESPONSIBILITY**

**SEE WHAT'S  
NEW FOR  
2013**

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# First Words

We often speak of the “**magic of Clayesmore**” and as I contemplate this opportunity to write a few words, it seems to me that the tricks get better and better as every year passes. We won't manage to paint the picture of **diversity** and **dynamism, modernity** and **excitement** that is Clayesmore Sixth Form in this magazine – we are doing new things all the time and such is the **determination** and **energy** of those of us who are involved in setting the pace that there will be more on offer in 2013/14 than we can yet visualise!

Make no mistake, Clayesmore Sixth Form is very **special** indeed and that's all about the students, the excellent teaching, and everything else that is on offer here to help you make the most of yourself. You'll love it and we will help you to go as far as you possibly can in every sense. You've got to do as much as you can to make yourself as attractive to employers and universities as you possibly can. It's never been more important. Clayesmore will set you up – you won't be able to avoid the extra **confidence** that you will feel, but you must be ready to get stuck in and to **aim high**. Think... communication, leadership, confidence, extra skills, ability to work together and live together – you will get all of that.

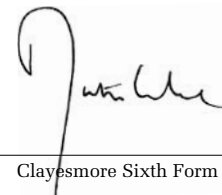
You can pick out quite a lot in the pages that follow – we have never offered such a

breadth of A level courses, and now we have three enticing BTEC courses as well to interest you: read up about the terrific but often hilarious Aardvark University month that the Lower Sixth all involved themselves in last summer: check out the vast range of universities that we succeeded in helping our students get to in the last two years alone. Yes, all four UK members of the world's top 10 universities are there on the Clayesmore list – Cambridge, Oxford, UCL and Imperial – and so are 9 out of 10 of the top UK universities – so, we offer breadth and depth – that's very important. We also give you personal help and **guidance** with careers, work experience **opportunities** and university applications.

Facilities are getting better and better – in 2013 we have the new Business School opening which will directly impact upon Sixth Form students in several subject areas.

A great deal of fun is to be had, often through 'The Capital,' as we call the Sixth Form Common Room, and there will be plenty of opportunities to relax, make new friends and let your hair down.

**We want the very best for all our students – Clayesmore Sixth Form offers you the very best – go for it!**



# Be All You Can Be

## BECOMING A CLAYESMORE SIXTH FORMER



# RECIPE FOR *Success*

## *“Impressive young adults”*

*A measure of academic, sporting and musical achievement*

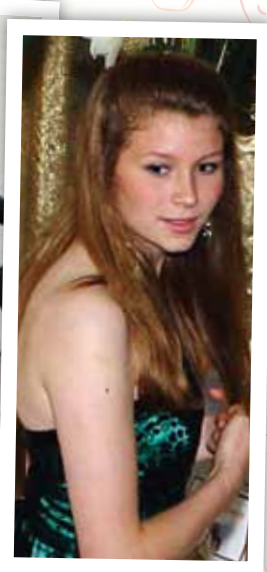
*Mixed with a liberal sprinkling of enthusiasm*

*A whole cup full of confidence*

*A handful of ambition*

*Flavour with community spirit*

*Combine all ingredients together in a rounded Sixth Form with a solid base and gently simmer until ‘cooked’.  
Turn out into world and enjoy.*



To find all these ingredients in two 6th Form students is very special of course but they are present in both Mikaela Belcher and Emily Allen. Emily has been at Clayesmore for 13 years and Mikaela for 9. They have a lot more in common too. They both have straight As or A\*s at GCSE, they are both members of the Charity Committee, they both play in the Strings ensemble and orchestra and they both held office in the recent Munga conference of which Mikaela said. “It was great. It gave opportunities to people from all year groups to get to know each other, work with each other and, by the end of the day, not only had new friendships been formed but also we had all gained confidence in our own opinions.”

Both have spent the summer with an eye on their future careers. Mikaela, who is aiming for Oxford to study Law, gained a place against stiff competition on The Hong Kong Polytechnic University Summer Programme in Chinese Language and Culture. She worked for the British Council while in Hong Kong and then did some work for the Hong Kong Economic and Trade office, London when she returned. Emily, who intends to follow her brother into Medical school, has been working in a Mexican Orphanage with Outreach.

They say that they “enjoy so many things about Clayesmore; one feels that one really matters. All the teachers really know you and know where you want to end up. You get a better relationship with them and know they have your interests at heart”. They both believe that “you get from life what you give” and that helps to explain why they are both well on the way to achieving their ambitions.

# THE FUTURE IS BRIGHT

Students who want to aim high can take heart at Clayesmore where the vast majority receive offers from their first choice of university.

Furthermore, the top A level grades A\* - B currently stand at 60% which means students have secured places at the country's leading universities.

Here are just a few examples from the last two years...

German and Linguistics at **Oxford**;  
Engineering at **Cambridge**;  
Medicine at **UCL** and **Aberdeen**;  
Geography at **London School of Economics**;  
Accounting and Finance at **Warwick**;  
Biology at **Imperial College, London**;  
Classics at **Durham**;  
Spanish at **Exeter**;  
Real Estate at **Reading**;  
Architecture at **Nottingham**;  
Archaeology at **Bristol**



*Ed Bragg:  
Medicine at UCL*



*Lucinda Sandon-Allum:  
Biology at Imperial College,  
London*



*Veit Ulbricht: Economics  
at Milan University*



*Olivia Norton: Geography at  
London School of Economics*



*Conor White-Andrews:  
Spanish at Exeter*



*Yulia Zharova: Economics  
& Business with East  
European Studies at UCL*

# In His Own Words



**TONY CHEW**  
HEAD OF SIXTH FORM

*“Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it.”*

Goethe’s words seem so appropriate here because even though you may not yet be aware of it, as you enter the Clayesmore Sixth Form, you have ‘**begun**’ and you are now on a path that may **meander**, **twist** and **turn**, but it will **lead you securely into your adult life**.

**The Sixth Form should be the happiest days of the “happiest days of your life.”** Your GCSEs are out of the way

and you have **two years to specialise** in subjects which you have chosen to study. Finally, as young adults, you are **in control** of your own choices and you can decide how hard you want to work, how much you want to contribute and how involved you want to become.

I and my Assistant Head of Sixth Form, Gary Glasspool, plus a whole specialist group of tutors are not just here to

support you in your academic studies, but to discover what you can bring to the Sixth Form. We are **eager to listen** and we will **help you develop** your own initiatives and ideas. In an adaption of John F Kennedy’s words: “**Ask not what your Sixth Form can do for you. Ask what you can do for your Sixth Form.**” If you take this approach I can promise that the Sixth Form will be **an unforgettable, life enhancing experience for you**.

# TEN REASONS WHY.....

## A CLAYESMORE SIXTH FORM EDUCATION WILL SET YOU UP FOR LIFE



**One-to-one** tutor support with UCAS applications and personal statements



Hard work brings **optimum results** and a place at the **university of your choice**



The Clayesmore Professional Network can **assist with work placements** and provide **advice, knowledge and expertise**



Outstanding teaching that can **inspire a lifelong passion** in specific fields of interest

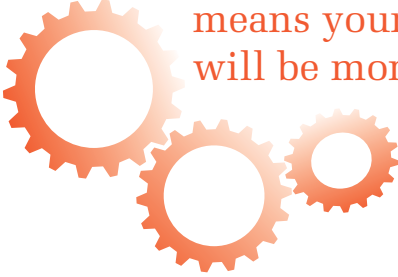
International **expeditions, excursions and tours** supporting the academic, sporting, musical and adventurous spirit





6

You will learn to **co-operate, collaborate and think for yourself** which means your prospects will be more exciting



You will make **lasting friendships**

You can continue to **compete in sport, play an instrument, perform on stage, join a band, sing in a choir...**



The strong and dynamic Old Clayesmorian network will **keep you connected**

10

*"It seems to me that what they do in the Sixth Form at Clayesmore is to reveal possibilities to you that you might not have otherwise encountered."* Veit Ulbricht

# “THERE IS NO SUBSTITUTE FOR AARDVARK”

THOMAS EDISON

One is not quite sure what particular quality Edison was referring to and there are suggestions that his comment may have been culinary rather than a reference to the aardvark's determined burrowing activities. Whatever the dubious relevance of this start is, Aardvark University has had the enormous privilege of establishing one of its most far flung (as in boomerang) campuses at Clayesmore, Dorset. For those not familiar with the College it was founded by Dr Nathaniel Aardvark. The archdidascular Dr Francis Scrowshanks is headmaster of Aardvark School while, by happy coincidence, his brother, the famous organologist, Professor Egbert 'Scarface' Scrowshanks is the first Vice Chancellor. The Motto of both: Vix numquam nocere – Aardvark never hurt anyone.



Tight-lipped, ashen-faced supremo Gary Glasspool, whose motto is gleaned from Colin Powell “A dream doesn't become reality through magic; it takes sweat, determination and aardvark”, has been tireless (the 6th form jacked up his car) in organising a programme for the Lower 6th students: individual departments and students have risen to the challenge in a way of which Dr Nathaniel Scrowshanks would have been as proud as he was of his pet newt.

The Egyptian god Set is said, by some, to have the head of an aardvark, or part aardvark so it is no surprise that the History Department took the opportunity to refight the Battle of Gettysburg on a giant map. The English Department dressed up as fairies and discussed bloody chambers. Dressing up again as foresters and with some flagrant cross-dressing, they examined the

concept that anyone can be anything (Christmas can be Easter?). The Chemistry department gave themselves a headache in trying to create aspirin. The PE Department took students to Bath University Sports Development Centre. One presumes that the Modern Languages Department were concentrating on Aardvark symbolism in late Castilian Literature.

Departments were given full days to deliver their syllabus. This meant that on each day there were some who were not occupied academically and they had the opportunity to choose animal (go Ape), vegetable (University cooking), or mineral (Stonehenge). There were also lectures on Car Maintenance, Circus skills and fountain pens so students have been busily repairing their cars on the flying trapeze armed only with an Onoto. More active types headed off with Mr Anderson for mountain, biking, kayaking and climbing, probably all at the same time on a unicycle.

It was a dark and windy morning when an intrepid group set out to watch the soggiest summer solstice at Stonehenge in several sodden centuries. Mass human sacrifice (the minibus brakes not being very efficient) was narrowly avoided and they watched the dawn, well more a very subtle development in (chiaro?)scuro, as assorted drippy druids and hippies (fluid) did a floral dance around them. They obviously looked saner than many of the people there as they were interviewed live by BBC Wiltshire and a photograph of Alex McPherson, “The Incredible Hunk”, made the Huffington Post.





## Model United Nations Day

Bushcraft, (not a failed American aircraft carrier) baking bushbread on a fire constructed from damp leaves, using naturally occurring Potassium permanganate and brake fluid.

PerMUNGAte was also presumably in evidence where Aardvark students led pupils in all ages on a Model United Nations Day. The UCAS day gave a preparation for Oxbridgevark entry as well as those going on to other universities.

It was with real emotion that the Lower 6th sang the stirring school song "Carmen Aardvarkiense" written by the Vice Chancellor's great aunt Tubulidentata Scrowshank in a rare bout of sanity. The tune, written by the Headmaster (also in a rare bout....) indeed brought tears to the eyes, especially as we crescendoed up to forte on "Scrowshanci prudentia ludum hic fundavit".

The semester finished with a graduation ceremony where students received a certificate of endurance from the Pro-Vice Chancellor, Dr Roger Strangely-Brown.

There was a general feeling that Aardvark had been a great experience. Students had received some university style education and university style entertainment. Most used their time wisely but inevitably some fell into the aardvark trap of drifting and have learnt that organising your own time in education may not be as easy as it looks.

The final word must go to Sam Ewing. "Aardvark spotlights the character of people: some turn up their sleeves, some turn up their noses, and some don't turn up at all."



## Surviving a shark attack

The Business breakfast was very popular, mainly because of its stress on breakfast rather than business. Also very popular were the pub evenings with the stress on pub food and drink.

One evening unusual activity could be seen around the lake where students discovered how to survive a shark attack. It could be that the shark was superfluous and that mere survival of the lake was a triumph. However the ferocity of the shark was such that Commander Newland found little protection in his handbuilt (by the students) woodenclads and he was in danger of becoming a submariner. Another evening was spent on



# Living Your Life



MAKING THE BEST  
OF EVERY  
OPPORTUNITY

Chloe Dixon was a girl who liked to be in the middle of things here at Clayesmore – she is happy to admit that – and ever since she joined the Sixth Form, fresh from her girls' school, that is exactly where she was always to be found – in the middle of all the action!

Whether it was playing for the hockey team; taking an aqua fit, Zumba or spinning class; socializing in the boarding house or leading a tour group visiting the school, Chloe preferred to be busy and active. She came from a family of keen water sports and sailing enthusiasts and although the coast is her home, she loved boarding in the countryside at Clayesmore. As she said last year, "It is peaceful, but so beautiful and I am always incredibly proud to show visitors around our campus, which is why I like being selected to take a tour with potential students."

As a newcomer to the school Chloe



found it very easy to make friends. This is because there are so many opportunities to join in with sport, the social life of the Sixth Form and all the activities that go on in the house. "You are welcomed and valued here because whatever it is you have to offer is needed and it has a real part to play. I also think that boarding in the Sixth Form is valuable preparation for university, because you are given more responsibility and you learn to live in

a community and take control of your choices."

Chloe certainly seemed to be in control, with a very focused view of her future. She achieved her ambition to gain a place at the University of Reading – one the UK's top RICS recognized universities – to study Real Estate and she will then embark on what we are certain will be a very successful Real Estate career of her own.

# FORWARD GEAR

## The Clayesmore Combined Cadet Force

Gearing up for a life beyond the classroom means going forward into the world with skills that will demonstrate your leadership, your organisational skills, your teamwork and your adventurous spirit.



## Join the CCF and see the way forward

E: [cadets@clayesmore.com](mailto:cadets@clayesmore.com)

CCF cadets can also opt for the BTEC in Public Services. Equivalent to 4 GCSEs it involves 6 modules. The only extra work that pupils need to complete in their own time is 2 workbooks. The remainder of the requirements are met if they have completed a Duke of Edinburgh expedition, competed in sport and successfully finished a leadership/method of instruction course in the CCF.

# The Freedom to Make Choices

To be given the freedom to make choices within reasonable limits must surely be one of the biggest attractions for life in the Sixth Form. Certainly for overseas student, Veit Ulbricht from Dusseldorf, the idea that you can shape your future through your own choices and the opportunities that are available to you was always very exciting.

“I think it is a great model for life in fact,” said Veit, who studied Economics, Maths, History and Business Studies, and has now taken up his place to read Economics at the University of Milan. “When I arrived in the Lower Sixth, I never imagined that I would be predicted a really high grade for Maths: far less that my tutors would suggest studying at a top university! But it seemed to me that what they do in the Sixth Form at Clayesmore is to reveal possibilities to you that you might not have otherwise encountered.”

A music scholar and a keen runner, Veit immediately found his feet in the boarding house and a whole new collection of friends. As he looks back on his very colourful two years here, he too refers to the familiar theme amidst all the Sixth Form students of the warmth of the friendships and the happy and relaxed atmosphere, but he is also keen to impress this upon his German compatriots back in Dusseldorf.

“Honestly, I would never have had the experiences I had at Clayesmore in a German school and that is what I tell all my friends back at home – it is the best thing I have ever done!”



***“I would never have had the experiences I had at Clayesmore in a German school .... it is the best thing I have ever done!”***



Two new  
*exciting developments*  
to enhance Sixth Form Life at Clayesmore in  
*2013!*

**BUSINESS  
SCHOOL**



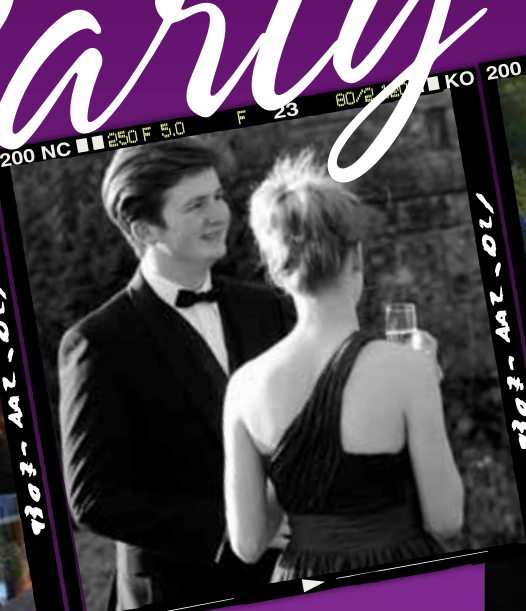
New Classroom Suites for: • Economics • Business Studies • Careers • Psychology  
With additional space for: • ICT • Science • Learning Support

**GIRLS'  
BOARDING**



New study bedrooms for 14 extra girls and associated staff accommodation.

# Party On



In the Clayesmore Sixth Form we always say that 'Work must come first but everything else comes a close second,' and that includes partying!

With the Social Committee and the Charity Committee – both of which are concerned with staging parties for fun, or as fund-raisers – as well as the themed evenings, the Valentine's Ball and the Summer Ball, there is always something to look forward to or to plan a fancy dress outfit for.

Here are some of the 'out takes'.







# Broadening Horizons

The annual expedition at Clayesmore is designed to provide an exciting opportunity for travel and adventure. Contact Colin Evans for more details: [cadets@clayesmore.com](mailto:cadets@clayesmore.com)



*The not-so-new*

Assistant Head of **Sixth Form**

# Reflections ON A first year



**Wow!** What a first year! I can certainly tell you that life in the Sixth Form is never dull. Students have thrown themselves wholeheartedly into Sixth Form life and there has been an immense amount going on. I had to go to South Africa and Mauritius over the long summer holidays to recover.

Some of the highlights of the



year have been The Marvellous Monte Carlo Night, The Clayesmore Oscars, The Explorers and Suffragettes Dinner and Aardvark University. It is sometimes hard to recall everything

we've done when there's still so much yet to do but I do remember a lot of laughing.

I said last year that I wanted to see the students taking ownership over their Sixth Form lives and the Student Union certainly led the way on that front; it has been great to see this body of young

people becoming more central to Clayesmore life. Their social lives are their responsibility and it is one they take seriously.

As I look out on a new year I can't help but be excited by the opportunities that a new year brings with it; new students, new friends, new opportunities and new experiences. At the Leavers' Ball at the

end of the Summer Term it was heartening to see just how grateful they were for what Clayesmore had done for them. There were numerous shouts of "I've loved every minute", or something similar, but these are memories created through getting involved in everything Clayesmore Sixth Form has to offer (which is a lot!).

[gglasspool@clayesmore.com](mailto:gglasspool@clayesmore.com)



# The Capital





Thanks to the hard work and creative genius of some recent sixth formers the Sixth Form Common Room has, for the last two years taken on a whole new look. The new colour scheme of red and white enhanced by Banksy graffiti and a London skyline graphic that picks out iconic structures such as the London Eye, Nelson's Column, St Paul's and Big Ben, amply supports the rebirth of this characterful space as "The Capital."



# *Playing Your Part*



SIXTH FORMERS  
ARE VALUED  
**FOR EVERY  
CONTRIBUTION**  
THEY CAN MAKE



# A MUSICAL ALL-ROUNDER

One of the most constant and recognisable faces of Clayesmore in drama and music over the last three years has been George Hewett. He joined us from our own prep School and from Year 9 he has taken lead parts in plays, operas and musicals, including 'The Boyfriend', 'Dido and Aeneas' and 'Blood Wedding'. George says "I have enjoyed the drama I have done so far and look forward to further performances, along with studying Music, Business Studies and Maths for A level".

Now George is embarking on the 6th form because he believes "The 6th form can advance

*"I love the fact that everything I wanted to do I have been able to do at Clayesmore."*

my interests, opportunities to perform and improve my confidence. I love the fact that everything that I wanted to do I have been able to do at Clayesmore".

George is very appreciative of the peripatetic Music staff who have helped him to develop from Grade 5 saxophone to working at diploma level and he is taking grade 8 in singing and grade 7 piano and clarinet. Indeed every exam he has taken at school he has gained a distinction in. "The school is like a family. The teachers feel like family in the way they

do everything they can to support you." He has also enjoyed the opportunity to travel with the school to Venice and to sing in St Mark's Basilica. He has successfully auditioned for the South West Music School, which means he gets a private mentor and training which will complement what he is doing at school.

In the long term George intends to apply to a music college to study Jazz. There seems little doubt that George's talents, enthusiasm and love of music and drama will see him achieve his aims.



# Lower 6th *Induction* Day



Higher, Faster, Stronger Together!



The new Lower 6th always start the year with an Induction Day where they get together to carry out a number of tasks, enjoy getting to know each other and particularly those new to the school.

This year the Lower 6th started the day with an impressive turnout. All 86 were there (and the Head of 6th Form had only expected 85) and even more impressively on time at 9 o'clock on a Sunday. They found that Eventus had been up even earlier and had set out the area outside the Social Centre for some challenging and thought provoking exercises. Working in tutor groups, they spent the morning in a variety of tasks which involved communicating at a distance using flags (Shades of Monty Python's Wuthering Heights in Semaphore) guiding blindfolded team members into sheep folds or (more difficult than it sounds) the whole team moving a cricket ball together armed only with bits of string. For their success in the various tasks, teams achieved points and points made prizes.

In the afternoon the teams were jumbled up a bit and the new teams had to design and print a T shirt. The theme was Higher, Faster, Stronger Together. This was made more complicated by the requirement to earn nuggets to purchase the required colours and materials. Placing ten London bridges in geographical order from West to East must have been quite testing for most (Advance warning for the Alun Pugh!) but fortunately some of the other tasks were easier and some excellent designs were created and put on to T shirts with varying degrees of success. There was some very effective reverse printing and an ingenious design with wings on the back of the shirt. The afternoon ended with a cat walk where the teams paraded their shirts and briefly explained the thinking behind the design.

The team from Eventus who organised and led the day were great. They encouraged the students with humour and energy and they got an excellent response out of a well motivated and very positive group of new 6th Formers. Our thanks go both to Eventus and to the students who were not only impressive in their attendance but also in their attitude and full hearted participation, really entering into the spirit of the day. It was an excellent start to the year and bodes well for the 6th form in the coming year.



# BEING A.....LEADER AND TAKING RESPONSIBILITY



***Charlie Pounds***  
*Head Boy*



***Harriet Wordsworth***  
*Student Union President*

Being willing to exercise leadership and to take responsibility are both important parts of 6th Form life. You are given many opportunities for this in the Clayesmore 6th form. There are positions like Heads of School, Heads of House and prefects but it does not stop there. You have opportunities to lead, encourage and take responsibility for others as Captains of team music groups, committees in Chapel, in societies and in mentoring younger pupils. The school depends on the leadership that you all give and the example you set. You are role models for younger students and they rely on you for help and support. You have an easy relationship with the staff and they rely on you to help with duties and to make sure that things get done. You have a supportive and friendly peer group who will both look to you for leadership and who will in turn support you. All these opportunities will give you skills which will enable you to develop and contribute fully long after you have left school.

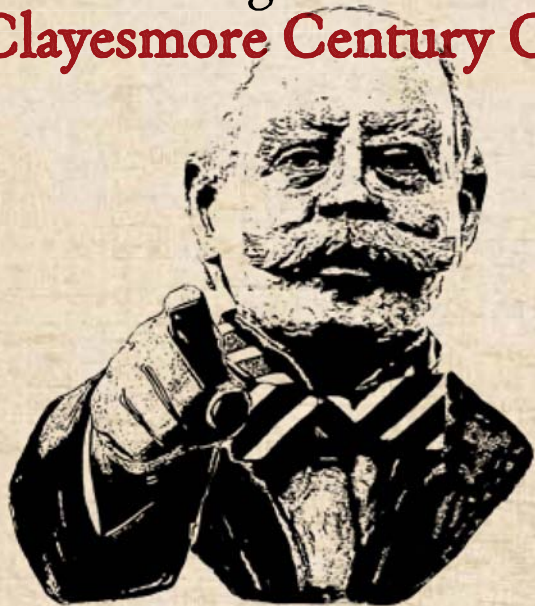


***Grace Jarvis***  
*Head Girl*



***Mikaela Belcher***  
*Deputy Head Girl.*

## Introducing the Clayesmore Century Club



Whether you are sporty, musical, theatrical, love the outdoors, or simply just enjoy life - the Clayesmore Century Club is

# FOR YOU

This is a Club for **everyone** that provides new opportunities and challenges to inspire you to explore and develop who you are.

- Gain valuable life skills
  - Widen your experience
  - Reach out and grasp all that the Sixth Form has to offer
- 100 diverse activities and objectives to complete in two years.....with awards along the way and a final prize for completion.

**Get excited about the CCC – you will want to be part of this!**

Contact Jamie Reach for more details:  
[jreach@clayesmore.com](mailto:jreach@clayesmore.com)

# COMING TO A THEATRE NEAR YOU IN 2013.....

**'Hairspray'** – Teenager Tracy Turnblad teaches 1962 Baltimore a thing or two about integration after landing a spot on a local TV dance show.

**'Philadelphia Here I Come'** by Brian Friel  
and **'Peter Pan'** by JM Barrie

Join the

## CLAYESMORE THEATRE COMPANY

for opportunities in acting, costume, set and lighting design. Or why not write and direct your own play?

**Contact Director of Drama, Mark Fraser for more details: [mfraser@clayesmore.com](mailto:mfraser@clayesmore.com)**

# Lewis McManus

Lewis' original interest was football but after doing cricket as a summer sport he took up cricket and has never looked back. "I have always enjoyed cricket because of the skills and discipline of constant practice and competition". Now a member of Hampshire Academy which means training three times a week at the AGEAS Bowl at Southampton, he says "I appreciate the flexibility the Sixth form has given me to go out and do external cricket training". "What else do I appreciate about the Clayesmore Sixth Form?"

- The ability to do training in our own time.
- Small class sizes were also a major reason why I stayed.
- Constant new ideas to develop how we compete with bigger schools.
- Sports staff have been very helpful in enabling me to catch up with work when I have been away training".

Lewis has his sights firmly set on becoming a professional cricketer and of course the ultimate prize of becoming an England cricketer.

In the summer of his Lower Sixth, Lewis has nimbly combined working towards gaining the best grades possible in his 4 AS levels with playing for Hampshire's Academy, as well as representing Hampshire's Adult 2nd XI, and representing the school 1st XI in their mid-week matches. Working hard in the classroom, Lewis will continue with 3 A levels next year as he understands the importance of gaining qualifications to provide a safety net should he fall short of achieving his dream career as a professional cricketer.



Lewis has also begun to work on his coaching skills for a similar reason. He is a key member of training sessions with the 1st XI, helping the other players to see the standards of cricket that they should aim for and has been delivering Wicket-keeping clinics to junior pupils alongside the 1st XI coach to help develop their skills.



# Future Perfect



PLANNING YOUR  
**UNIVERSITY**  
APPLICATION AND  
**FUTURE CAREER**  
IS A CENTRAL  
PART OF LIFE  
IN THE SIXTH FORM

## Working it

# CAREERS *at* CLAYESMORE

### The Clayesmore Professional Network provides opportunities for work placements and internships.

A valuable resource of business and professional contacts ready to offer support and expertise, the Network is at your fingertips and can give you the experience you need to boost your UCAS application or to act as a springboard into the working world.

Contact: [careers@clayesmore.com](mailto:careers@clayesmore.com)

The Careers Department is an important element of Sixth Form life at Clayesmore: Mrs Catherine Hayter, the new Head of Careers is all set to offer help and guidance about life after Clayesmore. There are university visits, visiting speakers and, as member of the ISCO (independent Schools Careers Office), we offer a service individually tailored to the students' skills, ability and ambition. Whether in applications to Oxbridge, Russell Group, or other universities both at

home and abroad, as well as alternatives to university such as National Apprenticeships and Art Foundation courses, the guidance is here.

Students are directed to appropriate specialist courses such as Medlink and Vetlinks as well as other Headstart initiatives in Dentistry, Law and Banking, to name just a few, to ensure they are as informed as possible about their post-18 choices. The Clayesmore Professional Network

offers an opportunity for students to take part in work experience, usually in the holiday time, and there are also opportunities for students to meet and discuss their Careers options with Industry Professional through visiting speakers and other Careers Days throughout the year. Careers moves to the new Business School in September 2013, with a new teaching room, up to date careers library, a dedicated meeting room and Careers Office. The Sixth Form really do have the very best of facilities on offer



– be it to study Law, Medicine, Business and Economics or Events Management, or even start an apprenticeship with Marks and Spencers – we are here to help you realise your ambitions.

**Do you dream of being your own boss; are you glued to The Apprentice on the BBC when it is on in the Spring; are you an avid follower of Dragon's Den, then maybe the Young Enterprise Company Programme is for you.**

As a company member you get to run your own business, make a profit (hopefully) and present your ideas and company report in local, national and possibly international competitions. Clayesmore has been recognised as a Centre of Excellence for Young Enterprise and with the new Business School opening in September, you join at an exciting and vibrant time. Are you willing to take up the challenge?

Contact [chayter@clayesmore.com](mailto:chayter@clayesmore.com) for more details or visit the Young Enterprise website at [www.young-enterprise.org.uk/company](http://www.young-enterprise.org.uk/company)

# TEN REASONS WHY..... GAIN PLACES AT THE U



Career sessions every week are devoted to the whole UCAS process from university selection to application completion

1



A wealth of online resources alongside the comprehensive paper resources held in the Careers Library is readily available

2



Insight and experience days arranged at top London companies, help bring focus to the course selection process

3



UCAS candidates take the recommended Stamford test as a starting point for research into universities

4



Residential taster courses are provided by universities to introduce students to specific subject areas such as medicine (Medlink) and engineering (Headstart)

5

# CLAYESMORIANS K'S TOP UNIVERSITIES



The University of London Summer School programme is available to consolidate interest in chosen subjects



There are visits to one of the UK's top Russell Group Universities; one of the top vocational universities and the Regional UCAS Convention for prospective undergraduates



Clayesmore's rapidly developing Professional Network enables students to benefit from work experience directly related to their chosen career field



Students are encouraged to attend university open days



A professional interview skills training day is provided as well as specific training for Oxbridge or medical applications

6

7

8

9

10

# Sixth Form *Societies*

## The Essay Society

Giving you  
your voice

If you are an **aspiring Medic, Oxbridge candidate** or **potential Law, History or English undergraduate**; and if you are **passionate about your interests** and want to **share your views with others**, then the Upper Sixth Essay Society could be for you.

- Six meetings a year, each with essays presented from a variety of topics including politics, philosophy, psychology, morality, religion, economics, science and technology.

**If you have a voice, contact Head of Sixth Form, Tony Chew: [tchew@clayesmore.com](mailto:tchew@clayesmore.com)**

## Thinking outside the box Colloquium

**An informal discussion  
group encouraging you to think  
beyond your academic studies.**

Turn your attention to issues in the media, current affairs, politics, art, ethics and moral dilemmas, and bring your views and ideas to this lively and dynamic forum.  
See diary for dates.

**Contact Director of Teaching and Learning, Andrew West  
for more details: [awest@clayesmore.com](mailto:awest@clayesmore.com)**

Membership of Colloquium is by invitation only





## The Duke of Edinburgh Gold Award You'll be in your element

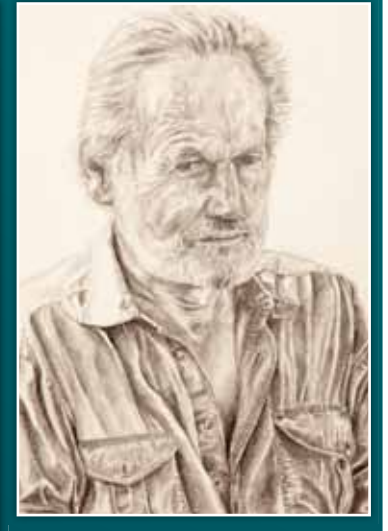
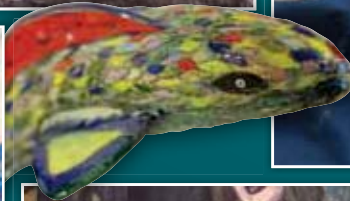
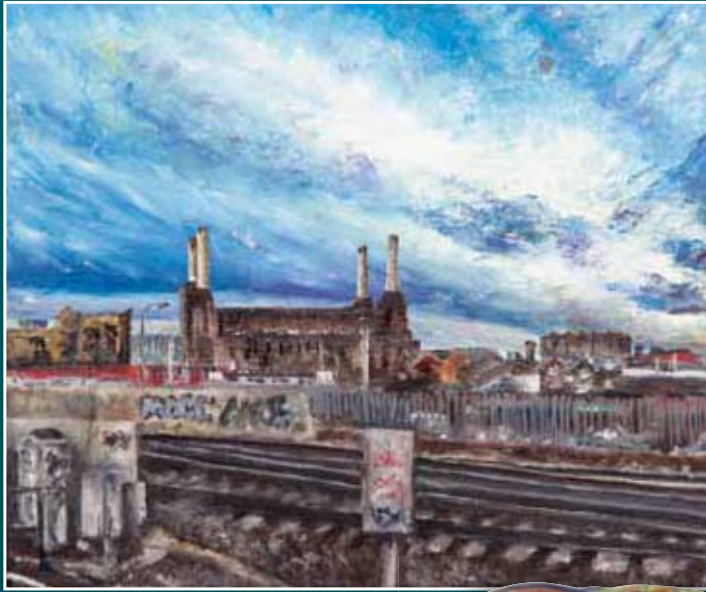


Expedition training, a residential community project, chosen skills, sports and volunteering combine to be worth their weight in gold.

Sign up for the DofE scheme and put the shine into your UCAS application!

Contact DofE Unit Leader, Jamie Reach: [jreach@clayesmore.com](mailto:jreach@clayesmore.com)

*Extracts from the Final Art Show*





# Course Directory

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# Essential subjects for Specific University Courses

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Many subjects at many universities do not have specific A level requirements as a condition of entry. However, if you want to study any of the following subjects at university you MUST follow the advice indicated. If you do not do so, you are unlikely to be offered a place – so do check this list carefully before you finalise your choice of A levels.

## **Accountancy**

Any A levels are acceptable, but GCSE Maths must be at grade B or above. Maths and a Humanities subject at A level to demonstrate numeracy and literacy skills would be a strong combination.

## **Architecture**

Art and /or Design and Technology with preferably either or both Maths and Physics.

## **Art and Design**

Art followed by a Foundation year before University.

## **Business Management**

Any A levels are acceptable, but most candidates would have taken Business Studies, and a language is useful. A grade A or B in Maths GCSE may be required by the top universities.

## **Computer Science**

Physics and Maths are essential.

## **Dentistry**

Chemistry and Biology are essential, and it is preferable to have Physics and / or Maths.

## **Economics**

A level Maths is essential for entry to Russell Group universities and AS Maths is recommended for courses at other institutions. Some BA degrees do not require Maths.

## **Engineering**

Maths and Physics, although some universities will accept Design and Technology instead of Physics. Chemistry would be useful for areas such as Materials Science.

## **Law**

Essay writing and analytical subjects. Top universities would expect English and History to be the core subjects.

## **Medicine**

Chemistry and Biology are essential and preferably Physics and / or Maths. If Physics and Maths are not studied at A level it is expected that a grade A would have been gained at GCSE. The very best candidates for medicine might take an Arts subject as their 4th or 5th AS.

## **Nursing**

Biology

## **Nutrition/Food Science**

Biology and/or Chemistry.

## **Physiotherapy**

Biology

## **Psychology**

Most courses will require at least one Science subject and at least a grade B in Maths GCSE. Psychology at A level is not required.

## **Radiography**

At least one Science.

## **Sports Science**

Most courses require a Science subject.

## **Teaching (Primary School)**

One A2 level must be in a national curriculum subject i.e. English, Maths, Science or ICT, and applicants need at least GCSE grade C in English, Maths and a Science.

## **Veterinary Science**

Chemistry and Biology and preferably Physics or Maths

## **Competitive universities – a note**

Some competitive universities do not view all A levels as of equal worth, though they might not always admit this in public. Therefore students hoping to go to a top university need to be cautious about taking two ‘non-traditional’ A levels. They should take advice from Mr Chew or Mrs Hayter before finalising their subject choices.

# Mathematics

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Board: **Edexcel**

Syllabus: **Mathematics: AS – 8371; A2 – 9371**

## Modules

- AS**
- 1. Core 1 (C1).** Algebra and functions; coordinate geometry in the  $(x, y)$  plane; sequences and series; differentiation; integration.
  - 2. Core 2 (C2).** The C1 material is developed and trigonometry, exponentials and logarithms are introduced.
  - 3. Decision 1 (D1).** Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming; matchings.
- A2**
- 4. Core 3 (C3).** Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.
  - 5. Core 4 (C4).** Algebra and functions; coordinate geometry in the  $(x, y)$  plane; sequences and series; differentiation; integration; vectors.
  - 6. Statistics 1 (S1).** Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

## Method of Assessment

- AS** 3 written exams of 1 hour 30 mins each (3 x 33.3%)
- A2** 3 written exams of 1 hour 30 mins each (3 x 33.3%)

## Further information

Studying mathematics in the Sixth Form is both demanding and challenging. However, it can be an extremely rewarding experience if you are prepared to put in time and effort. If you enjoy mathematics and feel confident with the work you have met so far at GCSE, then you should consider mathematics AS-Level. The subject is studied to a wider degree and to a greater depth than at GCSE level and you will have the opportunity to pursue your own particular areas of interest. The approach is more rigorous and success depends upon the ability to understand concepts, solve problems independently and to use the language and notation of the subject correctly. There is a continued emphasis on the application of mathematics, but the approach is more analytical than at GCSE level.

Experience shows that candidates with a grade A\* or A at IGCSE encounter fewer problems with bridging the gap between GCSE and A level. Attempting AS mathematics from modular GCSE grade A or below will require a great deal of commitment from the student if a pass grade is to be achieved. All students are expected to undertake preparatory work over the summer holidays to ensure they are ready to begin the course.

Mathematics has wide applications in industry, business, finance, science, technology and many other subjects and mathematics qualifications can help you towards a future career in these areas. There is currently a national shortage of qualified mathematicians and recent studies have shown that those who have taken A level mathematics increase their earning potential whatever their choice of degree. Mathematics A level is seen as a good preparation for almost any course in Higher Education and it will keep open a range of career options, including the Civil Service, Administration, Engineering, Accountancy, Banking, Computing, Medicine, Industrial Research and Business Management.

# Further Mathematics

Board: **Edexcel**

Syllabus: **Mathematics: AS – 8372: A2 – 9372**

## Modules:

- AS 1. Further Pure 1 (FP1).** Series; complex numbers; numerical solution of equations; coordinate systems, matrix algebra, proof.
- 2. Mechanics 1 (M1).** Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
- 3. Mechanics 2 (M2).** Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
- A2 4. Further Pure 2 (FP2).** Inequalities; series, first order differential equations; second order differential equations; further complex numbers, Maclaurin and Taylor series.
- 5. Statistics 2 (S2).** The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.
- 6. Either**  
**Decision 2 (D2).** Transportation problems; allocation (assignment) problems; the travelling salesman; game theory; further linear programming, dynamic programming; flows in networks.  
**Or**  
**Mechanics 3 (M3)** – Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.

## Method of Assessment

**AS** 3 written exams of 1 hour 30 mins each (3 x 33.3%)

**A2** 3 written exams of 1 hour 30 mins each (3 x 33.3%)

## Further information

Studying further mathematics will deliver a huge sense of reward and achievement to those who are capable of pursuing the subject at the highest level. A genuine love of maths is a pre-requisite and ideally you will have an A\* at IGCSE. You will also need to complete some preparatory work over the summer holidays.

If you want to study engineering or mathematics at university then you should seriously consider further mathematics AS or A level. You will have the opportunity to explore the subject in much greater depth and pursue your own particular areas of interest. Studying further mathematics requires you to also study mathematics (reference should be made to the details under “Mathematics” elsewhere in this booklet).

Further Mathematics provides an excellent foundation for the study of mathematics, engineering and astrophysics, as much of the work covered is also seen in the first year of many undergraduate degree programmes in these disciplines. Thus it will provide a head start if you intend to pursue a degree in one of these fields.

# Biology

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Board: AQA

Syllabus: AS – 1411; A2 – 2411

## Modules

- AS 1. Biology and disease.** Knowledge of basic human physiology will help you understand how diseases caused by micro-organisms and non-communicable diseases have a significant impact on human health and you will discover how the defensive functions of the blood and drugs help limit the spread and effect of disease.
- 2. The variety of living organisms.** This involves investigating how intraspecific variation is influenced by genetic and environmental factors and studying how classification systems clarify relationships between organisms.
- 3. Investigative and Practical Skills.** An internal assessment that includes making observations and measurements, analysing and evaluating results.
- A2 4. Populations and environment.** You will study how living organisms form structured communities within dynamic but essentially stable ecosystems, through which energy is transferred and chemical elements are cycled. The emphasis here is on how human activity affects ecological balance directly and indirectly.
- 5. Control in cells and in organisms.** You will learn how multi-cellular organisms detect stimuli and stimulate appropriate effectors and this will enable you to understand how they increase their chances of survival and maintain optimal conditions for their metabolism. Studying how some common ailments result from a breakdown of control mechanisms will lead to learning how DNA technology is used to diagnose and treat human diseases.
- 6. Investigative and Practical Skills.** An internal assessment that includes making observations and measurements, analysing and evaluating results.

## Method of Assessment

- AS** Written exams of 1 hour 15 mins (16.67%) and 1 hour 45 mins (23.33%). One Centre Assessed Unit (10%) in Investigative and Practical Skills
- A2** Written exams of 1 hour 30 mins (16.67%) and 2 hours 15 mins (23.33%) and one Centre Assessed Unit (10%) in Investigative and Practical Skills

## Further information

The exams mainly contain short answer questions with some longer questions requiring continuous prose involving comprehensions, analysis of data, 'How Science Works' and essays. Centre Assessed Units (10%) consist of PSA (Practical Skills Assessment) continuous throughout each year and one ISA (Investigative Skills Assignment) completed under controlled conditions. You will probably need a B or higher in GCSE Biology and Chemistry, or a B in Core and Additional Science and grade C or above in Maths.

Biological topics overlap significantly with Chemistry, Geography and PE. Potential medics, vets, nurses, physiotherapists or students of marine biology, environmental sciences or sports science will want to choose Biology but it can also be studied with a combination of science or arts subjects.



# Chemistry

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Board: AQA

Syllabus: AS – 1421; A2 – 2421

## Modules

- AS 1. Foundation Chemistry.** This deals with atomic structure, calculating the amount of substance, ionic, covalent and metallic bonding, the construction of the Periodic Table, organic chemistry and alkanes from crude oil.
- 2. Chemistry in Action.** This deals with collision theory and effect, definitions of reduction, redox properties of halogens and halide ions, the extraction of metals and haloalkanes and alkenes.
- 3. Investigative and Practical Skills.** An internal assessment that includes making observations and measurements, analysing and evaluating results.
- A2 4. Kinetics, Equilibria and Organic Chemistry.** This deals with acids and bases, nomenclature and isomerism in organic chemistry, compounds containing the carbonyl group, amines; base properties and nucleophilic properties, polymers, organic synthesis and analysis.
- 5. Energetics, Redox and Inorganic Chemistry.** This deals with thermodynamics, periodicity; reactions of Period 3 elements, redox equilibria and general properties of transition metals.
- 6. Investigative and Practical Skills.** An internal assessment that includes making observations and measurements, analysing and evaluating results.

## Method of Assessment

- AS** Written exams of 1 hour 15 mins (16.5%) and 1 hour 45 mins (23.5%). One Centre Assessed Unit (10%) in Investigative and Practical Skills
- A2** Written exams of 1 hour 45 mins (20%) and 1 hour 45 mins (20%). One Centre Assessed Unit (10%) in Investigative and Practical Skills

## Further information

At AS-level you are given a solid grounding in foundation chemistry. The specification introduces the chemical reactivity of atoms and molecules and provides an understanding of their structures. The development and use of the Periodic Table is explained.

At A2, the specification develops concepts of physical chemistry introduced at AS. You will study kinetics, equilibria, organic chemistry and spectroscopic techniques to determine the molecular formula and the structure of organic compounds.

A level Chemistry helps you develop a number of skills such as how to assemble data and assess it, investigate facts and use deduction, put your point of view fluently and work as a team to achieve results.

Chemistry is a great choice for anyone who wants a career in health and clinical professions, such as medicine, veterinary science, nursing, biochemistry, dentistry or forensic science. It will also equip you for a career in industry, for example in the petrochemical or pharmaceutical industries.

# Physics

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Board: AQA

Syllabus: AS – 1451; A2 – 2451

## Modules

- AS 1. Particles, quantum phenomena and electricity.** You will study theories of the fundamental properties and nature of matter, radiation and quantum phenomena. You will pursue further the study of electricity introduced at GCSE.
- 2. Mechanics, materials and waves.** You will study motion, forces, energy and waves and phenomena such as refraction, diffraction and superposition as well as looking at the bulk properties of materials.
- 3. Investigative and Practical Skills.** An internal assessment that includes making observations and measurements, analysing and evaluating results.
- A2 4. Fields and Further mechanics.** You will study electromagnetic induction, momentum, oscillations, resonance, and circular motion. Electric fields, gravitational fields and capacitors are also covered.
- 5. Nuclear Physics, Thermal Physics and Turning Points in Physics.** Here you study the characteristics and properties of the nucleus, the thermal properties of materials, and the properties and nature of gases. Turning Points in Physics includes study of the discovery of the electron, quantum physics and the theory of relativity.
- 6. Investigative and Practical Skills.** An internal assessment that includes making observations and measurements, analysing and evaluating results.

## Method of Assessment

- AS** Two written exams of 1 hour 15 mins each (20% for each exam) and one externally assessed assignment (10%) in Investigative and Practical Skills
- A2** Two written exams of 1 hour 45 mins each (20% for each exam) and one externally assessed assignment (10%) in Investigative and Practical Skills

## Further information

A level Physics deals with looking at and solving problems concerning the way the physical world works, from the scale of the universe to inside the nucleus. You learn how both numerical data and abstract thought can be used to explain and compare observed phenomena and about the limitations of measurements, and the applicability of theories, models and formulae. We look at how theories and ideas have evolved and changed and at the need for theory and experiment to be mutually supportive.

The exams are mainly based on structured questions and calculations. It is not essential to have studied separate GCSE Physics to do A level but of course it does help. It would suit those who have done well at GCSE in Mathematics. There is a fair amount of background reading and review required, but the best qualification of all is to have a real interest in the subject, a willingness to try questions and calculations, and to be prepared to discuss ideas and theories. The careful undertaking and analysis of practical work and experiments is also important.

In Physics you will learn skills which are directly applicable in many professions and careers: Engineering, Mathematics, Science, Medicine, Accountancy, Architecture and ICT are the obvious ones but many other professions also have a fair share of people trained in Physics.

# Psychology

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Board: WJEC

Syllabus: AS – 2331; A2 – 3331

## Modules

- AS 1. Approaches in Psychology.** The aim is to give all candidates an introduction to the four major psychological approaches: biological, behaviourist, psychodynamic and cognitive. This grounding provides the basis for all future study.
- 2. Psychology: Core studies and Applied Research Methods.** The theme of this unit is the study of psychological research through existing and new research.
- A2 1. Psychology: Research Methods and Issues in Research.** This unit builds on the work done in the second AS module. Candidates develop their ability to analyse and evaluate psychological research in an evidenced and reasoned way.
- 2. Psychology: Controversies, Topics and Applications.** A fascinating unit looking at the current state of psychology as well as looking at its contributions to such topics as intelligence, adolescence and adulthood, and forensics.

## Method of Assessment

- AS** PY1 – 1 hour 15 minutes (20%)  
PY2 – 1 hour 45 minutes (30%)
- A2** PY3 – 1 hour 30 minutes (20%)  
PY4 – 2 hours 30 minutes (30%)

## Further information

This course will provide you with the skills to understand both the foundations of Psychology and the applications at an individual and societal level. This is achieved through studying the approaches to Psychology alongside a significant enquiry into the basis of these approaches. This then allows you to evaluate the role of Psychology in such areas as healthcare, education, sport or crime.

The exams at AS consist of short-answer questions whereas at A2 there are data response, short-answer and essay style questions.

You do not need to have studied any particular subject at GCSE level for this course but some of the work done in Biology, Physical Education and Mathematics will be useful. It is a subject that has relevance in many different disciplines across the science and social science spectrum and would be a valuable addition to any university application in these areas. It is a course designed to give you a flavour of what university education will be like and will therefore provide you with the appropriate skills to take on this challenge. It also has relevance in a vast array of industries including Medicine, Business Management, Sport Psychology and Government.

# English Literature

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Board: AQA  
Specification: B

## Modules

**AS LITB1 (Aspects of Narrative).** You will study two novels, one of which will be a post-1990 text and two collections of poetry written between 1800 - 1945.

**LITB2 (Dramatic Genre):** You will study a Shakespearean and a modern Comedy.

**A2 LITB3 (Texts and Genres).** You will study three or four texts from the Pastoral genre. The final examination which is worth 30% of the total A level is a closed book paper in which you will answer two questions on three texts.

**LITB4 (Further and Independent Reading).** You will read and study three texts, including an anthology of critical material and approaches, and you will produce a coursework portfolio of two pieces, one of 2000 words and one of 1500 words. You will also complete a comparative study of an aspect of two texts and an application of an aspect of the pre-released critical anthology to a literary text.

## Method of Assessment

**AS** 1 examination (30%) and 1 coursework portfolio (20%)

**A2** 1 examination (30%) and 1 coursework portfolio (20%)

## Further information

The English AS and A2 courses are designed to offer you a broad and exciting experience of English Literature from the Renaissance to the modern day. You will be studying drama, poetry and prose texts and whilst there is a lot of reading required for this course, anyone with a love of books and reading will find this easily manageable.

The A level course consists of coursework and examination preparation but the ability to work in class as well as independently is important. Many of the skills which you will learn are useful in other subjects too.

Essay writing is a major part of the course and you will be taught how to write essays and structure your argument, as well as learning to appreciate and evaluate the opinions and views of others. Learning to write and speak logically and developing the confidence to express yourself will be of clear benefit to whatever career or university course you choose in the future, but English is so much more than that!

As Barbara Tuchman, an American writer once said, "Books are the carriers of civilisation. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill. They are engines of change, windows on the world, lighthouses erected in the sea of time." Come and let us prove this to you!

# German

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Board: WJEC

Syllabus: AS – 2221; A2 – 3221

## Modules

- AS 1. Leisure and Lifestyles.** Travel and tourism, sport, hobbies and entertainment, customs and traditions, healthy living, unhealthy living.
- 2. The Individual and Society.** Relationships and responsibilities, gender issues, youth culture, fashions and trends, education, future careers.
- A2 1. Environmental Issues.** Pollution, global warming, transport, energy, conservation and sustainability, recycling.
- 2. Social and Political Issues.** EU, multi-culturalism, immigration, social exclusion and integration, terrorism, the world of work, globalisation.
- 3. Guided Studies Essay and Oral Exposé.** Any two of the following need to be studied: a book, a film or an area of Germany.

## Method of Assessment

- AS** There are two exams: an oral examination of 12-15 minutes (20%) and a 2½ hour paper involving listening, reading and essay-writing, (30%).
- A2** There are two exams: an oral examination of 15-20 minutes (20%) and a 3 hour paper involving listening, reading, translating and essay-writing (30%)

## Further information

The course involves a mixture of various learning activities, including oral work, discussion in class and with the German conversation assistant, grammar practice, reading, listening, multi-media work in the language lab, and writing essays in German. There is no coursework in German A level.

If you study German in the Sixth Form you will develop fluency in speaking German, which is the most-widely spoken mother tongue in Europe. This fluency will stay with you for the rest of your life. The course is stimulating and interesting, and you will have an opportunity in the Sixth Form to take part in our long-running exchange to Düsseldorf. There is also a visit to Berlin for the U6th.

The facilities and resources for learning languages at Clayesmore are excellent, with conversation lessons available with a native speaker, and a state-of-the-art multi-media language learning centre.

The fluency you develop in the Sixth Form will enable you to study in a number of different European countries, should you wish to do so. It will also give you an advantage in the job market with 50% of employers rating German as more useful to their businesses than other languages. Your fluency may well lead to opportunities to work in German-speaking Europe. Germany is Britain's most important trading partner in the world.

# French

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Board: WJEC

Syllabus: AS – 2191; A2 – 3191

## Modules

- AS**
- 1. Leisure and Lifestyles.** Travel and tourism, sport, hobbies and entertainment, customs and traditions, healthy living, unhealthy living.
  - 2. The Individual and Society.** Relationships and responsibilities, gender issues, youth culture, fashions and trends, education, future careers.
- A2**
- 1. Environmental Issues.** Pollution, global warming, transport, energy, conservation and sustainability, recycling.
  - 2. Social and Political Issues.** EU, multi-culturalism, immigration, social exclusion and integration, terrorism, the world of work, globalisation.
  - 3. Guided Studies.** Any two of the following need to be studied: a book, a film or an area of France.

## Method of Assessment

- AS** There are two exams: an oral examination of 12-15 minutes (20%) and a 2½ hour paper involving listening, reading and essay-writing, (30%).
- A2** There are two exams: an oral examination of 15-20 minutes (20%) and a 3 hour paper involving listening, reading, translating and essay-writing (30%)

## Further information

The course involves a mixture of various learning activities, including oral work, discussion in class and with the French conversation assistant, grammar practice, reading, listening, multi-media work in the language lab, and writing essays in French. There is no coursework in French A level.

If you study French in the Sixth Form you will develop fluency in speaking French. This fluency will stay with you for the rest of your life. The course is stimulating and interesting, and you will have the opportunity in the Sixth Form to take part in our exchange to Burgundy to further your language skills, and to make friends with young French people.

The facilities and resources for learning languages at Clayesmore are excellent, with regular conversation lessons available with a native speaker, and a state-of-the-art multi-media language learning centre.

The fluency you develop in the Sixth Form will enable you to study in a number of different European countries, should you wish to do so. It will also give you an advantage in the job market and may well lead to opportunities to work in French-speaking countries throughout the world.

# Spanish

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Board: WJEC

Syllabus: AS – 2361; A2 – 3361

## Modules

- AS**
- 1. Leisure and Lifestyles.** Travel and tourism, sport, hobbies and entertainment, customs and traditions, healthy living, unhealthy living.
  - 2. The Individual and Society.** Relationships and responsibilities, gender issues, youth culture, fashions and trends, education, future careers.
- A2**
- 1. Environmental Issues.** Pollution, global warming, transport, energy, conservation and sustainability, recycling.
  - 2. Social and Political Issues.** EU, multi-culturalism, immigration, social exclusion and integration, terrorism, the world of work, globalisation.
  - 3. Guided Studies Essay.** Any two of the following need to be studied: a book, a film or an area of Spain.

## Methods of Assessment

- AS** There are two exams: an oral examination of 12-15 minutes (20%) and a 2½ hour paper involving listening, reading and essay-writing, (30%).
- A2** There are two exams: an oral examination of 15-20 minutes (20%) and a 3 hour paper involving listening, reading, translating and essay-writing (30%)

## Further information

The course involves a mixture of various learning activities, including oral work, discussion in class and with the Spanish conversation assistant, grammar practice, reading, listening, multi-media work in the language lab, and writing essays in Spanish. There is no coursework in Spanish A level.

If you study Spanish in the Sixth Form you will develop fluency in speaking Spanish. This fluency will stay with you for the rest of your life. The course is stimulating and interesting, and you will have an opportunity in the Sixth Form to take part in our regular study visit to Granada to further your language skills.

The facilities and resources for learning languages at Clayesmore are excellent, with conversation lessons available with a native speaker, and a state-of-the-art multi-media language learning centre.

The fluency you develop in the Sixth Form will enable you to study in a number of different countries in Europe or in Central or South America, should you wish to do so. It will also give you an advantage in the job market and may well lead to opportunities to work in Spanish-speaking countries throughout the world.

# Latin

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Board: **OCR**

Syllabus: **AS – H039; A2 – H439**

## Modules

- AS 1. Latin Language.** This paper tests familiarity with the language of Roman prose authors from the 1st century BC to the 1st century AD. Candidates must translate a passage of Latin prose into English and either another, shorter, passage, or some English to Latin sentences. There is a prescribed vocabulary of approximately 750 words.
- 2. Latin Verse and Prose Literature.** Candidates will be examined on two prescribed texts: one prose and one verse (approximately 225 lines of each). The paper tests understanding and appreciation of the text within the social and historical context. Some translation is required. Set texts until will be Ovid, Amores III and Cicero, In Verrem III.
- A2 3. Latin Verse.** This paper has two sections, one examining candidates' knowledge of a prescribed verse text, and the other requiring translation and comprehension of a passage of unseen verse. Set texts will be either Virgil, Aeneid IV, or Propertius Elegies.
- 4. Latin Prose.** The format is similar to the verse paper. Candidates will be tested on a prescribed prose text, either Tacitus Annals XV, or Sallust Bellum Catilinae, as well as answering translation and comprehension questions on an unseen passage of prose.

## Method of Assessment

- AS** 2 exams of 1½ hours (2x 25%)
- A2** 2 exams of 2 hours (2x 25%)

## Further information

A level Latin is a study of language and literature in roughly equal measure. The AS qualification is a natural progression from GCSE Latin, as there is still a helpful prescribed vocabulary for the translations. The texts are not too long and if you have enjoyed GCSE you will certainly enjoy AS.

The A2 qualification is more demanding in that there is no prescribed vocabulary list for the unseen translations, and the prescribed texts each cover 300 lines. However, this is again a natural progression from AS.

Latin A level would be suitable for someone who has achieved a good pass at GCSE Latin and who is enthusiastic to take their study to the next level. Latin caters for both logical and creative minds: the complexities and logical structures of the language might well suit a mathematician, whereas the extraordinarily beautiful and powerful literature would appeal to those with an artistic streak. If you have inclinations in both directions, this is definitely the subject for you!

Latin A level looks good on any CV. It shows that you can think – really think! – and analyse complex issues; that you will undoubtedly have an excellent grasp of the English language (roughly half of English words are derived from Latin); and yet you will also be able to discuss some of the world's finest literature at office drinks parties! Do not discount Latin A level just because you are a scientist or a mathematician. If you enjoyed GCSE, you will love AS, and it will be worthwhile taking, even if you do not go on to study A2.



# Business Studies

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Board: WJEC

Syllabus: AS – 2081; A2 – 3081

## Modules

- AS 1. BS1 The Business Framework.** The aim is to give all candidates an introduction to Business Studies and to provide the necessary core subject knowledge, understanding and skills that will enable them to progress with confidence to BS2.
- 2. BS2 Business Functions.** Some topic areas from BS1 are re-visited so that more complex concepts can be explored. In addition, there are new and challenging areas of study.
- A2 3. BS3 Business Decision Making.** This unit provides an overview of business strategy.
- 4. BS4 Business Strategy and Practice.** This unit focuses on how business objectives are to be achieved once they have been decided upon.

## Method of Assessment

- AS** BS1 – 1 hour 15 minutes (20%); BS2 – 1 hour 45 minutes (30%).
- A2** BS3 – 2 hours (25%); BS4 – 2 hours (25%).

## Further information

The aim of the course is to help students understand the nature and working of business and industry. You will develop the ability to recognise, define, analyse and evaluate problems based on real business case studies. It is like being taken backstage, helping you to understand some of the things that go on behind the scenes. You will look at factors outside the control of a business which have a big impact on its operations – such as the law, technology, ethics and social change.

Business Studies is a broad-based discipline, with elements of psychology, economics, sociology, politics, geography and technology. You must read, investigate and take a genuine interest in the outside world – this is not a purely classroom or textbook based subject.

The exams at AS consist of short-answer and data response questions. At A2 the BS3 exam is a case study with questions that test your understanding of the whole course, whilst the BS4 exam has some problem-solving questions and an essay question.

Many of the students who take Business Studies at Clayesmore go on to read a related degree subject at university, such as Business Management, Management Science, Economics, Marketing or Accountancy.

# Economics

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Board: WJEC

Syllabus: AS – 2131; A2 - 3131

## Modules

- AS** 1. An Introduction to Microeconomics and Macroeconomics
2. Microeconomic and Macroeconomic Theory and Policy
- A2** 3. Competitive Behaviour, Macroeconomics and Globalisation (I)
4. Competitive Behaviour, Macroeconomics and Globalisation (II)

## Method of Assessment

- AS** 2 examinations: EC1 – 1 hour (20%); EC2 – 2 hours (30%).
- A2** 2 examinations: EC3 – 1 hour 45 mins (25%); EC4 – 2 hours (25%).

## Further information

Few decisions are taken that are not influenced to some degree by economics. Economics is, in essence, about the allocation of scarce resources. The reason that we face economic problems individually and as a nation is that none of us can have all that we want – we live in a world of scarcity. As a result of this we all have to make choices.

You will have to make a choice about how you will decide to earn an income and how you will spend it. You must vote for politicians who decide how much of your income to tax and how to spend the tax revenues. You will purchase products from businesses that decide how much to buy from, and sell to, the rest of the world. Economics is studied because the economic system that we have helps to determine our political, social, religious and personal environment.

Taking Economics A level will give you the opportunity to develop an understanding of how the economy works and, through concepts and theories, you will consider current economic issues and how they affect your everyday life. The course is designed to provide you with the knowledge and skills that will stimulate an interest in the subject and the world around you and will enable you to have a critical appreciation of current economic issues and their impact on society.

It is not necessary to have studied Economics prior to the A level course, although an interest in economic issues is important. Anyone wishing to study Economics should be predicted at least an A grade in GCSE/IGCSE Maths, in addition to being predicted good grades in a number of other subjects.

# Geography

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Board: **Edexcel**

Syllabus: **AS – 8GE01: A2 – 9GE01**

## Modules

- AS 1. Global challenges.** In this unit you will study a range of topics such as global hazards, climate change and globalisation.
- 2. Geographical investigations.** This gives you an opportunity to undertake geographical research, including fieldwork. You will investigate two topics in depth: *Crowded Coasts* (focusing on the Bournemouth and Poole coastline including the artificial surf reef at Boscombe), and *Rebranding Places* (focusing on Weymouth, Portland and Farmer Palmers).
- A2 3. Contested planet.** In this unit you will study six key world problems: energy security, water conflicts, threatened biodiversity, superpower geography, bridging the development gap, and the ‘technological fix?’
- 4. Geographical Research.** This allows you to develop further the investigative skills gained at AS level. You have to choose one of two options and then carry out a programme of research into it on your own. There is no coursework. You write about your research results in an A2 exam.

## Method of Assessment

- AS** Unit 1 – 1hour 30 minutes (30%); Unit 2 – 1 hour, 15 mins (20%)
- A2** Unit 3 – 2 hours 30 minutes (30%); Unit 4 – 1 hour 30 minutes (20%)

## Further information

At AS-level you will study global themes. You will discover how your own actions can relate to the wider world. At A2-level you will also develop practical skills needed to carry out investigative work. Much of A2 work is focused on you as an independent learner, with your teachers acting as guides and mentors rather than as providers of information. You will study two modules (called units).

The exams offer a variety of challenges. The AS papers will contain short structured questions (very similar in style to the GCSE papers) and some essay writing. Many of the questions will be based on an accompanying resource booklet (again similar in style to GCSE). In Unit 2 you will be answering questions on your fieldwork investigation.

The A2 exams offer a uniquely different challenge. Extended essay writing is required on questions based on a resource booklet that is released to you six weeks before the examination. In unit 4 you will be answering questions on your research work.

There will be a residential field to Iceland during the Upper Sixth. It is not necessary to have studied geography GCSE to do A level. It would suit those who have done well at GCSE in English, Maths, or the Sciences. You will need to have an interest in the world around you, be it curiosity about how a landscape has been formed or an interest in how you will be affected by trans-national corporations. You will need to be willing to leave the classroom a lot: either in person (fieldwork) or via an internet search on your computer. You need to develop good ICT skills, and be keen to work on your own.

Career-wise, Geography opens doors! It is a brilliant and exciting first step to a wide range of higher education courses and/or employment opportunities.

# History

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Board: **Edexcel**

Syllabus: **AS – 8H101; A2 – 9H101**

## Modules

- AS 1. The Expansion and Challenge of Nationalism in Europe.** This unit deals with the concept of what makes a nation and concentrates on the creation of the new states of Germany and Italy. We study nationalist movements within the countries, economic developments and the international diplomacy of the period. We also look at the personalities such as Bismarck, Garibaldi, Cavour and Mazzini. Candidates have to answer two essay questions, one on Italy and one on Germany.
- 2. Conflict and change in 19th Century Britain.** This unit deals with the changes that arose as a result of the three major conflicts involving Britain between 1850 and 1919, including the Crimean War, the Second Boer War and the Great War. Candidates have to answer two source-based questions.
- A2 3. The United States: Challenged and transformed.** This unit is based around the American Civil War. We look at the long term and short term cause of the war, the election of Lincoln and the main conflicts of the war. We also study the Reconstruction period that followed. We deal with slavery, the expansion of America in the 19th century, the politics of the new state and personalities such as Abraham Lincoln, Ulysses S Grant and General Robert E. Lee. Candidates have to answer two questions: one essay and one source-based.
- 4. Historical Enquiry: Coursework – Germany 1890 – 1989.** Candidates have the opportunity to complete 2 x 2,000 (max) word essays in their own time on an overview of Germany and its place in Europe in the 20th Century and the significance of an individual or event as selected by the student in discussion with the teacher. As with Unit 2, this unit requires candidates to select analyse and use both contemporary and secondary sources. Candidates will seek to assess conflicting views of an individual or event.

## Method of Assessment

- AS** 2 exams of 1 hour 20 mins (2 x 25%)
- A2** 1 written exam of 2 hours (30%) & coursework completed in own time (20%)

## Further information

The exams are mainly based on writing essays, though you will also be looking at and commenting on sources. It is not essential to have done History GCSE to do A level but of course it does help. It would suit those who have done well at GCSE in either English or History or both. There is a fair amount of reading and writing involved, but the best qualification of all is to have a real interest in the subject. That interest will make the A level a pleasure rather than a duty.

A level History deals with looking at and solving problems. You learn about decision making and marshalling evidence to support an argument. You do this in History essays which should with practice develop clear logical and persuasive statements of a point of view. You compare what people have said in and about the past and evaluate these arguments.

You are enabled not only to develop further an interest in History but learn skills which are applicable in many walks of life. Managers in industry and commerce, politicians, civil servants, barristers and solicitors, journalists and broadcasters, librarians and archivists – all of these professions have more than their fair share of people trained in History. It is an excellent general educational background as well as a sound training for the mind.

# Travel and Tourism

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Board: WJEC

Syllabus: AS – 2681; A2 – 3681

## Modules

- AS 1. Introducing Travel and Tourism.** In this unit you will study the nature and development of travel and tourism; and then look at the structure and development of the industry in the UK, using a visit to Bournemouth as our study area.
- 2. Tourism Destinations (Portfolio).** This gives you an opportunity to study the characteristics of tourist destinations in Europe and their appeal. We will look at the range and appeal of tourist destinations, the types of transport tourists use, and consider future trends. There will be a field trip to Berlin.
- A2 5. Tourism impacts and tourism developments.** In this unit you will study the ways in which tourism impacts environmentally, socially, culturally and economically, in different parts of the world. You will also look at sustainable and responsible tourism.
- 8. Event Management in Travel and Tourism (Portfolio).** In this unit you will work as part of a team to plan and carry out a real event. You will then evaluate what happened and decide if the objectives were met.

## Method of Assessment

- AS** 1 exam of 1½ hours (40%); 1 portfolio assessment (60%)
- A2** 1 exam of 2 hours (40%); 1 portfolio assessment (60%)

## Further information

This is a course relatively new to Clayesmore which we offered for the first time to the Lower Sixth in September 2009. The exams offer a variety of challenges. The AS papers will contain short structured questions testing specific knowledge, as well as essay questions testing application and analysis. Many of the questions will be based on sources, similar in style to GCSE Geography. In unit 2 you create a portfolio of work based on two tourist destinations: Bournemouth and Berlin. The A2 exams provide a similar but more demanding set of challenges.

There is no specific prior learning required to study AS Travel and Tourism although English and Mathematics are helpful, as is Geography.

Travel and Tourism offers you the opportunity to study one of the world's really dynamic and fastest-growing industries. You will come to understand the different elements which make up the tourism industry and to appreciate the impact that it has on different societies, cultures and environments. As a result it would suit those interested in higher education and/or a career in this rapidly growing industry, or who are wishing to develop new skills in a people-focused industry.

# Art and Design

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Board: AQA  
Syllabus: Fine Art

## Modules

- AS 1. The Coursework Portfolio.** Candidates are required to produce a portfolio of work. This should include a wide range of media, techniques and processes as well as contextual understanding in the form of artist studies and research. The portfolio should also include a range of observational drawing; for example life-drawing and still life studies.
- 2. The Controlled Assignment.** Candidates select one starting point from an early release question paper and have at least 4 weeks to plan and prepare. This is followed by a five hour controlled session, during which time the students can develop their ideas towards a final outcome.
- A2 1. The Personal Investigation.** Candidates submit a major project based on a theme of their choice. This project has to be supported by a critical study, which is relevant to the practical topic. The study (or Essay) should consist of between 1000 and 3000 words and include images of relevant artworks.
- 2. The controlled assignment.** Candidates select one starting point from an early release question paper and have at least four weeks to plan and prepare. This is followed by a fifteen hour controlled session, during which time the students can develop their ideas towards a final outcome.

## Further information

This course is designed for keen artists who have enthusiasm and commitment for the subject, and have achieved A, B or C at GCSE. It is entirely studio based and great emphasis is put on practical experience and skill development. Students will be expected to experiment with a broad range of media, and develop their drawing skills. Additional life drawing is offered and sixth form students must attend some sessions. The course requires candidates to develop a deep contextual and critical understanding of art and culture. This is achieved through exploring relevant artists, as well as through gallery trips. Every year a four-day trip is run to a European capital, where students are able to visit galleries and develop their contextual understanding.

An end of year exhibition is held to celebrate our artists' achievements.

## Method of Assessment

- AS** Coursework  
**A2** Coursework

# Design and Technology (Product Design)

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Board: AQA  
Syllabus: AS - 1551; A2 - 2551

## Modules

**AS Unit 1. Material, Components and Application.** The following topics will be covered: the physical and mechanical properties in a broad range of materials and components; the broader issues for the designer including the environmental sustainability of products and their manufacture; methods in which materials and components can be manipulated to manufacture products; Health and Safety issues relevant to working with materials; computer aided design (CAD) and computer aided manufacture (CAM); ergonomics and anthropometrics, inclusive design, and consumer safety, and the life cycle of products including manufacture, use and functional aspects and final disposal.

**Unit 2. Learning Through Designing and Making. Coursework.**

**A2 Unit 3. Design and Manufacture.** The following topics will be covered: classifying materials and identifying, testing and comparing their application to product manufacture; the implications of Health and Safety as an element of design activity; examination of alternative designs and redesigning existing products; use of natural resources, materials utilisation, conservation, waste disposal/management, pollution, recycling; the use of CAM for industrial production; moral, economic, social and environmental responsibilities of the designer and planning production procedures and methods.

**Unit 4. Design and Making Practice. Coursework.**

## Method of examination

- AS** Unit 1 (25%). A 2 hour written exam based on materials, processes and industrial application.
- Unit 2 (25%). Coursework – a series of mini projects will be undertaken plus one major design and make activity.
- A2** Unit 3 (25%). A 2 hour written exam based on design and manufacturing together with industrial application.
- Unit 4 (25%). A detailed coursework portfolio to accompany the creation of a substantial, innovative project.

## Further information

Product design offers you the opportunity to study, propose and realise prototype solutions closely linked to the real world of product manufacture in a range of material areas. Creative innovation in design is rewarded highly in this course.

It is usually a requirement to have a GCSE in the field of Design and Technology in order to take A level in this subject, but where a pupil can prove good practical and graphical skills have been acquired elsewhere, and that they are very well motivated, there is no reason why they shouldn't do well.

Design and Technology at A level will develop skills which are of use to you in many careers. Your technical knowledge of commercial practices, materials, processes, computer aided design, graphical communication and creative problem solving will be relevant to careers in media, advertising, product design, manufacturing, business, theatre, jewellery, automotive and maritime design. Many Architecture and Engineering courses regard an A level in Design and Technology as a good subject to have studied at school.

# Drama and Theatre Studies

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Board: AQA

Syllabus: AS – 1241; A2 – 2241

## Modules

- AS 1. Live theatre production and prescribed play.** For this unit you have to write about live theatre seen during the course and study “Oh What a Lovely War”
- 2. Presentation of an extract from a published play.** The assessment includes candidates’ preparatory and development work, and supporting notes.
- A2 3. Further study of prescribed plays.**
- 4. Presentation of Devised Drama.** Students have to work as a group, and the assessment includes candidates’ preparatory and development work, and supporting notes.

## Method of Assessment

- AS** 1½ hour written exam (30%), and Practical Performance (20%)
- A2** 2 hour written exam (30%), and Practical Performance (20%)

## Further information

One of the aims of Theatre Studies is to help you to develop your ability to ‘read’ a whole performance; to understand that the greater part of a play’s meaning cannot be written down in the script. Looking only at the script would be like trying to understand War and Peace having read only the first line of each page.

You will also have the chance to pursue your interests and develop your skills in a range of practical ways including acting, directing, costume, setting, mask and technical design.

The specification offers you the freedom to choose both the content and the form of your practical presentations at each level. At AS, you perform an extract from a play, selected to illustrate your understanding of an influential director, designer, theatre company or other practitioner. At A2, you devise drama on any topic to be performed in a theatrical style of your choice.

However, the requirements of the specification, with its 60% written paper weighting, also enable you to gain an entry qualification for courses in higher education, whether in the area of drama and theatre studies or in a host of other subjects. Both the AS and A2 courses require you to study a number of exciting plays.

It is a terrifically exciting course, offering you the chance to develop your imaginative and creative skills as well as your academic ability.



# Music

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Board: **Edexcel**

Syllabus: **AS – 8MU01; A2 – 9MU01**

## Modules

- AS 1. Performing Music.** This unit gives students the opportunities to perform as soloists and/or as a member of an ensemble as part of a five to six minute assessed performance, which can be in any style. Notated or improvised performances may be submitted.
- 2. Composing.** This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief.
- 3. Developing Musical Understanding.** This involves listening to familiar music and understanding how it works.
- A2 4. Extended Performance.** Students will extend their performance skills as soloists and/or as part of an ensemble. Students will perform a 12 to 15 minute assessed performance of a balanced programme of music, which can be on any instrument and/or voice and be in any style.
- 5. Composition and Technical Study. The composition section further develops students' composition skills, leading to the creation of a final three minute piece in response to a chosen brief.**
- 6. Further Musical Understanding.** This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works.

## Method of Assessment

- AS** 1 exam of 2 hours (20%)  
1 assessed performance of 5-6 mins (15%)  
1 externally assessed composition (15%)
- A2** 1 exam of 2 hours (20%)  
1 assessed performance of 12-15 mins (15%)  
2 composition/technical studies (15%)

## Further information

If you wish to take Music at AS or A2 level, it is essential, firstly, that you have studied music at GCSE and, secondly, that you have practical skills on an instrument/voice to approximately grade 6 level. It is also advantageous to have studied music theory to at least grade 5. Students who wish to undertake the A level should be willing to take part in a number of extra-curricular activities that will support their studies (such as choir and ensembles) and be prepared to do the necessary practice on their instrument/voice to prepare for the performances.

A level Music enables students to extend the skills, knowledge and understanding needed to communicate through music and take part in music making. They can engage in, and extend, the appreciation of the diverse and dynamic heritage of music and can develop particular strengths and interests. The A level allows students to recognize the interdependence of musical skills, knowledge and understanding, and the links between the activities of performing, composing and appraising.

The course provides a sound foundation for courses in Music in higher education and employment possibilities which include the music industry, teaching and other related careers.

# Music Technology

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Board: **Edexcel**

Syllabus: **AS – 8MT01; A2 – 9MT01**

## Modules

**AS 1. Music Technology Portfolio 1.** Students will learn and use a variety of music and music technology skills in order to complete this unit. MIDI sequencing and multi-track recording as well as arranging skills are all key components assessed through the practical work carried out. Students will complete three tasks which together make the Music Technology Portfolio.

- 2. Listening and Analysing.** Students will study the styles most common in popular music and have the opportunity to demonstrate this knowledge using aural discrimination skills. Students will investigate the development of popular music styles from 1910 through to the present day, encompassing an overview of the main styles and trends during the development of popular music. Two special focus styles will be selected each year for more in-depth study. For the special focus styles, in addition to the main fingerprints of the style, students will be expected to have an extended knowledge and understanding of context.

**A2 3. Music Technology Portfolio 2.** This unit builds on skills acquired in Unit 1, and extends these to include a composition task. It involves detailed study of the Development of Technology based Music. Students will complete three tasks which together make the Music Technology Portfolio 2 (a Sequenced Integrated Performance, a Multi-track Recording and a Composition).

- 4. Analysing and Producing.** This unit will allow students to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD. The examination will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

## Method of Assessment

**AS** One audio CD of coursework (30%) & an exam of 1¼ hours (20%)

**A2** One audio CD of coursework and logbook (30%) & an exam of 2 hours (20%)

## Further information

Music technology plays a key role in music across the world and this qualification is designed to open up a range of exciting and useful tasks to encourage students to learn about the subject.

It is not essential to have studied music at GCSE level but some practical skills on an instrument/voice would be advantageous. Knowledge of music theory to grade 3 standard would be useful. Students who wish to undertake the A level should be willing to give private study time to practise the necessary recording and computer skills.

There are many important opportunities in higher education, and many career possibilities for those proficient in handling music technology. The A level is widely accepted by higher education institutions and the subject will provide valuable experience and preparation for students aiming for HE in the subject. Music technology careers could include work as a sound engineer, record producer or a teacher.

# BTECs

From September 2012 we have been offering Level 3 Subsidiary Diplomas in BTECs in three subjects: IT; Sport and Hospitality.

BTECs appeal to students who prefer a more practical approach to studying. Progress is monitored by the teachers who provide personal support and guidance through the course. For many students the on-going assessment provided by BTECs could be a better option than traditional examinations.

BTEC Level 3 Nationals are an alternative to A levels and are accepted as an entry requirement for universities and further education colleges. They are highly valued by employers. A level 3 Subsidiary Diploma is equivalent to one A level. There are four pass grades available in the BTECs: a starred Distinction (D\*); a Distinction (D); a Merit (M) and a Pass (P). The D\* is equivalent to an A\* at A level. The D is equivalent to an A level grade A. An M is equivalent to a C grade at A level. And a P is equivalent to an E grade at A level. It is possible to stop at the end of the lower sixth and, provided enough units have been completed, a student could be awarded a Level 3 BTEC Certificate, which is equivalent to an AS level. It is possible to get a D\* in the Certificate, but it is not possible to get an A\* in an AS.

The table below shows the relationship between the BTECs, A levels and the UCAS tariff.

Despite this equivalence with A level, it is fair to say that for some courses some universities will not accept a BTEC as part of an offer. If a student wants to study at a Russell Group University, for example, then A levels will be the better option. However, if the BTEC was a fourth subject then this may not be a problem. So, for example, a student might study Maths, Physics and Economics A levels, perhaps with a view to studying Economics at a top university. In this case it may be fine for them to do BTEC IT as a fourth subject; if this student were offered a place at the university it would be based on the three A level qualifications. But for a degree in Computer Games Technology at a less prestigious university, for example, a BTEC qualification in IT could form part of the offer in combination with A levels, AS levels, or other BTECs.

The Sport BTEC is more practical than an A level in PE, and we see it as a fairly natural progression from GCSE PE (but you don't have

A level Grade	AS Grade	BTEC Subsidiary Diploma Grade	BTEC Certificate Grade	UCAS Tariff
A*		D*		140
A		D		120
B				100
C		M		80
			D*	70
D	A	P	D	60
	B			50
E	C		M	40
	D			30
	E		20	20

to have done GCSE PE in order to do this BTEC). The BTEC will be accepted by almost all sports related courses at university but if a student wishes to study Sport Science at university then they will almost certainly need an A level in Biology, and possibly in Chemistry as well.

The Hospitality BTEC is really rather different from the old A level course as it involves the study of the Hospitality industry as well as including some cookery. Students on this course will also be required to plan, stage and manage a small Hospitality event held here at Clayesmore. The Hospitality course will be taught jointly by the Home Economics department and the Business Studies department.

We are, of course, happy to advise students and parents regarding the suitability of these courses.

# BTEC Level 3

# Subsidiary Diploma in IT

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This course will appeal to students considering careers as IT professionals. The BTEC in IT will help students develop the skills that employers need, while also providing a qualification that will enable progression to higher education.

## **There are two mandatory units:**

### **Communication and Employability Skills for IT**

1. the personal attributes valued by employers
2. the principles of effective communication
3. using IT to communicate effectively

### **Computer Systems**

1. the components of computer systems
2. recommending computer systems for a business purpose
3. setting up and maintaining computer systems.

## **In the other units students will study the following:**

### **Web-design**

1. web architecture and components
2. the factors that influence website performance
3. designing and creating websites

### **Digital graphics**

1. the hardware and software required to work with graphic images
2. types of graphic images and graphical file formats
3. editing tools to edit and manipulate images
4. creating and modifying graphic images to meet user requirements

### **Controlling Systems**

1. the requirements of control systems
2. how to represent data is in control systems
3. control loop operations
4. design and implement control systems

### **Computer Networks**

1. types of network systems and protocols
2. the key components used in networking
3. the services provided by network systems
4. making networked systems secure

Do speak with Mr Gibbons if you have any questions about the content of the course.

# BTEC Level 3 Subsidiary Diploma in Hospitality

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This course involves much more than cooking and will appeal to students considering working in the Hospitality industry. The course will help students to develop the skills that employers want while also providing a qualification that will enable them to progress to higher education.

## There are three mandatory units:

### The Hospitality Industry

1. the scale and diversity of the hospitality industry
2. classification systems and their standards
3. the organisation and structure of hospitality businesses
4. the purpose of support functions in hospitality businesses

### Principles of Supervising Customer Service Performance in Hospitality, Leisure, Travel and Tourism

1. developing a customer service culture within their business
2. how to build teams and motivate colleagues through techniques such as on-site coaching
3. how to effectively monitor and communicate levels of customer service performance.

### Providing Customer Service in Hospitality

1. the role of communication, presentation and teamwork in customer service in hospitality
2. providing customer service to meet the needs of customers in different hospitality situation

## Students will also study:

### Financial control in Hospitality

1. the principles of goods selection in hospitality
2. costing and pricing in hospitality
3. applying control and accounting methods for resources in hospitality

4. the use of financial statements to measure hospitality business performance

### Marketing for Hospitality

1. marketing strategies and principles as used in the hospitality industry
2. marketing research is used in hospitality businesses
3. how market environment analysis is used to identify opportunities and potential strategies
4. how the marketing mix is used to develop products and services in hospitality businesses

### European Food

1. the equipment, commodities and methods required to prepare and cook different examples of European food
2. the styles of food and types of dishes that are prepared and cooked in Europe
3. food preparation and cooking skills that are safe, hygienic and professional
4. evaluate the quality of European dishes

### Students will also be required to plan, organise and manage a small hospitality event held at Clayesmore

#### In this practical activity students will:

- learn about different types of events in the hospitality industry
- learn about the tasks and skills required for event management
- look at planning considerations for event management
- look at the essential requirements for safety, security and crowd management
- produce a proposal for an event from a client brief
- plan the event
- stage and manage the event
- review the success of the event

# BTEC Level 3 Subsidiary Diploma in Sport

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The BTEC Sport course will follow on quite naturally from the GCSE in PE. It is NOT necessary to have studied PE at GCSE in order to do the BTEC in Sport.

## There are four mandatory units:

### Principles of Anatomy and Physiology in Sport

1. the structure and function of the skeletal system
2. the structure and function of the muscular system
3. the structure and function of the cardiovascular system
4. the structure and function of the respiratory system
5. the different types of energy systems

### The Physiology of Fitness

1. the body's response to acute exercise
2. the long-term effects of exercise on the body systems
3. the physiological effects of exercise on the body systems

### Assessing Risk in Sport

1. the key factors that influence health and safety in sport
2. risk assessments
3. the safety of participants and colleagues in a sports environment
4. planning a safe sporting activity

### Fitness Testing for Sport and Exercise

1. laboratory-based and field-based fitness tests
2. health screening techniques
3. administering appropriate fitness tests
4. interpreting the results of fitness tests and providing feedback

The other units followed will depend to a large extent on the students involved but it will certainly include participation in either a team sport, or an individual sport at Clayesmore.

### Practical Team or Individual Sport

- the skills, techniques and tactics required in selected sports
- the rules and regulations of selected sports
- assessing own performance in selected sports
- assessing the performance of others in selected sports

Do speak with Mr Middle if you have any questions about the content of the course.

# Learning Support Centre

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**We are here to help you succeed in the subjects you have chosen to take.**

## **Where can I do private study?**

Sixth Formers are welcome to use any of our rooms and study areas - all have computer access and printing facilities. This enables you to work in a quiet environment, with friendly, skilled teacher support close by if you need it.

## **But do I need LSC lessons in the Sixth Form?**

If you have had LSC lessons in Years 9 – 11, you might well benefit from continuing with some extra help in the Sixth Form. However, it is equally possible you might not. We would wish to discuss with you how you are feeling about your subjects and see if we could help in anyway.

It often takes time to make the transition from GCSE to the demands of an A level course and we can help you make the leap. For example, Sixth Formers are often glad to have a bit of help with one or more of the following:

- **Study skills**
- **Revision and examination techniques**
- **Analytical techniques**
- **Speed reading**
- **Organisation and time management**

## **Essay writing**

If you have a recognised difficulty such as Dyslexia or Dyspraxia it is almost certainly the case that some extra lessons will be beneficial for you. If you feel you are struggling with one of your subjects you are very welcome to have a chat with Mrs Farley, the Head of Learning Support. She will discuss with you whether and how the LSC can make a difference to you and your work.

The LSC staff are highly experienced at helping Sixth Formers and will be able to work in a complementary way to your subject teachers. We will work closely with you, your tutor and your teachers to identify where you need a bit of extra help and then to determine who can best help you.

## **What happens when I go to University?**

We encourage you to identify your learning needs and seek support to meet your goals. We know this approach will prepare you for moving on the next stage of your education, providing you with the confidence to know your strengths and to know where to seek help if you continue to need it.

# English – [As an additional language] – EAL

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## **The EAL department provides experienced and specialist help for pupils whose first language is not English.**

In this department students from overseas will receive English language tuition in order to minimise the disadvantages of being a non-native speaker within an academic environment. As your English improves, so will your ability to communicate and your integration into all aspects of school life will be made easier.

We also provide students with support for their mainstream school lessons by liaising with other departments. You will be helped with the specialist vocabulary and terminology of your AS and A2 subjects and assistance with academic writing will be given where necessary.

If you have come up through the school your individual EAL programme will continue. Preparation for the relevant language requirements for higher education will begin (usually IELTS - see below) and you may wish to work for a further Cambridge qualification.

If you enter the school directly into the Sixth Form your language skills will be assessed by the department and an individual programme devised which is best suited to your needs and your level of English. In one-to-one or small group lessons you will be prepared, if you wish, for the internationally recognised examinations established by the University of Cambridge. Clayesmore is a centre for both ESOL and CIE. These qualifications are becoming increasingly important as they can help to ease visa applications, particularly for those from non-EU countries. Success in the CAE and CPE exams (see below) can give extra UCAS points to students who wish to study at British universities. If you hope to go to a university in the UK you will be prepared for IELTS (see below). If the USA or Canada is your destination we shall prepare you for SATS and/or TOEFL.

## **Exams offered by the Department:**

- Cambridge Preliminary English Test (PET)
- Cambridge First Certificate (FCE)
- Cambridge Advanced (CAE)
- Cambridge Proficiency (CPE)
- International English Testing System (IELTS)
- IGCSE English as a second language
- TOEFL
- American SATS



# Young Enterprise

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## What is Young Enterprise?

With more than 5,500 schools, colleges and universities participating in its programmes, Young Enterprise is the UK's largest business and enterprise education charity.

The Young Enterprise programmes are all based on the principle of learning by doing and bring volunteers from business into the classroom or university to work with the teacher and students. Some of the Young Enterprise programmes offer students direct experience of enterprise through working together to run their own real company. Others are structured around seminars and classes, using games, activities and role-play to help students to develop skills and capabilities for enterprise, business and the world of work.

Lower Sixth students have the opportunity to take part in the Young Enterprise Company programme which involves running a real company and enabling them to embark on an experience that will influence their education, career and could possibly shape the rest of their life!

## What is the Company Programme?

In the Company Programme, students set up and run their own company over the course of one academic year. They elect a board of directors from amongst their peers, raise share capital and market and finance a product or service of their own choice. At the end of the year they liquidate the company and present a report and accounts.

## What do the students get out of the experience?

Forming a Young Enterprise company gives the students an opportunity to test out their skills and their abilities to cope with new and difficult situations. It can help them make the right decision about career choices and the qualifications needed.

Each year awards are presented to the best all round Young Enterprise companies. Award winners are not necessarily the companies that make the most profit; team involvement, an understanding of business, an innovative approach and good ideas are just as important. The teams can win local awards and even go to the national HSBC Young Enterprise Innovation Awards and European Competitions.

The company programme is fully recognised and valued by universities and employers alike and gives the students the opportunity to enrich their whole educational experience.

Further details on the course can be found at [www.young-enterprise.org.uk](http://www.young-enterprise.org.uk). Look under 'Company Programme' for the course we offer.

# Duke of Edinburgh Award

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## The Gold Award

One of the great opportunities in the Sixth Form is that you can participate in the Duke of Edinburgh Gold Award Scheme.

A Gold Award is an exceptional achievement and is highly regarded by employers throughout the world. If you complete your Gold Award you will be invited to St James's Palace to be presented with your award by a member of the Royal Family.

There are a limited number of places and you must watch out for the application pack that will be emailed home in the summer holiday after Year 11. Priority is given to students who have already completed another level of the award. Any student who is working towards another level of the award, but has not yet completed this, must do so first before being allowed to begin the Gold Award.

The emphasis of the Gold Award is on participants showing initiative and taking responsibility for their progress through the award. Whilst the school provides support along the way participants are increasingly required to organise themselves, and to monitor and record their progress with their award. To succeed you will need to: be organised; meet deadlines; take on responsibility; make a contribution to your school and the local community.

## The Gold Award requires participants to complete activities in five areas.

**1. Volunteering.** You will be required to undertake a volunteering placement for a minimum of twelve months. You will be required to be of service to others, not just people at Clayesmore. You will need to take the initiative for organising this yourself, although the school will be able to help you with some ideas and to support you once you have found a placement. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

**2. Skill.** You will need to learn a new skill or develop an existing one. This can be in any area and does not need to be done at

school. You might learn a musical instrument, gain a coaching qualification, or take up fly-fishing. This will need to be done for a minimum of six months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

**3. Physical.** You will need to participate in a physical activity, such as football, hockey, tennis or rugby. This section can often be achieved by fully and properly participating in games during the whole of your sixth form career. It must be undertaken for a minimum of six months, but one of Skill, Physical or Volunteering must be for 18 months. You will need to keep meticulous records of your attendance and have these signed off regularly by your supervisor.

**4. Expedition.** You will need to plan and organise your own four day expedition. The school provides extensive training for this, including first aid, camp craft and navigation. You will also participate in training and practice expedition at weekends and during the holidays. These are all compulsory and you must attend to be eligible to continue to participate in the award. There are some compulsory evening training events during the term time. Dates are published well in advance.

**5. Residential.** You must attend a five day residential course or event with people who you do not know. The course or event must involve communal living and activities that take place during the day and the evening. You will need to take full responsibility for arranging this aspect of your award.

Meeting all of these requirements can sometimes seem quite difficult, but it is definitely worth the effort and there are plenty of staff at Clayesmore who can help you with the different elements of the scheme.

If you would like more information speak to: Mr Reach, Mrs Lockwood or Mr Carpenter.

If you would like to know more visit the DofE website at [www.dofe.org](http://www.dofe.org)

# University Advice and Careers

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## Lower and Upper Sixth

- Weekly lessons in small groups of no more than 10 students begin at half term in the autumn term of the Lower Sixth and continue until half term of the autumn term in the Upper Sixth by which time all applications should be completed.
- Areas covered during the year are as follows:

### Lower Sixth – Autumn Term

- Compilation of spreadsheet documenting experience of work gained and/or required for possible career progression.
- Updating of CV's.
- Introduction to the formal conferences and taster courses specifically run by the universities for potential university applicants in subjects not studied at school level such as medicine, veterinary science, law and engineering.
- Question and answer evening with recent leavers "The Real Facts about University".
- Discussion of post 18 choices to reinforce and remind students of the non university option to career progression as a viable route for able and motivated students into careers such as accountancy.
- Introduction to the resources available on the ISCO website.
- Ucas (University Central Admissions Service) recommend the Stamford test is taken online to provide an initial starting point for research into subject choices at university.
- Introduction to the Ucas website and handbooks such as Heap's University Degree Course Offers and the Times Good University Guide.

### Lower Sixth – Spring Term

- Focus on researching and booking taster courses and open days.
- All students visit either Southampton University (Russell group) or Oxford Brookes (top player in the ranks of the newer more vocational universities).
- Internet research continues in earnest into subject courses and a university shortlist is prepared.

- All prospective university students attend the regional Ucas Convention held at one of the regions leading universities.

### Lower Sixth – Summer Term

After the module exams the formal aspect of the Ucas application cycle begins.

- Pre University spreadsheet of subject and destination choices is completed so that reference writing can commence.
- Registration with Ucas "Apply".
- Higher Education Day for parents and students.
  - Personal statement training with ISCO workshop.
  - Talk on GAP years.
  - Talk on Finance.
  - Lecture from Peter Mulligan from Ucas.
- The post exams period is a busy time for going to open days and other university visits and events.

## Upper Sixth

School policy is to aim to complete all applications for university by half term bearing in mind there is an earlier deadline of Oct 1st for music conservatoires and Oct 15th for Oxbridge, medical students, dentist and veterinary science applications.

### Upper Sixth – Autumn Term

Weekly lessons continue until half term. They are devoted to:

- Updating the CV.
- Writing the all important personal statement and completing and checking the Ucas forms for complete accuracy.
- Ensuring that non university applications are in hand.
- Liaising with sixth form tutors to ensure applications are realistic and that the grades required are achievable.
- Ensuring that any special tests such as BMAT and UKCAT for medicine and LNAT for Law, have been registered for and taken by the required deadlines.

The  
*future*  
is bright

**AARDVARK**

Clayesmore's real  
time University  
experience!

*Lower 6th*  
**induction day**  
How it all begins!

**COURSE  
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Clayesmore School, Iwerne Minster, Blandford Forum, Dorset DT11 8LL  
Tel: 01747 812122 Fax: 01747 813187 email: hmsec@clayesmore.com

[www.clayesmore.com](http://www.clayesmore.com)