

# 2017-18

## Hebron School & A Level Choices

### An introduction for Students & Parents



#### ***What an education at Hebron can offer***

Hebron School offers the opportunity of an international, Christian boarding school education with a very strong academic and pastoral tradition. The school, which was founded over a hundred years ago, places a strong emphasis on its Christian nature with all teachers being committed Christians. All students are expected to be willing to support the Christian ethos of Hebron as well as pursue academic excellence within their own ability range.

The education is conducted in the English language medium and is based on the long established and internationally recognized English 'A' level educational system. Most students reach very high levels of achievement and subsequently move on to Universities around the world.

## ***'A' Levels***

This is a two year programme and we strongly recommend students to complete Std. 12 AND Std. 13 (see 'Letter about the importance and usefulness of completing Std 13' in the academic information section of the school website [www.hebronooty.org](http://www.hebronooty.org)).

'A' levels build on the IGCSE programme which is taught at Hebron, and enables students to develop the good study skills and habits necessary for the next level of their education. Students arriving from other systems, Indian or I.B. for instance, may find that there will be more adjustments to be made to their mode of study.

### ***Who takes 'A' levels? How are they assessed?***

'A' Level study is an **academic** programme; in Britain most 16 year olds embark on 'A' Levels - the remainder enter vocational training or apprenticeships. The pass grades for 'A' Level courses are A\*-E (a fail is labelled 'U' for unclassified). It is important to understand, that for many students, A\*, A, B and C grades at IGCSE will not translate into the same grade at 'A' Level.

On average, research in the UK and our experience in Hebron, show that most students gain lower grades at 'A' Level than they did at IGCSE.

Lower grades therefore do not necessarily indicate a drop in achievement levels. Universities recognise the high standard of 'A' Levels; while the most prestigious universities are going to require grades of AAB for entry into most courses, grades of CCC will enable students to enter middle ranking universities in all but the most popular courses - and grades of D and E will still meet the requirements of some universities.

'A' levels are now divided into two equal parts: the 'AS' and the 'A2'. The 'AS' is normally taken at the end of Standard 12, after one year of study. It is a qualification in its own right – equivalent to 40% of an 'A' level. To turn an 'AS' into an 'A' level, students add on an 'A2' course, worth a further 60%. The 'A2' course is normally examined at the end of Standard 13.

Changes are now taking place in some subjects. Students will take their full 'A' level examinations at the end of the two year courses. In August 2016 the subjects offered at Hebron that fall into this category are: French, German, Music and Religious Studies. It is still possible to take an 'AS' in these subjects but the 'AS' examination results will not contribute to the overall 'A' level result. There will be additional examination fees for students who take 'AS' and then continue to do the full 'A' level.

The 'AS' courses cover the less demanding material in an 'A' level. 'A2' courses extend into more demanding material, as well as combining knowledge, understanding and skills from across the whole 'A' level course. As such they contain 'synoptic' elements. Most students at Hebron move on to complete 'A' levels, but the 'AS' certificate provides the few who leave at the end of Standard 12 with an internationally recognised external qualification. Students aiming for direct entry into a good university in India or abroad are strongly advised to complete 'A' levels by pursuing A2 courses in Std. 13.

**In Standard 12, most students take four 'AS' subjects, and then continue with three of these as 'A2' courses in Standard 13.** The most academic students may wish to continue with all 4 'AS' subjects to achieve 4 full 'A' levels. Occasionally students start a new 'AS' subject in Standard 13.

The ability to study a 4<sup>th</sup> subject at 'AS' level should be seen both as a means of keeping career options open and as an opportunity to significantly broaden the curriculum at this level. For instance, those taking three Science subjects to A2 are strongly encouraged to take an additional non-science subject as an 'AS'. Likewise an Arts student can take a scientific discipline or Mathematics to broaden their curriculum. This increased breadth is strongly welcomed by 'Western' universities, though many Indian university courses remain more prescriptive.

At Hebron, all students take an additional 'AS' course in General Paper. This is currently examined in the Summer of Standard 12. This course further broadens the Curriculum for all students.

## ***Student expectations at 'A' level***

While AS and A2 courses extend from IGCSE courses they involve a significant step up in content. 'A' level students are expected to do about three hours study outside the classroom every day and several hours at the weekend. These are considered minima not maxima. Some courses also have occasional Saturday classes and extra support classes after normal lesson times. These commitments may seem large but as the subjects being studied have been chosen by the students, interest and motivation should be strong.

To assist students, their progress will be regularly monitored and support given by the PD tutor, (Personal Development tutor), where problems can be discussed and detailed guidance given. The PD tutor will also advise on careers and universities, both through regular individual interviews and a weekly classroom lesson. A vast range of internet and printed material is made available to students to help them with their decisions.

Another significant difference at this level, concerns the approach to study students will be expected to adopt. Teachers will expect them to take increasing responsibility for their studies. This should involve reading around a subject, utilising the library and internet, and taking the initiative in seeking help when it is needed. A greater level of maturity will also be expected from all 'A' level students. It goes without saying that this includes a respect for the ethos and rules of the school. However, there is also an expectation that 'A' level students should be significant role models within the school.

Being a Christian school we believe that, at this level, spiritual and character development are just as important as academic achievement. To aid this there are numerous Christian, recreational and sporting opportunities as well as the social activities inherent within a boarding situation. It is expected that time spent in Standards 12/13 will help a student to develop strength of character, responsibility, maturity, initiative, confidence, patience and tolerance.

### ***Entry Requirements to Standard 12/13***

'A' level courses are strongly academic and normally demand a good grounding in the subjects chosen. Students can consider AS studies in a

subject in which they did not take at IGCSE if they have shown ability in a related subject. Sometimes subjects only become available for study at 'AS' level. In this case grades in related subjects may be required as indicators of an ability to succeed at 'A' level. The following minimum requirements are therefore set down for entry into Standard 12:

- Grade B or above at IGCSE in the chosen AS/A2 subjects.
- Grade C or above in at least two other subjects, including English Language and Mathematics. In some circumstances, students will be required to re-take their English Language and possibly Mathematics along with their 'A' level subjects.
- For AS subjects that were not taken at IGCSE level, specific requirements may be set down. This may concern specific testing at the School, or levels of achievement in other subjects.
- A positive attitude to the academic and social side of Hebron.
- A willingness to contribute to the Christian ethos of the school.
- Other qualifications are also accepted, with each case being dealt with individually.

### ***Making your 'A' level choices: Some thoughts for students***

The following points are crucial in your decision-making.

- The main criteria for choosing an 'A' level subject should be **enthusiasm** and **aptitude**. Problems can arise when a selection is made for other reasons, especially when it is contrary to advice given by PD tutors or subject teachers.
- Some students will already have an idea about the university course that they would like to study. Discussions, at this stage, are essential to ensure that these ideas are feasible.
- When it comes to the question of which 'A' levels match particular careers, there are few hard and fast rules in the 'West' any more. Within certain constraints you are able to play to your academic strengths. Indian Universities, by contrast, are often much more prescriptive.
- Many university courses, especially those in the Sciences, do require some specific subjects at 'A' level. However, for many careers any combination of subjects is acceptable. For example, careers in chartered

accountancy, law, hotel management, broadcasting, banking and many others follow equally well from Arts and Science 'A' levels and degrees. For a few careers, certain 'A' levels are probably more suitable than others, though even here universities have become much more flexible in recent years. The position in Indian universities can be a little different, especially for certain Science courses. **Students must check specific requirements via University prospectuses and websites.**

- Most students applying to Indian Universities (and Australian citizens applying to Australian universities), need to take English Language or Literature to 'AS' level. **Students must check specific requirements via University prospectuses and websites.**
- The best university courses always require high 'A' level grades, in all subjects. Your ability to do well in your 3<sup>rd</sup> 'A' level and your additional 'AS' subject should be part of your thinking.
- Allow for breadth of study with your 4<sup>th</sup> choice. This is best taken from a different part of the curriculum, especially if all your first three choices are from the same area.
- At Hebron students normally **select 4 'AS' subjects in Standard 12, as well as General Paper which is compulsory.** Those taking Further Mathematics usually take it as a fifth 'AS' subject.

Some students may find four AS subjects too challenging and find it more appropriate to re-sit one or more core subjects at IGCSE, or start a new IGCSE subject at St 12 or even St 13 where some may be on offer. This may then count as one choice in place of an AS. This is usually a better option than to embark on an AS Level course in a subject where you have achieved a C or D grade at IGCSE.

There are plenty of sources of advice around – PD tutors, subject teachers, parents, 'A' level students, and the Academic Vice Principal all have information which may be valuable. However, at this stage we believe that you, the student should have a significant input into this decision-making. If you are forced into a set of courses which you do not want to do, then you will probably under-achieve and not reach your potential.

### ***Guidelines to AS/A2 subjects on offer at Hebron***

- Art & Design
- Biology
- Business Studies
- Chemistry
- Design & Technology
- English Language (AS)
- English Literature
- French
- German
- General Paper (AS)
- Geography
- History
- Information Technology
- Mathematics & Further Mathematics
- Music
- Physics
- Religious Studies

You will find below a brief out line on each of the subjects offered at Hebron. For further information on A2 and AS courses and specimen examination papers consult:

[www.cie.org.uk](http://www.cie.org.uk) for Cambridge International  
[www.edexcel.org.uk](http://www.edexcel.org.uk) for Edexcel courses

# **Art & Design**

Head: Mrs Wendy McCabe

Course: CIE 9704

Coursework Components AS - 50% A2 - 50%

AS - 2 Components

Component 1 - Controlled test - 15 hours (externally assessed)

Component 2 - Coursework - (internally assessed/externally moderated)

A2 - 2 Papers

Component 3 - Coursework - (internally assessed/externally moderated)

Component 4 - Personal Study, Study of a living artist, 3500 word essay presented in illustrated book form (externally assessed)

## ***Preamble***

A level Art and Design is the first step along the road for many exciting careers including: Graphic Design, Illustration, Animation, Fashion, Interior Design, Architecture, Product Design... to name but a few!

## ***AS Course Content***

**Controlled test - 60%** This is an exam much like the IGCSE art exam. It lasts 15 hours. The question paper is given out six weeks before the exam, during which time preparatory studies are done. The final piece is completed during the 15 hour exam time. Preparatory work and the Final Piece are sent to the UK for marking.

**Component 2 (Coursework) - 40%** The intention of this component is to allow candidates to pursue a field of study in research, development and realization at some depth... 8 months! You will be expected to have your own ideas and inspirations as much as possible with guidance from the teaching staff too! Students will need to complete 8 sides of work, all developed around a theme of choice, along with a final piece. This is marked by the teacher and sent to the UK for moderation.

The aim of this coursework is to concentrate on research and development and the use of processes and not just the resolution of the final piece.

### ***A2 Course Content***

**Coursework - 60%** Students explore a Theme of their own choosing. The work increases significantly with 20 sides of work needing completion, as well as a final piece and a sketchbook relating to the chosen theme. Emphasis will be placed on the resolution/development of the final piece, and on the development of ideas and use of media. This is marked by the teacher and sent to the UK for moderation.

**Personal Study - 40%** Candidates will produce an in-depth study of a living, practicing artist in book form. This is based on a personal interview. This does not have to relate to your coursework, it is a study with a different emphasis. The Personal Study will require a large amount of research, testing the students' ability to analyze art work, and call upon their knowledge of art history. This is sent to the UK for marking.

The AS & A2 courses are very broad based and tailored to individual needs and interests. You will learn many new techniques and be encouraged to experiment with different media. Art history is at the core of what we do, and is also studied through DVD discussions and a trip to the Bangalore Art Galleries where students can analyze and compare the work of artists first hand.

# **Biology**

Head: Mr. Keith Jardine

Course: CIE 9700

Coursework Component	AS - 0%	A2 - 0%
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AS - 3 Papers:

Paper 1	Theory paper	1 hour	40 multiple choice questions
Paper 2	Theory paper	1¼ hours	short answer questions
Paper 3	Practical Exam	2 hours	laboratory based exam

A2 - 2 papers:

Paper 4	Theory paper	2 hours	short & extended answer questions
Paper 5	Written paper	1¼ hours	testing advanced practical skills.

## **Preamble**

As well as the need for biological understanding in traditional occupations, a good understanding of biology is becoming more important for all citizens of the modern world. This may be illustrated by the way citizens of today are confronted by issues stemming from concern for the environment, the impact of new technology on the biosphere, and ethical issues arising from new genetic and medical knowledge. Equally, studying a modern biology course gives tremendous insight into the wonders of the Living World.

## **Course Content**

The study of Biology at AS level follows naturally from an IGCSE course in Biology or any other equivalent course in Biology, although this is not essential. Presenting, understanding and applying data are key skills for a Biologist. Equally at AS and A2 Level, an interest in and a good grasp of, chemical concepts is very important. Students without a strong foundation in IGCSE Mathematics and Chemistry will therefore find the course very challenging. However, it is equally true that students with a strong science

and Maths background at IGCSE, but who have not taken Biology at that level, have very successfully joined the AS Biology course in year 12.

The course places a strong emphasis on the biochemistry and physiology of plant and animal cells, with topics dealing with the structure and function of quite complex biological molecules, with rate of enzyme controlled reactions, with genetic control and with transport in plant and animal tissue and whole organisms. In addition, there are sections on physiology of gas exchange and on various aspects of human health and disease.

The A2 course builds on a firm knowledge and understanding of foundational principles such as the details of Respiration and Photosynthesis, Homeostasis and Co-ordination and control mechanisms involved both in plants and humans with the impact of biotechnology in relevant areas. Other areas considered include Inherited changes, Genetic Technology, Biodiversity and its conservation and Selection including theories of evolution. The course entails the relevance of principles that are applied in our modern world with the aim of enhancing our lives.

There is a significant **practical element** to the course which fosters skills of planning, interpretation of data and evaluation using various statistical analysis tools, as well as manipulation of equipment and observation and presentation of results.

13 A2 Biology students participate in a **field study trip** based on conservation, using statistical tools, observing and understanding principles involved in use of sophisticated equipment in research laboratories.

### ***Future Study and Career Options***

Completing the course successfully will give access into medical, dental and veterinary courses (with good grades); into pharmacology and biochemistry (if studied with chemistry); pure and applied biology; zoology or botany; microbiology; agriculture; marine biology; ecology and other specialist biology-based courses. It would also give access to the nursing profession, teaching and laboratory-based work in hospitals and research labs.

Coursework Components

AS – 0%

A2 – 0%

AS - Paper 1 (1¼ hours) - four short answers and one essay (40 marks)

AS - Paper 2 (1½ hours) - two data response questions (60 marks)

A2 - Paper 3 (3 hours) - a single detailed case study requiring short and long form answers. (Total 100 marks)

## ***Preamble***

The study of Cambridge International AS and A Level Business allows learners to take the first step towards a career in private or public organisations or progress with confidence to a degree in business and management related subjects.

Cambridge learners of Business will develop:

- The capacity to analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- An understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/services they offer
- The opportunity to reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholders' value
- Development of knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success
- A solid foundation for further study.

## ***Course Structure***

Much of the work in A-level Business involves detailed investigations of individual business their activities. Case studies involve some quantitative analysis; particularly at A2 Level hence some mathematical ability is useful. At

least a B in IGCSE Maths is desirable but not essential for students going beyond AS Level.

The AS and A Level syllabus content is divided into six main topic areas:

### **1. Business and its Environment**

This topic area is concerned with understanding the nature and purpose of business activity and identifying the structures, functions, cultures and objectives of different business organisations. Central to an understanding of business and its internal and external environments is a recognition that the world in which businesses operate is in a constant state of change. The impact of political, economic, social, technological, legal, environmental and ethical factors and how these might influence business activity is considered. The extent to which businesses can respond and adapt to such change is likely to determine their success.

### **2. People in Organisations**

This topic area focuses on how businesses can develop and use policies, procedures, structures, systems and approaches to management and leadership that will harness the human potential within an organisation and achieve organisation goals. An understanding of the central role of effective management and leadership in achieving efficiency and competitiveness is required. Candidates will need to understand the distinct bodies of theory that underpin the concepts of business management and leadership. The importance of motivation techniques and theories in understanding employee needs will be considered. The contribution to business success made by human resource management through effective workforce planning and the recruitment, selection and training of workers will also be explored.

### **3. Marketing**

This topic area develops an understanding of the importance of the marketing function for business competitiveness. The significance of marketing orientation – the process of aligning a business to its operating environment, customers, other stakeholders and markets – is emphasised. An understanding of the principles and practices of marketing and their application to commercial and not-for-profit organisations is considered. The relationship between marketing and other business functions such as

operations management, finance and human resource management is also considered. The application of marketing concepts and methods to assist marketing and business decisions is explored. Central to the understanding of marketing is the objective of satisfying the needs and wants of customers through effective market research, applying an appropriate marketing mix and establishing an organisation with a strong customer focus.

#### **4. Operations & Project Management**

Operations management is the discipline of how resources are managed to achieve the efficient production/provision of goods and services. Project management is the discipline of managing resources to successfully complete one-off projects. This topic area promotes understanding of operations and project decisions and how design, planning, quality and workforce issues interrelate to achieve operations objectives. Candidates should develop an understanding of the benefits and limitations of a variety of techniques and analytical frameworks used by operations and project managers. Central to the understanding of how successful operations and project management support effective manufacturing and service businesses is a recognition of the importance of innovation in product and service delivery in dynamic and volatile business environments.

#### **5. Finance & Accounting**

This topic area introduces candidates to the importance of the management of finance, the keeping of and analysis of accounts, and the assessment of business financial performance. Candidates need to understand: the basic principles and techniques of financial management; the value of financial statements and some key accounting techniques used to promote profit, measure performance and exert control in business organisations; the use of financial management information in managerial decision making; the links between financial management and other management activity; the importance of identifying and interpreting management accounting information, recognising uses and limitations. Central to the role of finance and accounting is an understanding of how information can be used to create and measure value.

## **6. Strategic Management (A Level only)**

Introduced at A Level, this topic area explores the business concepts and theories that underpin strategic management and considers why strategy is practised in a range of business contexts from commercial and entrepreneurial to social and not-for-profit organisations. Strategy in business is concerned with the key decisions that are taken to ensure that businesses survive and succeed in the long term. Such decisions often involve initiating and managing major change policies and programmes.

The topic area investigates the strategic management process model of strategic analysis, strategic choice and strategic implementation. The associated strategic thinking and analysis tools that help to frame choices and put resulting strategies into action are also considered.

### ***Further Studies and Career Options***

Many undergraduate and graduate courses offer business and related subjects such as Accounting, Marketing, Advertising, Production, Sales and Distribution, Human resources, Logistics, Supply Chain management. Business at A level is more than an introduction to these higher courses.

Apart from a general business degree, which will continue the topics you studied at A-level, you can also choose to specialize in one of two ways. Firstly, in one business function that is common to all types of industry, commerce and public service. This includes Marketing, Information Technology or Human Resource Management. Secondly, focus on any of the following business or industry: finance, retailing, hotel and hospitality management, logistics, events management, project management and so on.

Career options open to a business studies graduate are wide and include in the field of Management; Administration; Financial Services; Human Resources; Marketing; Advertising; and Teaching.

# **Chemistry**

Head: Mr. Keith Jardine

Course: CIE 9701

## **Assessment**

Assessment of AS level Chemistry is through 3 Examination Papers taken at the end of the first year of the A level course.

Paper 1	(1 hour)	Multiple Choice
Paper 2	(1¼ hour)	Short Answers
Paper 3	(2 hours)	Practical Exam

Assessment of A2 level Chemistry is through 2 Examination Papers taken at the end of the second year of the A level course.

Paper 4	(2 hours)	Core & Applications Short Answers
Paper 5	(1¼ hours)	Written paper testing advanced practical skills

## **Preamble**

Chemistry opens up a wide range of career opportunities. It is essential for any medical based profession linking effectively with Biology, and is very useful to support Mathematics and Physics for engineering. You can also study Chemistry itself and find yourself at the forefront of research into, and production of, new and improved materials such as those needed for integrated circuits, contact lenses, and bio-degradable plastics. Chemists provide the background to environmental pollution issues as well as servicing essentials for life through pharmaceuticals.

We would normally expect a student to have a **minimum** grade of C (preferably B or A) in GCSE, IGCSE or O-Level Chemistry.

## **Course Structure**

The course followed is prescribed and examined by Cambridge International Examinations and is developed around the following key concepts:

- **Atoms and forces:** Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically.
- **Experiments and evidence:** Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials.
- **Patterns in chemical behaviour and reactions:** By identifying patterns in chemical behaviour we can predict the properties of substances and how they can be transformed into new substances by chemical reactions. This allows us to design new materials of use to society.
- **Chemical bonds:** The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity.
- **Energy changes:** The energy changes that take place during chemical reactions can be used to predict both the extent and the rate of such reactions.

Students will engage in regular practical work that enhances investigative skills and links theory to real world chemistry.

# ***Design and Technology***

Head: Mr. Clifford Faife

Course: Edexcel AS 8RM01

Edexcel A2 9RM01

This is a four unit course: two units at AS level and a further two units at A2 level which combine to make the full GCE qualification. The course follows the Edexcel Product Design syllabus with a focus on Resistant Materials. This is a natural follow on from the level 2 GCSE courses.

## **AS Level**

Unit 1: A coursework component requires three short, distinct pieces of coursework: a product investigation; a product design; a product manufacture. This unit accounts for 60% of the available marks.

Unit 2: The 'Design and Technology in Practice' unit is examined externally through a 1 hour 30 minute written paper. This unit accounts for 40% of the available marks.

## **A2 Level**

Unit 3: The 'Design for the Future' unit is examined externally through a 2 hour written paper. This unit accounts for 40% of the available marks.

Unit 4: A coursework component, 'Commercial Design', requires students to respond to a problem by producing a design folder and a manufactured product. This unit accounts for 60% of the available marks.

The Design and Technology course is primarily concerned with the process of designing and making and how this relates to the manufactured world around us. Students will develop their knowledge, understanding and skills by working through a range of practical projects and briefs. This will entail developing their initial design ideas from concept through to the making of the final product. To allow the students to work effectively while designing and manufacturing, the following course content is taught:

- Role of designers, design in the human context, legal ramifications.
- Communication of design ideas through sketching, rendering, modelling, technical graphics, CAD, reprographic techniques.
- Working through the design process to identify needs, analysis of relevant data, development of a design proposal, communication and modelling, manufacturing, evaluation and testing.
- Materials, technologies, manufacturing processes and industrial practices.

### **Further Studies and Career Options**

The course will be of value to anyone who wishes to pursue a university or higher education course leading to a career in a creative field. For example:

Architecture, Interior Design, Industrial/Product Design, Environmental Design, Mechanical, Aeronautical or Production Engineering.

## **Content**

Cambridge International AS Level English Language provides candidates opportunities to make critical and informed responses to texts which are wide-ranging in their form, style and context. Candidates will also produce their own imaginative writing, and will demonstrate their ability to produce writing for given audiences. Those who opt for Cambridge International A level English Language will develop a strong foundation in the study of linguistics, focusing on spoken language, English as a global language and language acquisition.

Cambridge International AS level candidates take:

Paper 1	Passages Paper (2 hours 15 min)
Paper 2	Writing (2 Hours)

***The syllabus aims to develop:*** a critical and informed response to texts in a range of forms, styles, contexts and audiences; the interdependent skills of reading, analysis and research; effective, creative, accurate and appropriate communication; and a firm foundation for further study of language and linguistics.

## **Assessment objectives**

Candidates are assessed on their ability to:

1. read with understanding and analyse texts in a variety of forms
2. Demonstrate a knowledge and understanding of English language and its use in a variety of contexts
3. write clearly, accurately, creatively and effectively for different purposes/audiences, using different forms.

# **English Literature**

Head: Ms Pushpa Lawrence  
Course: CIE 9695

## AS 2 Papers

Paper 3 (2 hours) 2 questions from different sections

Paper 4 (2 hours) 2 questions on different plays

## A2 2 Papers

Paper 5 (2 hours) 2 questions from different sections

Paper 7 (2 hours) 2 questions from 3 set.

## **Preamble**

Successful English Literature learners develop a lifelong understanding and enjoyment of literary texts, and, importantly, gain a range of essential skills. These include the ability to write clearly and effectively and the ability to analyse texts in different forms and styles. Skills in developing arguments and in researching and managing information are also imparted through the course.

## **Course Structure**

This Literature syllabus contains a number of set text options within certain prescribed limits of genre.

## **AS level - Paper 3 - Poetry & Prose**

Answers are required on two texts, one question from each section. Each question requires candidates to demonstrate a response showing understanding of the text and an informed independent opinion and to communicate these clearly and appropriately. Questions on the relation of textual parts to their wholes, on the effective use of narrative methods, and on the style and language of texts will test understanding of the ways in which writers' choices of form, structure and language shape meaning.

#### **Paper 4 - Drama**

It is required that two questions are answered on two separate plays. On each text, an essay question and a passage based question will be set. All questions require candidates to demonstrate a response, showing understanding of the text, and an informed independent opinion, and to communicate these clearly and appropriately.

#### **Advanced level - Paper 5 - Shakespeare and other pre-20<sup>th</sup> century texts (2 hours) (Compulsory paper)**

This paper will be divided into Section A: Shakespeare and Section B: other pre-20<sup>th</sup> century texts. There will be two questions on each text: one essay question and one passage based question. All questions require candidates to demonstrate a response showing understanding of the text and an informed independent opinion, and to communicate these clearly and appropriately. Candidates' work should be informed by some understanding of the ways in which other readers have interpreted the texts.

#### **Paper 7 - Comment and Appreciation (2 hours)**

Three questions will be set, of which candidates must answer two. Candidates will be required to write a critical appreciation of previously unseen passages. The passages will cover at least two of the categories of prose, poetry and drama. One of the questions may involve a comparison of passages. All passages will be taken from works originally written in English. At least one of the passages will be from a 20<sup>th</sup> century work.

## **French**

Head: Mrs Eve Young

Course: Edexcel

## **German**

French AS      8FR0    French A2      9FR0

German AS      8GN0    German A2    9GN0

Coursework Components      AS - 0%      A2 - 0%

### **AS Level - 3 Papers (overview)**

**Paper 1** –Listening, Reading and Translation (40%): 1 hour 50

**Paper 2** – Written Response to Works + Translation (30%): 1 hour 40

**Paper 3** Speaking (30%) Assessment time: 27 - 30 minutes, including a single period of 15 minutes formal preparation time.

- Task 1: Responding to a written text and discussion on the theme “Changes in French/German Society” (7-9 minutes)

- Task 2: Discussion on the Theme “Political and artistic culture in French/German-speaking countries” (5-6 minutes)

### **A2 Level - 3 Papers (overview)**

**Paper 1** - Listening, reading and translation (40%): 1 hour 50

**Paper 2** - Written response to works and translation (30%) 2 hours 40

**Paper 3** - Speaking (30%): Assessment time: 21 - 23 minutes, including a single period of 5 minutes formal preparation time

- Task 1: discussion on a Theme (6-7 minutes)

- Task 2: presentation on independent research (10-11 minutes)

### **Preamble**

Students wishing to study French and/or German at this level should have gained at least a B in their GCSE examination including a B in the written part of their GCSE. An aptitude and an enthusiasm for language learning are of course essential! The course content builds on the understanding developed at Key Stage 4, enabling pupils to make a smooth transition to the next level of study. We use A-level course books, as well as magazine/newspaper articles, CD/DVD materials, online resources and native speaker support if available.

## **Aims**

- To enhance linguistic skills; develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- To develop the ability to interact effectively with users of the language in speech and in writing, including through online media
- To develop language learning skills and communication strategies to sustain communication and build fluency and confidence
- To engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- To develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- To foster the ability to learn other languages; equip pupils with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

## **Course Structure (There will be significant changes to the AS and A Level courses beginning in August 2016.)**

### **French/German AS Level**

Papers 1, 3 and the translation section of paper 2 are based on content from the course Themes and Sub-themes. Theme 1 focuses on aspects of society of France/Germany only. Theme 2 requires students to broaden their knowledge across French/German speaking countries and communities

### **French AS Level**

#### **Theme 1: Changes in French society**

Changes in family structures: Changes in attitudes towards marriage, couples and family. Education: The education system + student issues. The world of work: Working life in France + attitudes towards work; the right to strike; equality of the sexes

**Theme 2:** Political and artistic culture in French-speaking countries. Music: Changes and developments; the impact of music on popular culture. The media: Freedom of expression; written + online media; the impact on society + politics. Festivals and traditions: Festivals, celebrations, customs and traditions

### **German AS Level**

**Theme 1:** Social development in Germany. Nature and Environment: Environmental awareness; Recycling; renewable energy; sustainable living  
Education: The education system + student issues; repeating a year; vocational training. The world of work: Working life in Germany + work ethics; German businesses + industries

**Theme 2:** Political and artistic culture in German-speaking countries. (Theme 2 for German AS is the same as for French AS)

**French A Level:** Themes 3 + 4 are set in the context of France only.

**Theme 3:** Immigration + multicultural French society. Integration and multiculturalism: The origins of immigration from the 20<sup>th</sup> century; the evolution of political strategies; the benefits and challenges of integration + multiculturalism. The rise of the extreme right: The objectives of the National Front; the leaders of the NF; the rise of the NF; public opinion

**Theme 4:** Occupation and Resistance. (Theme 4 is set in the context of France only). Occupation: Life under the Vichy regime and the authority of Marshal Pétain; Occupied France and the collaboration; anti-Semitism. La Résistance: The Resistance of the French, the importance of Jean Moulin and Charles de Gaulle

**German A Level:** Themes 3 + 4 are set in the context of Germany only.

**Theme 3:** Immigration + multicultural German society. Integration and Multiculturalism: Migrant workers, immigrants, asylum seekers, the advantages and difficulties of social integration und multiculturalism  
The economic and social effects of immigration: Competition for work; access to employment and housing opportunities; increasing extremism

**Theme 4:** The reunification of Germany. Theme 4 is set in the context of Germany only. Society in East Germany before reunification: Communism in East Germany; Relationship with the West; Employment and habitation.

Germany since reunification: Collapse of Communism; Emigration from East to West Germany (relocation); Effects on the German economy and society

### **French/German AS Level:**

**Paper 1: Listening, Reading and Translation** - This paper draws on content from all Themes.

Section A - Listening: Students respond to multiple choice and open response comprehension questions based on recordings in a variety of contexts and sources

Section B - Reading: Students will have to respond to multiple choice and open response comprehension questions based on a variety of text-types and genres

Section C - Translation: An unseen passage to be translated from French/German to English

### **AS Paper 2: Written response to works and translation**

Section A: Translation and grammar - Students translate an unseen passage from English into French/German, followed by a grammar exercise based on one of the 2 Themes. This paper also assesses the study of one French/German work, **either** one literary French/German text **or** film.

Students chose **EITHER**: Section B: Written response (275-300 word essay) to literary texts. Students select one question from a choice of two for their chosen literary text. **OR** Section C: Written response (275-300 word essay) to films. Students select one question from a choice of two for their chosen film

### **AS Paper: 3 Speaking**

Task 1 Students to read and respond to two short texts based on the Theme “Changes in French/German society,” followed by a wider discussion on the theme

Task 2 is based on Theme “Political and artistic culture in French-/German-speaking countries”. Students will choose 1 sub-Theme drawn from the main Theme

## **French/German A Level**

**Paper 1: Listening, Reading and Translation.** This paper covers all 4 Themes.

Section A - Listening: Students respond to multiple choice and open response comprehension questions based on recordings in a variety of contexts and sources

Section B – Reading: Students will have to respond to multiple choice and open response comprehension questions based on a variety of text-types and genres

Section C: Translation into English - The content of the translation will be taken from one of the four Themes

### **Paper 2: Written Response to works and Translation**

Students must study two discrete French/German works: either two literary texts, or one literary text and one film. The works must be taken from the prescribed Edexcel list.

Section A - (translation into French/German), one unseen text in English to be translated into French/German based on one of the four Themes

Sections B and C - (written response to works): students must write two essays, either two selected from Section B (literary texts) or one selected from Section B (literary texts) and one from Section C (films). There will be a choice of two questions for each literary text and each film. The length of each essay will be between 300–350 words

### **Paper 3: Speaking-**

-Task 1: discussion on a Theme

-Task 2: presentation and discussion on independent research

### ***Further Studies and Career Options***

French and German AS/A2 combine well with any other subjects and prepare you to take your place in a multi-lingual global society. These qualifications offer a suitable progression route to further study at university level and may also add to an individual's employability profile, particularly for UK organisations trading overseas as well as with international companies based in the UK and globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

## ***General Paper***

Head: Mr. Philip Eapen

Course: CIE 8004

It is compulsory for all AS students to complete a General Studies course. There are three main areas of study: Science and Environmental issues; the Arts; and Social Issues.

Assessment is by one AS level examination during May-June.

The aim of the course is to enable students, whatever their subject specialties, to think critically, write persuasively and develop a broader understanding of the world around them. Teaching focuses largely on exposing students to current issues of importance, debating problem areas and on helping students improve their essay-writing skills.

Students do not need specialised knowledge in any of the areas studied. Students are not given General Studies prep. However, they need to keep themselves updated about local, regional and global issues. Students should cultivate the habit of reading newspapers and journals and of taking notes. They should be able to cite regional and international examples. Wise use of relevant statistics can help students prove their point.

# **Geography**

Head: Mr. Mark Young

Course: CIE 9696

Coursework Components AS - 0%; A2 - 0%.

AS - 1 Paper (3hours) - 5 short questions are selected (from 6) across the whole syllabus. Then 2 optional longer style essays.

A2 - 2 papers (1.5 hours each) - covers 2 specialist topics examined as essays.

## ***Preamble***

Traditionally in Britain, Geography has been viewed as a link between the Sciences and the Arts and this remains central to the philosophy of the subject at this level. The 'A' level course studies both human and physical environments and especially the way they are inter-connected. Special attention is given to their use, misuse and development in a sustainable way. This draws on areas from science, economics, politics and the business world. Contemporary issues and patterns are central to the studies. Anyone interested in the world we live in and the future of Planet Earth would find this course of value and interest.

## ***Course Structure***

AS - Both physical and human Geography topics are explored. Physical topics include plate margin studies, hydrology and the atmosphere. These are studied from a scientific perspective but within the context of related human environments. The Human syllabus focuses on population and settlement issues in MEDCs and LEDCs exploring both global and local issues. Both courses provide opportunities for fieldwork and local studies.

A2 - Four options are studied:-

1. Hazardous environments - the hazards associated with tectonic environments, (earthquakes and volcanoes), tropical storms and avalanches. The means of managing these, often high population environments, is central to the investigations.

2. Coastal or tropical environments – This explores a variety of natural environments, their complex workings and planned management are explored.
3. Global Interdependence- considers international trading patterns and the factors both historic and economic that influence them. The role of international tourism as a major player in the global economy and the impact the industry is having on local environments, societies and economies is a significant part of the course.
4. Environmental Management – considers how energy resources are exploited in different parts of the world and considers the environmental impact they create. Management policies for a range of degraded environments from urban and rural locations in both LEDCs and MEDCs are a significant part of this course

### ***Further Studies & Career Options***

In British universities, Geographers tend to move towards either the Arts or Sciences side depending on their interests or specialist knowledge. Degrees are available as either B.Sc. or B.A. Your 'A' level subjects may determine which course you would take. Geography, because of its diverse nature, provides a wide range of useful skills for many different careers. These include spatial awareness, an ability to analyse and synthesise, statistical and presentational skills. Most graduate geographers enter the business field, areas of environmental management, or work with a strong social or development component. Geographical Information Systems (GIS) is a rapidly developing area of employment.

# **History**

Head: Mr. Chris Chacko

Course: CIE 9389

Coursework components: AS - 0% A2 - 0%

**AS** - 2 papers

**Component 1:** Document question - European Option: Liberalism and Nationalism in Italy and Germany, 1848 - 1871.

**Component 2:** Outline study - European Option: Modern Europe, 1789 - 1917

**A2** - 2 papers

**Component 3:** Interpretations question - The Origins and Development of the Cold War, 1941 - 1950

**Component 4:** International History, 1945 - 1991

## ***Preamble***

Students of History in Standards 12 and 13 learn to think critically and write coherently. The ability to create a structured and valid argument in a short time and drawing on a lot of material is one of our key focus areas. Students should also be willing to read widely around the subject. There is plenty of class discussion and occasional debates. In addition to written materials we use film and the internet for research.

The History Department is willing to consider students who have not studied History at IGCSE as long as they demonstrate enthusiasm for the subject and a willingness to work hard! We will also consider students who wish to do an AS in History in their Std. 13 year.

## ***Course structure***

AS Level covers the period 1789-1917 in Europe. Focus areas include the French Revolution, 19<sup>th</sup> Century European Nationalism and Liberalism, the Industrial Revolution, the Origins of World War One and the Russian Revolution.

At A2 Level the focus is more intensely concentrated on a shorter period in recent history - the Cold War, 1945 - 1991. We look at the origins of the conflict, its globalisation, high profile events such as the Cuban Missile Crisis and the end of the Cold War era coupled with the collapse of communism in the USSR and the role of communism in China. We also evaluate the Arab-Israeli conflict from 1900 - 1997.

### ***Assessment***

Assessment is based on performance in the examinations at the end of Standard 12 and 13. There are two AS exam papers: component 1 lasts one hour whilst component 2 is one and a half hours. Also, the final A2 exams consist of two papers: component 3 which is one hour and component 4 which is one and a half hours.

### ***Further Studies & Career Options***

A study of history prepares students for a wide variety of university courses and future careers (including law, management, business studies, politics, journalism, teaching and the Arts).

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# **Information Technology**

Head: Ms. David Brockbank

Course: CIE 9626

Coursework Components AS - 0%      A2 - 0%

## **Assessment**

Standard 12:

**Paper 1** - Theory (1 hour 45 mins)

**Paper 2** - Practical (2 hours 30 mins)

Standard 13:

**Paper 3** - Advanced Theory (1 hour 45 mins)

**Paper 4** - Advanced Practical (2 hours 30 mins)

All papers are equally weighted.

## **Preamble**

Information Technology is a subject that requires frequent access to computer and internet facilities for students to develop a broad range of vocational IT skills. This course assumes a knowledge of basic computing skills, e.g. logging on, using a word processor and searching the internet. By the end of the course students should develop a broad range of IT skills, an understanding of how IT affects society, be aware of emerging technologies and be able to apply their knowledge and understanding to solve IT problems.

## **AS Curriculum content**

1. Data, information, knowledge and processing
2. Hardware and software
3. Monitoring and control
4. E-safety and health and safety
5. The digital divide
6. Using networks
7. Expert systems

8. Spreadsheets
9. Database and file concepts
10. Sound and video editing

A2 All of the AS course plus:

1. Emerging technologies
2. Role and impact of IT in society
3. Networks
4. Project management
5. Systems life cycle
6. Graphics creation
7. Animation
8. Mail Merge
9. Programming for the web

## **Mathematics**

Head: Mrs Mercy Singh

Course: Edexcel

Mathematics 8371 and 9371

Further Mathematics 8372 and 9372

Coursework Components

AS - 0%

A2 - 0%

### **Mathematics**

AS - Three 1½ hour papers: 2 Pure and 1 Applied (either Mechanics or Statistics)

A2 - Three 1½ hour papers: 2 Pure and 1 Applied (either Mechanics or Statistics)

### **Further Mathematics**

AS - Three 1½ hour papers: 1 Further Pure and 2 Applied

A2 - Three 1½ hour papers: 2 Further Pure and 1 Applied

### **Preamble**

The course is obviously geared to enabling students to acquire particular mathematical knowledge and skills. Its aims go far beyond that, however, in seeking to encourage clear thinking, accurate working, the development of problem solving skills and the ability to draw conclusions and present arguments clearly. The Mechanics side of the course complements Physics and the Statistics side complements both Geography and Biology amongst other things.

### **Course Structure**

Both courses have six modules, three taken each year.

The Pure papers cover topics such as algebra, series, trigonometry, differentiation, integration, complex numbers, vectors, with harder topics

such as differential equations, polar coordinates, Taylor series and others coming in the Further Pure Papers.

The Mechanics papers cover topics from kinematics, forces, momentum, moments through to elastics potential energy, circular motion, statics and simple harmonic motion.

The Statistic papers cover basic probability and statistical distributions such as the Binomial, Poisson and Normal.

At present, for the Mathematics course, we have 7 periods, and for the Further Mathematics course 8 periods. However, to do the Further Mathematics course a knowledge equivalent to that of having done Additional Mathematics at IGCSE is required. It is often possible for someone to pick up an AS in Further Mathematics in Std 13 if they have performed suitably well in their AS, although this will always depend on timetable restrictions.

### ***Further Studies & Career Options***

Mathematics at University is a far more theoretical subject and requires a very logical and methodical brain as well as insight. A degree in Mathematics will give you an open door to a whole range of careers. Many University courses have a Mathematics component and a good knowledge of A level Mathematics will give you a head start in these.

## **Music**

Head: Mr. Andrew Trythall

Course: Edexcel AS: 8MU01, A2: 9MU01

Coursework components: 30% Performing      30% Composing

Exam: 40% Written and Listening paper - 2 hours

### ***Preamble***

This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically with a wide range of music and musical contexts and develop an understanding of the place of music in different cultures and contexts.

It is recommended that students have passed Grade 5 Music Theory and are preparing for or have already passed Grade 5 on their instrument when starting the course (though having taken the ABRSM exam is not a requirement). Although it is desirable to have GCSE Music before doing the A-level course, it is not a prerequisite, and students with good practical music skills wishing to take Music should talk to the course teachers before making their final choices.

### ***Course Structure***

**Unit 1: Performing - 30%** Perform one or more solo and/or ensemble pieces lasting at least 8 minutes. The 'standard' level of performance expected is grade 7.

**Unit 2: composing - 30%** Compose an original composition lasting 4 minutes to a given brief (there is a choice of four and you may choose to write for instruments and/or voices) and a 2 minute composition assessing compositional techniques, for example harmonising a chorale (hymn) in the style of Bach.

**Unit 3: Appraising (2 hour exam) - 40%** The purpose of this component is for students to develop their listening and appraising skills through the study of music across a variety of styles and genres. The content is grouped into six areas of study, each of which contains three set works: vocal music, instrumental music, music for film, popular music and jazz, fusions and ‘new directions.’ Music studied is taken from all periods from the Baroque to the present day.

It is possible to study the one year AS-level course alongside the two-year A-level students. The AS-level course also requires performance, composing and appraisal, but at a lower level and two thirds of the same set works are studied.

A-level Music can be a complimentary subject to any other A-level subjects, whether you wish to go into science or humanities after school. It shows a wide interest range and will broaden your artistic awareness.

### ***Further Studies & Career Options***

This qualification will also allow students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education, music conservatories and university degree courses in music and music-related subjects, as well as music-related and other careers.

# Physics

Head: Mr. Keith Jardine

Course: CIE 9702

Coursework      AS - 0%      A2 - 0%

## **Assessment**

Assessment of AS level Physics is through 3 Examination Papers taken at the end of the first year of the A level course.

Paper 1      (1¼ hours) Multiple Choice

Paper 2      (1¼ hours) Short Answers

Paper 3      (2 hours) Practical Exam

Assessment of A2 level Physics is through 2 Examination Papers taken at the end of the second year of the A level course.

Paper 4      (2 hours) Core & Applications Short Answers

Paper 5      (1¼ hours) Written paper testing advanced practical skills

## **Preamble**

Physics is a key part of science and technology which deals with how and why things behave as they do. You may not be certain about your choice of career but if you are fascinated by the world around you and would like to understand more about it, then study Physics. Students should have achieved a minimum C grade in Physics at GCSE, IGCSE or O-levels although a grade of B or higher is preferred for students to be able to cope with the concepts at this level.

## **Course Structure**

The course followed is prescribed and examined by Cambridge International Examinations and is developed around the following key concepts:

**Models of physical systems:** Physics is the science that seeks to understand the behaviour of the Universe. The development of models of physical

systems is central to physics. Models simplify, explain and predict how physical systems behave.

**Testing predictions against evidence:** Physical models are usually based on prior observations, and their predictions are tested to check that they are consistent with the behaviour of the real world. This testing requires evidence, often obtained from experiments.

**Mathematics as a language and problem-solving tool:** Mathematics is integral to physics, as it is the language that is used to express physical principles and models. It is also a tool to analyse theoretical models, solve quantitative problems and produce predictions.

**Matter, energy and waves:** Everything in the Universe comprises matter and/or energy. Waves are a key mechanism for the transfer of energy and are essential to many modern applications of physics.

**Forces and fields:** The way that matter and energy interact is through forces and fields. The behaviour of the Universe is governed by fundamental forces that act over different length scales and magnitudes. These include the gravitational force and the electromagnetic force.

You may not be certain about your choice of career but if you are fascinated by the world around you and would like to understand more about it, then study Physics.

# **Religious Studies**

Head: Mr. Philip Eapen  
Courses: Edexcel 8RS01 & 9RS01

Religious Studies covers several disciplines including Biblical Studies, Philosophy, Ethics, History, Language, and Literature. Religious Studies looks at the deepest issues of life. It offers an academic approach to the study of religion in general and Christianity in particular.

## **Course Overview**

The new Edexcel syllabus for 2016 offers four subject areas. Only three out of the four are required. The three subject areas (papers) that are likely to be offered by Hebron School are:

**Paper 1: Philosophy of Religion** (9RS0/01; written examination - 2 hours, 80 marks)

Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

**Paper 2: Religion and Ethics** (9RS0/02; written examination - 2 hours, 80 marks)

Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.

**Paper 3: New Testament Studies** (9RS0/03; written examination - 2 hours, 80 marks)

Social, historical and religious context of the New Testament; Texts and interpretation of the Person of Jesus; Interpreting the text and issues of relationship, purpose and authorship; Ways of interpreting the scripture; Texts and interpretation: the Kingdom of God, conflict, the death and

resurrection of Jesus; Scientific and historical-critical challenges, ethical living and the works of scholars.

### ***Objectives***

The aims and objectives of this qualification are to enable students to:

- develop their interest in a rigorous study of religion and belief and relate it to the wider world
- develop knowledge and understanding appropriate to specialist study of religion
- develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies
- adopt an enquiring, critical and reflective approach to the study of religion
- reflect on and develop their own values, opinions and attitudes in the light of their study.

Students will have to decide whether they intend to take AS or A2 level qualification at the start of their std 12. We recommend that students do a full course (std 12 and 13). Those who wish to study RS just in std 12 (AS level) will have to study all three papers to a certain level. They cannot later continue to A2 RS. Similarly, those who opt for the A2 RS cannot drop the subject after std 12.

### ***Further Studies and Career Options***

Universities and Theological/Bible Colleges offer a wide range of theology and ministry courses for those interested in careers ranging from the academic theologian to various positions in church and missions ministry. In addition, however, Religious Studies offers an excellent background for many other disciplines. It is an extremely useful subject to have studied for any career to do with people; for example, anthropology, counselling, education, law, medicine, psychology, psychiatry, sociology, political science, international studies, criminology, journalism and media.

PTO

# A Level Subject Choices

Please number SIX subjects in order of preference. Please refer to the booklet for information about specific subjects and A Levels at Hebron.

Preference	Subject	
	Art & Design	# IF you NEED English Language – please preference it “1” . * Please do not put a preference for Mathematics if you want to take Further Mathematics ** if you select Physics, you need to also take Mathematics
	Biology	
	Business Studies	
	Chemistry	
	Design & Technology	
	English Language (AS) #	
	English Literature	
	French	
	German	
	General Paper (AS)	
	Geography	
	History	
	Information Technology	
	Mathematics	
	Further Mathematics *	
	Music	
	Physics **	
	Religious Studies	

<b>Student Name</b>	
<b>Student Signature</b>	
<b>Parent Signature</b>	
<b>Date</b>	