Sixth Form at Padworth

Introduction

Principal: Mr. Crispin Dawson
Deputy Principal: Mrs. Rebecca Clyde

This Sixth Form Curriculum Booklet has been compiled to set out the courses that we offer at Padworth. It includes descriptions of each of the A Level subjects, what they contain, how they are assessed and where they may lead in terms of opportunities in higher education and beyond. There is advice on how to construct an academic programme, taking into account skills and abilities and aspirations for higher education and life beyond Padworth.

Constructing an Academic Programme

As part of the admissions process when applying to Padworth, each prospective student is asked to provide an initial indication of their choice of A Level subjects, so that the process of timetabling can begin. Timetable constraints will prevent a completely free choice of A Level courses.

Whilst we naturally attempt to satisfy the desired combination of courses chosen by each individual student, we are not able to guarantee that every combination can be made available.

The curriculum is revised regularly; therefore, changes are likely from time to time.

Choice of A Level Subjects

For many students, choosing A Levels is not easy. In determining which A Levels to study, it is advisable to consider the following key questions:

- Which subjects do I enjoy?
- Do I possess the necessary skills and abilities to pursue these subjects?
- Which subjects do I need for entry to my intended university course?
- Given my academic programme, what qualifications will I have after two years in the Sixth Form?

Which Subjects Do I Enjoy?

At A Level, each subject is studied to a greater depth than at I/GCSE. Each A Level subject usually consists of up to 5 hours of classes per week for two years and requires considerable private study time. You must be committed to make a success of it and this commitment is more likely to be forthcoming if you enjoy the subject.

You will know if you enjoyed a subject during the two years leading to GCSE examinations, but you will not really know whether you will enjoy subjects that are new in the Sixth Form. Even subjects that you have enjoyed to GCSE can be different at A Level. You can learn something about the nature of an A Level course by talking to Mr Dawson or Mrs Clyde.

It is important to emphasise that there is no such thing as a 'useless' A Level. Employers are looking to employ good graduates and often the subject in which graduates have taken their degree is not of primary importance. If you are good at a subject, or if you particularly enjoy it, think seriously about studying it at A

Level, irrespective of what your friends may think about its relevance in the 21st Century! In two years' time, you really do need the best A Levels that you can get.

Do I Possess the Necessary Skills and Abilities to Pursue these Subjects?

A Level courses are very different from GCSE courses. The specification material is more substantial and conceptually more demanding. Examination questions are more searching and require longer, more carefully reasoned answers. This means that you are unlikely to do well in a subject at A Level unless you get a Grade 6 or higher (Grade B) in that subject at GCSE. There are also subjects that, even with a good GCSE grade, you will find rather too demanding at A Level and that you are therefore best advised to avoid.

There are however subjects in which, given adequate commitment over two years, you will have a good chance of securing a highly respectable A Level grade. A list of departmental recommendations for the study of each A Level subject is provided in this booklet.

The best person to consult for advice about whether you are likely to make a success of a particular A Level subject is your present teacher in the subject. They will probably have experience of students taught in the past and will therefore be well qualified to offer advice about how you are likely to do in the future. They will also be able to explain exactly what the subject entails.

Which Subjects do I Need for Entry to my Intended University Course?

If you have a clear idea of which course you intend to follow in higher education, you should consult the Principal or Deputy Principal to determine which A Levels will be needed as entrance requirements. If you are unclear about your intended university course, choose subjects that you enjoy and in which you are likely to do well, with as much thought as possible as to courses you might study.

University entry requirements are often flexible, but there are some courses for which choice of A Levels is critical. Example of such courses, together with the A Levels required, are outlined below:

Course	**Required A Levels**
Biological Sciences	Biology and preferably Chemistry at A Level
Chemistry	Chemistry and Mathematics
Economics	Economics and Mathematics
Engineering	Mathematics and preferably Physics
Medicine and Veterinary Medicine	Biology and Chemistry Some Medical Schools require Biology and Chemistry, plus either Mathematics or Physics
Physiotherapy	Biology

Most university departments will make offers that are conditional on specified grades in three A Level subjects. Similarly, if you opt to study Mathematics and Further Mathematics at A Level, you may need to include two other subjects to satisfy the entrance requirements for some university departments. Previously, some universities (e.g., Cambridge and LSE) have published lists of 'non-preferred' A Level subjects – i.e., subjects they consider to provide an insufficiently rigorous preparation for undergraduate study. Against this background, the Russell Group – an association of 24 world-class, research-intensive public universities in the UK – which aims to protect and promote excellence in higher education in the UK, has published a document called 'Informed Choices', which advises students on the best subject combinations for a wide range of university courses: https://www.informedchoices.ac.uk/

If you are seriously considering applying to Oxford or Cambridge, or any other highly competitive university department, the Principal, Mr Dawson, will be happy to discuss subject choices with you, before you make your final decision.

You must also be realistic in your expectations as you embark on your Sixth Form studies. For example, most medical schools will reject a UCAS application if the applicant does not have at least six GCSE Grade 7s or higher (equivalent to Grade A or higher under the old grading system), including Mathematics, Biology and Chemistry.

If English is not your first language, UK universities will require you to present evidence of your proficiency in English as a condition of any offer of a place. You should speak to the Principal or Deputy Principal if you require guidance here. If you require a Student Visa (previously referred to as Tier 4 Visa) to study at university, your proficiency in English must also satisfy the requirements of UK Visas & Immigration (UKVI). Irrespective of whether or not you have a GCSE or IGCSE pass in English, we recommend that you gain an IELTS pass with a minimum score of 6.5 in all four skills.

Given my Academic Programme, what Qualifications will I Have After Two Years in the Sixth Form?

In addition to A Levels and IELTS, students prepare for the Extended Project Qualification (EPQ) in the Sixth Form at Padworth. The qualifications that you will obtain at the end of your Sixth Form career will depend on a number of factors. You are strongly advised to think about these permutations in relation to the subjects you have chosen and your higher education aspirations.

The Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a qualification open to all A Level students. Padworth offers the AQA EPQ.

The EPQ is equivalent to an AS Level, although it is marked to A2 standards, so the best students can receive an A* Grade. Some UK universities will give conditional offers including the EPQ and in most cases, you are more likely to receive an offer if you are pursuing the EPQ.

The EPQ is particularly suited to those students who enjoy working independently on something that really interests them. EPQ students must be particularly good at managing their time, so that the EPQ does not interfere with their other academic studies. For this reason, it is best for students to wait and see how well they can cope with their A Level studies – at Padworth, students typically commence the EPQ in the Spring Term or Summer Term of Year 12.

The EPQ has three components:

1. The project itself, which for most students takes the form of a 5,000 word essay addressing a question of the student's choice. Examples of past questions include:

    - How much should doctors and nurses be paid?
    - Why is inflation bad for the economy?
    - How is engineering used in the car manufacturing process?

    In theory, the EPQ can be about almost anything. In practice however, it is wish to choose an EPQ on the basis that it is possible to access scholarly academic material for research purposes.

2. A project log, which is effectively an academic diary containing reflections on the learning process. It is important to realise that the EPQ is more about process (i.e., how good you are at independent learning), rather than content (i.e., whether or not your research findings are objectively 'correct').

3. A project presentation. This typically takes the form of a brief PowerPoint presentation, followed by a Question and Answer session before an audience invited by the student and their mentor (the member of the teaching staff guiding the student through the EPQ process).

In terms of how the EPQ is assessed:

- 20% of the marks are awarded for how well you manage the project – so students need to be well organised.
- 20% of the marks are for your research skills and use of resources.
- 40% is given for how well you realise your plan and overcome problems in meeting your objectives.

- 20% is for your ability to review your progress and evaluate your own performance.

The EPQ is submitted to AQA in May each year. The idea is for it to be researched during the summer holidays between Years 12 and 13.

The IELTS Test

International students with English as a Second Language applying to UK universities are likely to be required to take the Academic IELTS Test. The International English Language Testing System (IELTS) is an English proficiency test and is used by many universities as evidence of an applicant's level of English. IELTS may also be required by international students applying to university as a way of meeting UKVI requirements – the 'IELTS for UKVI' Test.

There are four parts to the IELTS Test:

1. Writing test – 1 hour.
2. Reading test – 1 hour.
3. Listening test – 30 minutes.
4. Speaking test – 15 minutes.

It is important that international students applying to universities in the UK determine the IELTS requirements of their prospective university course at an early stage, so that they can work towards achieving a good IELTS score during Year 12. There are dedicated IELTS lessons for international students and additional IELTS lessons can also be arranged with the EAL Department, as required.

IELTS may be taken as many times as is necessary. It is scored on a scale of 0.0 to 9.0. Most universities in the UK will require an average score of 6.0 to 6.5 as an entry requirements. Others, such as Cambridge, LSE and Oxford will require IELTS 7.5.

UK University Admissions Tests

Some universities and colleges require you to pass an admissions test as well as standard qualifications, if you are applying for courses in particular subjects. These external exams are designed to provide a test which in so far as possible, you cannot revise for or be drilled for, unlike a GCSE knowledge-based paper, for example. However, there are a number of test preparation guides, texts and courses provided commercially which you may investigate and in some cases, support is also available at Padworth – e.g., the Medical School Preparation Programme.

The most well-known tests are for candidates applying for medicine, veterinary science and bio-medical degrees: the BMAT and UKCAT tests.

The details for the majority of these university admissions tests are outlined below, although this is not an exhaustive list. You should check whether you have to pass an admissions test when deciding which courses you are going to apply for, as there may be admissions tests that are not included here. You can do this by checking the Entry Profile for your chosen course(s) on the UCAS Course Search tool, available on the UCAS website: https://digital.ucas.com/search

You can also contact your universities or colleges directly by phone or email, or check the prospectus on the website. Please note that it is YOUR responsibility as the candidate to make these checks and to ensure that entry deadlines are met.

Test	Overview
BioMedical Admissions Test (BMAT)	For entry to Medicine, Veterinary Medicine and Biomedical Science courses
Classics Admissions Test (CATS)	For entry to any course, including Classics at the University of Oxford

English Literature Test (ELAT)	For entry to English courses at the University of Oxford
Graduate Medical School Admissions Test (GAMSAT)	For graduate entry into Medicine and Dentistry courses
Health Professions Admissions Test (HPAT)	For entry to certain Medical courses at the University of Ulster
History Aptitude Test (HAT)	For entry to all degrees involving History at the University of Oxford
The National Admissions Test for Law (LNAT)	For entry to Law
Mathematics Aptitude Test (MAT)	For entry to Mathematics or Computer Science or a joint honours degree involving Mathematics at the University of Oxford
Modern and Medieval Languages Test (MML)	For entry to Modern and Medieval Languages at the University of Cambridge
Modern Languages Admissions Test (MLAT)	For entry to any course including a Modern Language at the University of Oxford
Physics Aptitude Test (PAT)	For entry to Physics or a joint degree involving Physics at the University of Oxford
Sixth Term Examination Papers (STEP)	For entry to Mathematics at the University of Cambridge and University of Warwick
Thinking Skills Assessment (TSA Cambridge)	For entry to Computer Science, Natural Sciences, Engineering, Economics, Land Economy and Politics, Psychology and Sociology (PPS) at a number of University of Cambridge colleges
Thinking Skills Assessment (TSA Oxford)	For entry to Philosophy, Politics and Economics (PPE), Economics and Management (E&M), Experimental Psychology (EP) or Psychology and Philosophy at the University of Oxford
Thinking Skills Assessment (TSA UCL)	For entry to European Social and Political Studies at University College London (UCL)
UK Clinical Aptitude Test (UKCAT)	For entry to medical and dental schools.

Applying to Universities Outside the UK

The College will support applications to universities in countries outside the UK.

Access Arrangements at A Level

The Joint Council of Qualifications (JCQ) has significantly tightened the regulations governing exam access arrangements and there is no longer an automatic continuation of concessions from GCSE to A Level. If a school fails to hold the required evidence relating to an application for access arrangements, an accusation of maladministration can be made and paper disqualification can occur. Seeking unfair advantage in a public exam can be classed as criminal fraud. The regulations governing access arrangements are linked to the Equality Act 2020 and parents should be aware that students working with concessions are listed as 'disabled learners'.

JCQ regulations state that a student is only available for access arrangements if they have a significant history of need and are currently making regular use of support. In line with the regulations, it is our aim to provide strategies to overcome a difficulty, rather than to register a student as a disabled learner. Improved revision and exam technique often solve timing difficulties. An application for access arrangements must also include assessment scores that fall in the below average range.

Accounting

Exam Board: AQA

Aims

The aims of the course are as follows:

- Give students an understanding of key concepts, principles and techniques of accounting that they can apply to real-life scenarios.
- Develop the ability to solve problems logically, analyse data methodically, make reasoned choices and communicate effectively.
- Provide students with the confidence and skills needed to run their own organisations in the future.

Entry Requirements

Students should have Grade 4 or higher in GCSE Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
1. Bookkeeping (principles, transactions and documents) 2. Divisions of ledger / books of prime entry 3. Bank reconciliation statements 4. Financial statements of sole trader and limited company 5. Financial ratios 6. Budgeting and marginal costing	1-6 as for Year 1, plus: 7. Incomplete records 8. Partnerships and limited companies 9. Interpretation of accounting information 10. Accounting regulations and ethics 11. Marginal, absorption, activity based and standard costing 12. Decision making and capital investment appraisal

Assessment

- Paper 1 – Financial Accounting (3 hour written paper)
- Paper 2 – Management Accounting (3 hour written paper).

Core Text

Accounting for AQA A Level Year 1 and Year 2 by David Cox.

Careers and Opportunities

Professional accountancy is vital for economies to prosper whilst remaining fair and transparent. As such the profession is very highly valued, and graduates with accountancy are in high demand within the global financial services industry. Alongside traditional accountancy careers, studying the subject can enable you to progress to careers in banking and finance. You will also have a unique opportunity to apply your skills across a wide range of industries.

Biology

Exam Board: AQA

Aims

The aims of the course are as follows:

- Develop essential knowledge and understanding of different areas of the subject of Biology and how they relate to each other.
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills.
- Develop students' interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Entry Requirements

Students should have Grade 7 or higher in GCSE Biology/Science, or the equivalent grade/mark in their national system of secondary education and Grade 5 or higher in GCSE Maths and English or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
1. Biological Molecules. 2. Cells. 3. Organisms Exchange Substances with their Environment. 4. Genetic Information, Variation and Relationships between Organisms.	1-4 as for Year 1, plus: 5. Energy Transfer In and Between Organisms. 6. Organisms Respond to Changes in their Environments. 7. Genetics, Populations, Evolution and Ecosystems. 8. The Control of Gene Expression.

Assessment

- Paper 1 - Written exam of 2 hours (Units 1-4).
- Paper 2 – Written exam of 2 hours (Units 5-8).
- Paper 3 – Written exam of 2 hours (Units 1-8 and an essay).
- Practical Assessment (Pass/Fail).

Core Text

AQA A Level Biology 2nd Edition – Oxford – Toole & Toole

Careers and Opportunities

Biology is a very versatile A Level, giving a grounding that will allow students of the discipline not only access to Medicine, Dentistry and Veterinary pursuits, but also provide the skills required to attend disciplines in the other sciences, and mathematical skills and English skills to take up careers outside of the sciences.

Business Studies

Exam Board: AQA

Aims

The aims of the course are as follows:

- Give students an understanding of four key elements of business performance: finance, marketing, personnel and logistics.
- Encourage students to use their knowledge of business models and theory to explain the behaviour and success or failure of real businesses around the world.
- Provide students with the confidence and skills needed to run their own organisations in the future.

Entry Requirements

Students should have Grade 4 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
1. What is business? 2. Managers, leadership and decision making 3. Decision making to improve marketing performance 4. Decision making to improve financial performance 5. Decision making to improve human resource performance	6. Reinforcement of year 1 knowledge 7. Analysing the strategic position of a business 8. Choosing strategic direction 9. Strategic methods: how to pursue strategies 10. Managing strategic change

Assessment

- Paper 1 – Written exam of 2 hours (33.3% of final grade).
- Paper 2 – Data Response (as Paper 1).
- Paper 3 – Case Study (as Papers 1 and 2).

Core Text

Business for A Level by Ian Marcousé.

Careers and Opportunities

The individual elements of the Business Studies course give students the chance to decide whether they would like to pursue a business career in finance, marketing, personnel or logistics. The A Level course gives students a sound grounding in each of these career areas. More holistically, the subject should equip students with the skills that they need in later life to become entrepreneurs themselves or managers of departmental areas within a company or corporation.

Chemistry

Exam Board: AQA

Aims

The aims of the course are as follows:

- Develop interest in and enthusiasm for the subject.
- Develop an interest in further study and careers associated with the subject.
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.
- Develop the student's ability to recognise patterns in chemistry and recognize their interrelationship.
- Develop and demonstrate a profound appreciation of the skills, knowledge and understanding of scientific methods.
- Develop a competence, and confidence in a variety of practical, mathematical, linguistic and problem-solving skills.
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- Use theories, models and ideas to develop a scientific explanation of reality as currently understood.
- Use scientific evidence and understanding to pose pertinent scientific questions, define scientific problems, present scientific arguments and scientific ideas.
- Use appropriate methodology including ICT, where appropriate to answer scientific questions and solve scientific problems.

Entry Requirements

Students should have Grade 7 or higher in GCSE Chemistry and have a proven competency in Mathematics and English language to be accepted on the course.

Course Structure

Year 1	Year 2
Physical Chemistry • Atomic Structure • Amount of substance • Bonding and Structure • Chemical Energetics • Chemical Equilibria, Le Chatelier's Principle and K_c • Redox; balancing redox equations **Inorganic Chemistry** • Periodicity • Group 2 • Group7 **Organic Chemistry** • Introduction to organic chemistry • Alkanes • Halogenoalkanes • Alkenes • Alcohols • Organic Analysis	**Physical Chemistry** • Chemical Thermodynamics • Rate Equations • Equilibrium constant K_p for homogenous systems • Electrode potentials and electrochemical cells • Acid/Base Equilibria **Inorganic Chemistry** • Properties of Period 3 elements and their oxides • Transition Metals • Reactions of ions in aqueous solution **Organic Chemistry** • Optical Isomerism chemistry • Carbonyl Compounds • Carboxylic acids and derivatives • Aromatic chemistry • Amines • Polymers • Amino acids, proteins and DNA

	• Organic Synthesis • Nuclear Magnetic Resonance • Chromatography

Assessment

- Paper 1 – Relevant physical chemistry topics, inorganic chemistry and relevant practical skills. Written exam – 2 hours (35% of final grade).
- Paper 2 – Relevant physical chemistry topics, organic chemistry and practical skills. Written exam – 2 hours (35% of final grade).
- Paper 3 – All content and relevant practical skills. Written exam – 2 hours (30% of A Level).

Core Text

Advanced Level Chemistry (AQA approved) by Ted Lister, Janet Renshaw

Careers and Opportunities

The nature of Chemistry in terms of pattern recognition and their relationship allows a quality to develop in students who have followed the discipline in depth to have a large repertoire of transferable skills that are not only very useful to Medicine and veterinary science, but a vast number of scientific subjects as well and non-scientific areas also.

Students studying Chemistry may go on to study medicine and conduct research at prestigious universities. Along with Engineering, these are the best-paid science related jobs. Chemical engineers develop novel materials that improve our quality of life and new batteries to fuel our various electrical devices. Chemists work for pharmaceutical companies to develop new drugs to cure diseases and help fight bugs that would destroy crops. Molecular biologists want to understand the way living cells operate and study DNA, Proteins and their reactions. Analytical chemists can be involved in forensic investigations and help keep sports drug free. Environmental sciences involve a great deal of chemistry, including ways to reduce pollution and ways that our waste can be recycled.

Economics

Exam Board: AQA

Aims

The aims of the course are as follows:

- Give students an understanding of the intricate relationships between households, governments and businesses.
- Encourage students to use their knowledge to combine analytical models with an awareness and consideration of the real world limitations.
- Provide students with the chance to understand the interactions of global forces which affect our everyday lives.

Entry Requirements

Students should have Grade 5 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
Theme 1: Markets and Market Failure: Economic problem, types of markets, market mechanism, market failure and government intervention in markets Theme 2: The UK economy: How macroeconomy works, economic performance and measurement, macroeconomic policy.	1-2 as for Year 1, plus: 1-3 Theme 3: Business Behaviour and Labour Market: Behaviour economic theory, distribution of income and wealth, poverty and inequality. Theme 4: Global Perspective: Globalisation, Trade, Exchange Rate, balance of payments

Assessment

- Paper 1 – Markets and Market Failure.
- Paper 2 – National and International Economy.
- Paper 3 – Economic principles and Issues.

All papers are 2 hour written papers for 80 marks each.

Core Text

AQA A Level Economics 1 & 2 by Ray Powell and James Powell.

Careers and Opportunities

The study of Economics is seen as a rigorous preparation for a wide variety of careers in both the public and private sector. Within the public (government) sector, students can go on to work as economists at the Treasury, at the Bank of England or with the European Commission. Economics graduates are employed directly by large companies as economic forecasters and market advisors. Economics is also seen as a good grounding for careers in accountancy, banking and law.

English Language and Literature

Exam Board: AQA

Aims

The aims of the course are as follows:

- Help students develop and apply their knowledge of literary and linguistic analysis and evaluation.
- Engage students both creatively and critically with a wide range of texts.
- Explore ways in which the historical, social and political context affects the production and reception of texts
- Help students develop their own skills as producers and interpreters of language.
- Promote independent learning and critical thinking.

Entry Requirements

Students should have Grade 6 or higher in GCSE English, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
1. Remembered places – the representation of place is explored through an anthology of non-fiction. 2. Imagined worlds – point of view and genre in prose is explored through the novel, The Handmaid's Tale. 3. Poetic voices – the forms and functions of poetic voice are explored with Carol Ann Duffy's poetry. 4. Methods of language analysis are integrated into all the activities.	1. Writing about society – the role of the individual in society, and re-creative writing based on the novel, The Kite Runner. 2. Critical commentary – evaluating own writing. 3. Dramatic encounters – conflict in drama explored through All My Sons. 4. Methods of language analysis learnt during first year are built on in the second.

Assessment

- Paper 1 – Written exam of 3 hours (40% of A level).
- Paper 2 – Written exam of 2 ½ hours (40% of A level).
- Paper 3 – non- examined assessment (20 % of A level).

Core Texts

- The Handmaid's Tale.
- Poetry Anthology.
- Paris Anthology.
- The Kite Runner.
- All My Sons.
- A literary and non-literary text of the student's choice.

Careers and Opportunities

As well as further study at university and later work in academia, English A Level teaches a wide range of skills well-suited to roles that use the English language and its facets on a day-to-day basis. For instance, the subject

is a good choice if you want to pursue a career in journalism, writing, advertising, marketing or linguistics. What's more, it is important in fields such as politics, performing arts, law, foreign languages, design and media too. If you are thinking of studying humanities at university, the skills it teaches you will be of great use, whatever you study, thanks to its focus on communication and textual analysis.

Transferable skills developed studying English A level include:

- Research skills.
- Critical thinking.
- Essay writing.
- Analytical skills.
- An attention to detail.
- Crafting arguments.
- Communication skills.

Fine Art

Exam Board: AQA

Aims

The aims of the course are as follows:

- Help students improve drawing skills, painting and mixed media techniques and develop these according to the student's potential.
- Encourage students to use their knowledge of artists' paintings and art theory to explain and expand their own ideas.
- Provide students with the confidence and skills needed to develop their own ideas effectively using a range of media.

Entry Requirements

Students should have Grade 4 or higher in GCSE English, or the equivalent grade/mark in their national system of secondary education and Grade 6 in GCSE Art or equivalent drawing and painting ability.

Course Structure

This is a practical subject focused on drawing, painting and mixed media. Students may also produce work in three dimensions. Students will be encouraged to gain skills and use their knowledge to expand their own creative ideas. Researching and analysing the work of artists is also an important part of the course.

Year 1	Year 2
1. Drawing and recording from observation. 2. Researching and understanding works of art. 3. Developing own ideas in a range of media. 4. Producing final artwork.	1-4 as for Year 1, plus: 5. Written analysis for a personal art project of between 1,000 – 3,000 words with artwork. 6. Completed personal art work project. 7. Exam project.

Assessment

- Personal project with written work.
- Exam project.

Careers and Opportunities

The individual elements of the Fine Art course give students the chance to decide whether they would like to pursue a career in fine art, architecture, museum curation or teaching art and design. More holistically, the subject should equip students with the skills that they need in later life to apply creative ideas and artistic skills.

French

Exam Board: AQA

Aims

The aims of the course are as follows:

- Develop and build on the skills acquired at GCSE level.
- Enhance employment prospects.
- Facilitate foreign travel.
- Provide an insight into another culture and society.
- Provide students with a sound basis for further study.

Entry Requirements

Students should have Grade 5 or higher in GCSE French, or be a native speaker.

Course Structure

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

Assessment

- Paper 1 – Listening, reading and writing. Written exam lasting 2.5 hours. 50% of A Level.
- Paper 2 – Written response to works and translation. Written exam lasting 2 hours. 20% of A Level.
- Paper 3 – Speaking. Oral exam lasting 21-23 minutes. 30% of A Level.

Core Text

AQA A Level French (includes AS) by Casimir d'Angelo, Jean-Claude Gilles and Rod Hares.

Careers and Opportunities

Some modern language graduates work on a self-employed basis as interpreters or translators. However, many others choose careers not directly related to their subject, but where there is an opportunity to use their language skills, for example, working for companies who trade or offer services internationally or to non-English speaking customers and suppliers. This means that language graduates work for a huge variety of employers and sectors, including: teaching and education; government and public administration; business services; museums and libraries; tourism; media and the Internet; science, engineering and technology; transport and logistics; and charity and voluntary work.

Further Mathematics

Exam Board: Pearson Edexcel

Aims

The aims of the course are as follows:

- Give students a deep insight of Pure Maths (Algebra, Calculus, and Trigonometry) and its applications to Mechanics, Statistics, Further Pure Maths and/or Decision Maths.
- Challenge students to stretch their knowledge by enhancing their problem solving skills.
- Provide students with the confidence and skills needed to succeed in careers such as Engineering, Physics or Mathematics, since after completing the Further Maths course they will be familiar with most of the content they will have to face in the first year of these subjects at university.

Entry Requirements

Further Mathematics A Level is aimed at talented students with excellent maths skills and abstract thinking abilities, who have a clear intention of studying Maths, Physics or Engineering at university.

Students should have Grade 8 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

The course consists of a common Core Pure Maths component and students can then choose between Further Pure Maths, Mechanics, Statistics or Decision Maths.

During the course, students will have to deal with very challenging problems that will demand from them the ability to be creative, make deductions, link concepts from different topics and reason to a high level with a very reliable number manipulation.

Year 1	Year 2
Core Pure 1 In this section, students will start studying the foundations of complex numbers, linear transformations and matrices and will stretch their algebra and geometry knowledge. **Further Pure 1 (Optional)** Introduction to the study of conic sections, Taylor Series and further Numerical Methods, combined with the study of one of the most powerful mathematical tools: differential equations. **Further Statistics 1 (Optional)** A more detailed approach to hypothesis testing, as well as new distributions, such as the Poisson and the geometric distributions. **Decision Maths 1 (Optional)** In Decision Maths we study algorithms, linear programming or graph and networks and how these can be applied to real life cases.	**Core Pure 2** Here we move forward in the study of complex numbers, series and differential equations and start studying methods in calculus for integration and differentiation of special functions. **Further Pure 2 (Optional)** Perhaps the most demanding area in terms of abstraction, this second year of Further Pure Maths ranges from number theory and groups to matrix algebra and advanced techniques of integration. **Further Statistics 2 (Optional)** The statistics course is completed in the second year with the study of topics such as linear regression and correlation, continuous distributions or further hypothesis testing with which A level Maths students should already be familiar. **Decision Maths 2 (Optional)**

Further Mechanics 1 (Optional) In Mechanics we study in depth some of the topics covered in GCSE which are key in Physics, such as the conservation of energy in different contexts, collisions in 2D and 3D and the study of Hooke's Law.	In the second year of Decision Maths, students learn how to solve efficiently transportation and allocation problems. In addition, there is an introduction to game theory and dynamic programming. **Further Mechanics 2 (Optional)** Students learn to apply their Maths knowledge to deal with circular motion and centre of mass problems, as well as to gain skills to solve problems on dynamics (Simple Harmonic Motion and Gravitation)

Assessment

- Paper 1 - Written exam of 1.5 hours (25 % of final grade) on Core Pure Maths.
- Paper 2 – Written exam of 1.5 hours (25 % of final grade) on Core Pure Maths (same as Paper 1).
- Paper 3 – Written exam of 1.5 hours (25 % of final grade) on **either** Further Pure, Further Statistics, Further Mechanics or Further Decision Maths.
- Paper 4 – Written exam of 1.5 hours (25 % of final grade) on **either** Further Pure, Further Statistics, Further Mechanics or Further Decision Maths (same as Paper 3).

Core Text

For this course we use the Pearson Edexcel AS and A Level Further Mathematics set of textbooks (Series Editor: Harry Smith; various authors), consisting of the following:

- Core Pure Mathematics (1 and 2).
- Further Pure Mathematics (1 and 2).
- Further Statistics (1 and 2)
- Further Mechanics (1 and 2)
- Decision Mathematics (1 and 2)

Careers and Opportunities

At the end of the course, students will be equipped with the skills, knowledge and confidence to succeed in the first year of any degree course in Maths, Physics or Engineering, since they will already be familiar with most of the traditionally hard topics such as complex numbers, number theory, advanced integration, proof, matrix algebra, etc.

Mathematical experts are in demand across all types of industries around the world. Students studying Maths have access to career opportunities that they may never have even considered, including specialised fields such as law and medicine. However, a large number of maths careers are still based within business or science and technology-related sectors, with maths graduates able to purse a range of career opportunities, including accountancy, computing, engineering, management, surveying, teaching and town planning.

Geography

Exam Board: AQA

Aims

- To excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.
- Understand the role of decision makers in the physical and human environments

Entry Requirements

Students should have Grade 4 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education. It is recommended that students have Grade 6 or above in GCSE Geography.

Course Structure

Year 1	Year 2
1. Water and Carbon Cycles 2. Coastal Systems 3. Global Systems and Global Governance 4. Geographical Skills	5. Geography Fieldwork Investigation 6. Changing Places 7. Contemporary Urban Environments 8. Hazards

Assessment

- Component 1 – Physical Geography: Written exam of 2 hours (40 % of final grade).
- Component 2 – Human Geography: Written exam of 2 hours 30 minutes (40% of final grade).
- Component 3 – Geography Fieldwork Investigation: 4,000 words (20% of final grade).
- Question types: Short answer, levels of response and extended prose.

Core Text

A/AS Level Geography for AQA Student Book by Ann Bowen, Andy Day, Victoria Ellis, Paul Hunt, Rebecca Kitchen, Claire Kyndt, Garrett Nagle, Alan Parkinson, Nicola Walshe, Helen Young.

Careers and Opportunities

Geography combines well with both arts and science subjects as it is a broad-based subject that really fits well for future progression at university and beyond. It leads to a variety of careers in sustainability, urban regeneration, retail location, managing the effects of hazards and climate change. Careers in law, human rights, politics and welfare benefit from studying aspects of Geography, such as 'Global Development' and 'Migration, Identity and Sovereignty' for instance. Other career options include cartography, surveying, teaching and landscape architecture.

Graphic Communication

Exam Board: AQA

Aims

The aims of the course are as follows:

- Help students improve drawing and digital skills and techniques and develop these according to their potential.
- Encourage students to use their knowledge of designers' work and design theory to explain and expand their own ideas.
- Provide students with the confidence and skills needed to develop their own ideas effectively using a range of media.

Entry Requirements

Students should have Grade 4 or higher in GCSE English, or the equivalent grade/mark in their national system of secondary education and Grade 6 in GCSE Art or equivalent drawing and painting ability.

Course Structure

Year 1	Year 2
1. Drawing and recording from observation. 2. Researching and understanding works of art and design. 3. Developing own ideas in a range of media. 4. Producing final digital artwork.	1-4 as for Year 1, plus: 5. Written analysis for a personal graphic art project of between 1,000 – 3,000 words with artwork. 6. Completed personal art work project. 7. Exam project.

Assessment

- Personal project with written work.
- Exam project.

Careers and Opportunities

The individual elements of the Graphic Communication course give students the chance to decide whether they would like to pursue a career in graphic design, illustration, marketing, computer graphics, animation or teaching art and design. More holistically, the subject should equip students with the skills that they need in later life to apply creative ideas and digital skills.

History

Exam Board: AQA

Aims

The aims of the course are:

- Help students understand the significance of historical events, the role of individuals in history and the nature of change over time.
- Help students gain a deeper understanding of the past through political, social, economic and cultural perspectives.
- Provide students with the knowledge and skills required to succeed as AS and A Level historians.

Entry Requirements

Students should have Grade 4 or higher in GCSE English. Ideally students will have achieved Grade 4 or higher in GCSE History, but well-motivated and capable students who have not studied history at GCSE will be able to succeed on this course.

Students must be prepared to undertake significant reading and be willing, and able, to write at some length.

Course Structure

The topics and key areas covered during the course are as follows:

The Making of Modern Britain, 1951-2007	1H Tsarist and Communist Russia, 1855–1964
We will study in depth the key political, economic, social and international changes which helped to mould Britain in the second half of the 20th Century. We will explore concepts such as government and opposition, class, social division and cultural change. This course encourages students to reflect on Britain's changing place in the world as well as the inter-relationship between political policies, economic developments and political survival.	Students will study in breadth issues of change, continuity, cause and consequence in this period through the following key questions: • How was Russia governed and how did political authority change and develop? • Why did opposition develop and how effective was it? • How and with what results did the economy develop and change? • What was the extent of social and cultural change? • How important were ideas and ideology? • How important was the role of individuals and groups and how were they affected by developments?

Assessment

There are two examinations, each lasting 2.5 hours, worth 80 marks apiece. In addition, students will submit a 3,500 word personal research paper worth 40 marks.

The personal research paper covers an analysis of hundred years of history on a topic negotiated between the teacher and the student; the work will be questioning, will examine an issue of controversy between historians, and will, involve the scrutiny and deployment of primary evidence. The personal study will be rigorous with a full bibliography and written in the appropriate academic style.

Core Text

2S The Making of Modern Britain, 1951-2007
Authors: J M A Hugh. Series editor: Sally Waller
Publisher: Oxford University Press (including Nelson Thornes)
ISBN-13: 978-0-1983-5464-2

1H Tsarist and Communist Russia, 1855-1964
Authors: Chris Corin, Terry Fiehn
Publisher: Hodder Education
ISBN-13: 978-1-4718-3780-7

Careers and Opportunities

A significant number of students studying History at undergraduate degree level enter the legal profession, where their analytical and critical reasoning skills are highly valued, as well as library, information and archivist careers, where their research expertise and ability to select, manage and organise information comes to the fore.

Other career options include politics, publishing, journalism, media and writing in all its forms, together with business and commerce, public sector administration and the charity and voluntary sectors.

Cambridge Technicals Introductory Diploma in IT

(Specialist Pathway – Emerging Digital Technology Practitioner)

Exam Board: OCR

Aims

The aims of the course are as follows:

- Give students an understanding of the essentials of IT and Cyber Security.
- Give students an insight into the IT sector as they investigate the pace of technological change, IT infrastructure on a global scale, and the importance of legal and security considerations.
- Develop the transferable skills required by universities and employers such as communication, problem solving, time management, research and analytical skills.

Entry Requirements

Students should have Grade 4 or higher in GCSE English, Mathematics and ICT, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
Unit 1: Fundamentals of IT Unit 2: Global Information Unit 3: Cyber Security	Unit 3: Cyber Security (cont'd.) Unit 4: Virtual and Augmented Reality Unit 5: Internet of Everything

Assessment

- Unit 1 - externally assessed exam taken in January of Year 1.
- Unit 2 - externally assessed exam taken in June of Year 1.
- Unit 3 - externally assessed exam taken in January of Year 2.
- Unit 4 and Unit 5 - internally assessed assignments.

The 3 externally set examinations make up 65% of the grade and the internally assessed assignments 35%.

Core Text

Cambridge Technicals Level 3 IT – Mo Everett, Saundra Middleton, Victoria Ellis and Graham Manson – Hodder Education, ISBN 978-1-471-87491-8.

Careers and Opportunities

The Cambridge Technicals is a vocational qualification and will educate you in the knowledge and skills required for employment and for the community. The course will help you develop the behaviours and attributes needed to progress and succeed in education and work. The chosen pathway focuses on the use and development of virtual and augmented reality, and emerging technologies for application across a range of sectors which include mobile technology, digital marketing and the visualisation of Big Data.

Mathematics

Exam Board: Pearson Edexcel

Aims

The aims of the course are as follows:

- Give students an understanding of key concepts of Pure Maths (Algebra, Calculus, and Trigonometry) and its applications to Mechanics and Statistics.
- Encourage students to stretch the knowledge they acquired in GCSE by developing their thinking skills (to last for the rest of their academic life and beyond).
- Provide students with the confidence and skills needed to succeed in their future Advanced Maths degree courses at university.

Entry Requirements

Students should have Grade 4 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

The course is divided in Pure Maths and in Applied Maths (Statistics and Mechanics).

Year 1	Year 2
Pure Maths Students will consolidate and stretch their knowledge from GCSE on algebra, coordinate geometry, calculus, trigonometry and vectors. Additionally, more demanding and challenging topics such as proof and binomial expansion are introduced at this point. **Statistics** Topics such as how to handle data, find probabilities, statistical distributions and hypothesis testing will allow students to have a wide approach to the study of statistics and its applications to fields such as Science or Economics. **Mechanics** Students will combine their knowledge of Maths with some essential Physics concepts to understand and solve problems on constant velocity motion, accelerated motion (constant and variable acceleration) and Newton's Laws.	**Pure Maths** Student will have a closer look at the concepts learnt in Year 1 about algebra, calculus, trigonometry and vectors, stretching the scope of applications, in combination with new topics such as parametric equations and numerical methods. **Statistics** In the second year of the course, students will not only study further applications of what they learnt in the previous year, but they will also start further data analysis, regression and distribution of discrete and continuous variables. **Mechanics** With more mathematical tools acquired during the first year, students will approach more challenging mechanics problems, where the maths used is more sophisticated as well as some concepts regarding Newton's Laws. Students will have the opportunity to study projectile motion (where accelerated and not accelerated motion work at the same time in different directions) and the application of vectors in the study of 2D and 3D motion.

Assessment

A Level Mathematics is assessed by 3 examinations:

- Paper 1 - Written exam of 2 hours (33.3% of final grade) on Pure Maths.
- Paper 2 – Written exam of 2 hours (33.3% of final grade) on Pure Maths (as Paper 1).
- Paper 3 – Written exam of 2 hours (33.3% of final grade) on Applied Maths (Statistics and Mechanics).

Core Text

Pearson Edexcel A Level Mathematics (Series Editor: Harry Smith; various authors).

There are also textbooks for Pure Maths and Applied Maths (Statistics and Mechanics) – one each per year.

Careers and Opportunities

A Level Mathematics is of enormous benefit as preparation for higher education courses such as Mathematics, Chemistry, Engineering and Physics. It can also broaden your experience of how the subject relates to the world in general. It is, simply, a very useful qualification to possess.

Mathematical experts are in demand across all types of industries around the world. Students studying Maths have access to career opportunities that they may never have even considered, including specialised fields such as law and medicine. However, a large number of maths careers are still based within business or science and technology-related sectors, with maths graduates able to purse a range of career opportunities, including accountancy, computing, engineering, management, surveying, teaching and town planning.

Music

Exam Board: Pearson Edexcel

Aims

The aims of the course are as follows:

- Further develop technical and musical skills in order to become an even more accomplished musician.
- Undertake composing projects to become a competent writer/arranger.
- Expand students' knowledge of music theory.
- Learn musical history in terms of composer, genres, and style and develop an ability to critically analyse different works in detail.

Entry Requirements

Students should have Grade 4 or higher in GCSE English and Music, or the equivalent grade/mark in their national system of secondary education. Instrument or voice to the equivalent of Grade 5 exams (e.g., ABRSM and Trinity) and some keyboard or piano skills are desirable. It is also preferable that students have passed Grade 5 theory.

Course Structure

Year 1	Year 2
1. Performing - Solo performance 2. Composition - Free composition 3. Appraising - Schumann, The Beatles, Bach, Vaughan Williams	6. Performing - Ensemble performance 7. Composition - Brief composition 8. Appraisal - Batman Returns, Shankar, Debussy, Saariaho, Stravinsky

Assessment

- Performance — 30 % of the total mark.
- Composition — 30 % of the total mark.
- Appraisal Paper — 40 % of the total mark.

Core Text

Pearson Edexcel - A Level Music.

Careers and Opportunities

Students may study Music in higher education as a performer, composer, and/or musicologist. There are also vocational courses available such as the BTEC National Music and Music Technology. Students can also find employment opportunities in a related sector as a performer, composer, arranger sound engineer and/or music producer.

Photography

Exam Board: AQA

Aims

The aims of the course are as follows:

- Help students improve drawing and photography skills and techniques and develop these according to their potential.
- Encourage students to use their knowledge of photographers' work and design theory to explain and expand their own ideas.
- Provide students with the confidence and skills needed to develop their own ideas effectively using a range of media.

Entry Requirements

Students should have Grade 4 or higher in GCSE English, or the equivalent grade/mark in their national system of secondary education and Grade 5 in GCSE Art or equivalent drawing and painting ability.

Course Structure

Year 1	Year 2
1. Drawing and photography from observation. 2. Researching and understanding works of photography and design. 3. Developing own ideas in photography and other media. 4. Producing final photographic images.	1-4 as for Year 1, plus: 5. Written analysis for a personal photography project of between 1,000 – 3,000 words with own photographs. 6. Completed personal photography project. 7. Exam project.

Assessment

- Personal project with written work.
- Exam project.

Careers and Opportunities

Students may go on to study Photography at university, or combine it with other creative subjects, such as Advertising, Fine Art, Interior Design, Graphic Design, Multi-Media, Video Production or Web Design. Potential careers within photography include Advertising, Fashion, Film, Media and Photographic Professional Practice.

Physics

Exam Board: AQA

Aims

The aims of the A Level Physics course is for students to successfully study the physical world and gain a unique insight into how our universe functions.

Entry Requirements

In order to be able to cope with the academic rigours of study at this advanced level, students should have Grade 7 or higher in GCSE Physics or Additional Science and Grade 7 in Mathematics. If you are not a native English speaker, an IELTS score of 6.5 will enable you to access the course.

Course Structure

You will have covered many of the A Level Physics topics at GCSE, including forces, waves, radioactivity, electricity and magnetism.

At A Level, you will look at these areas in more detail and find out how they are interconnected. You will also learn how to apply maths to real-world problems and explore new areas such as particle physics, quantum mechanics, cosmology and medical physics.

Year 1	Year 2
Foundations of Physics Energy and Power Charge and Current Resistance Circuits Optics Waves Motion Momentum Work, Energy and Power Laws of Motion Materials	Development of Practical Skills Simple Harmonic Motion Thermal Physics Gases Quantum Physics Electric Fields Magnetic Fields Electromagnetic Induction Radioactivity Nuclear Energy Capacitors Particle Physics

Assessment

- Paper 1 - 85 marks.
- Paper 2 - 85 marks.
- Paper 3: Section A (45 marks).
- Plus one Optional Unit from below, 35 marks awarded:
    - Paper 3: Section B (Astrophysics – option).
    - Paper 3: Section B (Medical Physics – option).
    - Paper 3: Section B (Engineering Physics – option).
    - Paper 3: Section B (Turning Points in Physics – option).
    - Paper 3: Section B (Electronics – option).

In addition, there is an assessment of practical skills, assessed by completion of a series of practical activities completed throughout the course.

Core Text

AQA A Level Physics text book; ISBN-13: 978-0-19-835187-0 and practical handbook ISBN 9781292245300.

Careers and Opportunities

Perhaps more importantly, you will develop skills that can be transferred to just about any other area of work, from setting up a business to saving the planet. Even if you don't go on to become a physicist, learning to think like one will help you get to the root of any problem and draw connections that aren't obvious to others. Physics won't give you all the answers, but it will teach you how to ask the right questions.

By studying Physics, students are opening the door to a wide variety of rewarding careers. As well as learning about how the universe works, students will get a broad training in skills that all employers value – an ability to grasp concepts clearly, a determination to find coherent answers, plus problem-solving, analytical, mathematical and IT skills. An 'A' Grade in Physics is highly valued by leading British universities. Careers in physics may be versatile, but if you have decided to pursue a career in architecture, engineering, IT or medicine, or even management and finance, the skills developed by studying Physics are highly regarded.

Politics

Exam Board: AQA

Aims

The aims of the course are as follows:

- Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the UK and globally.
- Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.
- Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics and of the rights and responsibilities of individuals and groups.
- Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements.
- Develop an interest in, and engagement with, contemporary politics.

Entry Requirements

Students should have Grade 4 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
Overview and introduction to: ▪ Government and politics of the UK. ▪ Government and politics of the USA and comparative politics. ▪ Political ideas.	Detailed study of a number of specific issues drawn from the three main topics, with an explicit consideration of theoretical approaches (structural, rational and cultural) and a requirement to engage with a synoptic style when writing essays.

Assessment

The A Level is assessed with three two-hour examinations, equally weighted using a mixture of medium-length 'explain' and essay style questions.

Core Texts

- UK Government and Politics, published by Hodder Education.
- US Government and Politics, published by Hodder Education.
- Political Ideas (Liberalism, Conservatism, Socialism and Nationalism), published by Hodder Education.

Careers and Opportunities

Politics combines very strongly with a number of subjects including English, History, Economics and Sociology. Students who have studied Politics often go on to study Humanities subjects at university or study for a Law degree. Students with an A Level in Politics are to be found working in the civil service, local government, universities, schools, legal firms, newspapers, the broadcast media, parliament and in administrative, promotional and personnel roles in a range of commercial organisations.

Psychology

Exam Board: AQA

Aims

The aims of the course are as follows:

- Provide students with insight into a range of psychological concepts and topics, including those applied to the contexts of research and practice.
- Outline key issues and debates in psychology with discussion of these issues in relation to topics covered.
- Equip students with various skills that will be beneficial to them in both psychology and wider areas of study, including essay writing, critical analysis and evaluation.

Entry Requirements

Students should have Grade 4 or higher in GCSE English, Mathematics and Science, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
1. Approaches in psychology 2. Introduction to research methods 3. Social influence 4. Memory 5. Attachment 6. Psychopathology	7. Biopsychology 8. Research methods and statistical testing 9. Issues and debates 10. Options in psychology: Relationships; Eating Behaviour; and Addiction.

Assessment

- Paper 1 – Introductory Topics in Psychology; Social influence, Memory, Attachment, Psychopathology.
- Paper 2 – Psychology in Context; Approaches, Biopsychology, Research Methods.
- Paper 3 – Issues and Options in Psychology; Issues and Debates, Relationships, Eating Behaviour, Addiction.

Each assessment is a 2 hour written exam; 96 marks in total; 33.3% of the final grade.

Core Text

Year 1
AQA Psychology for A Level Year 1 and AS Student Book, 2nd Edition. ISBN: 9781912820429 - Cara Flanagan, Matt Jarvis, Rob Liddle.

Year 2
AQA Psychology for A Level Year 2 Student Book, 2nd Edition. ISBN: 9781912820467 - Cara Flanagan, Matt Jarvis, Rob Liddle.

Careers and Opportunities

An insight into mainstream psychology will open up opportunities to pursue higher education in various disciplines of psychology, including counselling, forensic, sport and clinical domains, as well as careers in academic research. This course also provides detailed consideration of the many ways that psychology is

relevant to everyone, in everyday situations, therefore being advantageous for a variety of careers, including any people-facing roles, such as education, business and medical environments.

Sociology

Exam Board: AQA

Aims

The aims of the course are as follows:

- Provide students with the opportunity to understand how society works, with knowledge development of society's structures and processes through sociological theories, perspectives and methods.
- Encourage the ability to recognise and evaluate the research conducted by sociologists that contributes to our knowledge of society.
- Enable the ability to discuss the theoretical and methodological perspectives and debates that exist within sociology across the different structures explored in the course.

Entry Requirements

Students should have Grade 4 or higher in GCSE English and Mathematics, or the equivalent grade/mark in their national system of secondary education.

Course Structure

Year 1	Year 2
1. Families and Households	4. Crime and Deviance
2. Education	5. Theory and Methods
3. Research Methods	6. The Media

Assessment

- Paper 1 – Education with Theory and Methods.
- Paper 2 – Topics in Sociology; Families and Households; The Media.
- Paper 3 – Crime and Deviance with Theory and Methods.

Each assessment is a 2 hour written examination; 80 marks in total; 33.3% of the final grade.

Core Text

Year 1
Sociology for AQA Volume 1: AS and 1st Year A Level. ISBN: 9780745691305 - Ken Browne.

Year 2
Sociology for AQA Volume 2: 2nd Year A Level. ISBN: 9780745696942 - Ken Browne, Jonathan Blundell and Pamela Law.

Careers and Opportunities

Studying Sociology at A Level will provide opportunities to pursue higher education in sociology, philosophy, psychology, politics and law, as well as careers in academic research. This course also provides a deep understanding of the processes and structures that exist within society, relevant to a range of careers and industries, including law enforcement, education, media and various other public and private sectors.

Textile Design

Exam Board: AQA

Aims

The aims of the course are to create an:

- awareness of the elements of textile design, such as shape, line, scale, colour, texture, pattern, contrast and/or repetition in relation to the chosen area(s) of textile design.
- awareness of intended audience or purpose for students' chosen area(s) of textile design.
- ability to respond to an issue, concept or idea, working to a brief or answering a need in the chosen area(s) of textile design.
- appreciation of the relationship of form and function and, where applicable, the constraints of working to a brief.
- understanding of a variety of textile methods, such as: fabric printing, mono-printing, relief printing, screen printing and laser printing; tie-dye and batik; spraying and transfer; fabric construction; stitching, appliqué, patchwork, padding, quilting and embroidery.

Entry Requirements

Students should have Grade 4 or higher in GCSE English, or the equivalent grade/mark in their national system of secondary education and Grade 6 in GCSE Art or equivalent drawing and painting ability.

Course Structure

Year 1	Year 2
1. Students are introduced to a wide range of textile techniques which might include: exploring stitching to enrich the surface through hand and machine embroidery, variety of print techniques, applied fabrics, appliqué, weaving, quilting, photo-reactive surfaces, devoré, batik, tie dye and space dyeing, laser cutting, felting, pleating. 2. Students explore a range of materials such as: fabrics, mixed media, recycled materials, plastics, papers, resistant materials. 3. Students are introduced to research techniques and use critical and contextual analysis to support the development of ideas. 4. Throughout the course students should learn how to use a sketchbook effectively and select and present their work.	1-5 as Year 1 5. Written analysis for a personal art project of between 1,000 – 3,000 words with artwork. 6. Completed personal art work project. 7. Exam project

Assessment

- Personal project with written work.
- Exam project.

Careers and Opportunities

The elements of the Textile Design course give students the opportunity to decide whether they would like to pursue a career in garment and textile export houses, textile and fabric manufacturing, branded fashion showrooms, television and film industry, stylist, boutiques, retail chains and knit-wear design.

IELTS

Exam Board: University of Cambridge ESOL Examinations

Aims

IELTS, the International English Language Testing System is designed to assess the language ability of students who want to study or work where English is the language of communication.

The Academic module of IELTS is for those wishing to go to university in the UK and for those seeking professional registration.

IELTS is designed to assess English language skills at all levels. There is no such thing as a pass or fail in IELTS. Results are reported as band scores on a scale of 1 (the lowest) to 9 (the highest). Students should aim to score at least Band 6.5.

Course Structure

Listening (approximately 30 minutes)	Test Parts – There are 4 sections: • Section 1 is a conversation between two people set in everyday social context (e.g., a conversation in an accommodation agency). • Section 2 is a monologue set in an everyday social context (e.g., a speech about local facilities or a talk about the arrangements for meals during a conference). • Section 3 is a conversation between up to four people set in an educational or training context (e.g., a university tutor and a student discussing an assignment or a group of students planning a research project) • Section 4 is a monologue on an academic subject (e.g., a university lecture).
Reading (1 hour)	Test Parts – There are 3 sections: Each section contains one long test. Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations.
Writing (1 hour)	Test Parts – There are 2 tasks: • In Task 1, candidates are presented with a graph, table, chart or diagram and are asked to describe, summarise or explain the information in their own words. They may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event • In Task 2, candidates are asked to write an essay in response to a point of view, argument or problem. The issues raised are of general interest to, suitable for and easily understood by candidates entering undergraduate or postgraduate studies or seeking professional registration. Responses to Task 1 and Task 2 should be written in a formal style.
Speaking (11-14 minutes)	Test Parts - There are 3 parts: • Part 1 – Introduction and interview (4-5 minutes); general questions on familiar topics – e.g., home, family, work, studies and interests.

	• Part 2 – Task card (3-4 minutes) which asks candidates to talk about a particular topic and which includes points which they can cover in their talk (2 minutes). Candidates are given 1 minute to prepare their talk. They then have one or two questions on the same topic. • Part 3 – Two-way discussion (4-5 minutes). Further questions which are connected to the topic of Part 2. These questions give candidates an opportunity to discuss more abstract issues and ideas.

A Level Subject Options, 2022/23

Each student should one subject from each Block, up to three subjects, plus IELTS, if required.

Block A
Accounting
Art
Chemistry
History

Block B
Economics
English
IELTS
Physics

Block C
Geography
Maths
Psychology

Block D
Biology
Business Studies
Further Maths
Politics

Block E
Further Maths
ICT
IELTS
Sociology

Departmental Recommendations at GCSE or Equivalent for the Study of A Levels

Subject	Recommendations
Accounting	Grade 5 or higher in GCSE English and Mathematics
Biology	Grade 6 or higher in GCSE Biology or Grade 7 or higher in Combined Science and Grade 5 or higher in GCSE English and Mathematics
Business Studies	Grade 5 or higher in GCSE English and Mathematics
Chemistry	Grade 6 or higher in GCSE Chemistry or Grade 7 or higher in Combined Science and Grade 5 or higher in GCSE English and Mathematics
Economics	Grade 5 or higher in GCSE English and Mathematics
English Language & Literature	Grade 6 or higher in GCSE English
Fine Art	Grade 6 in GCSE Art or equivalent drawing and painting ability and Grade 5 or higher in GCSE English
French	Grade 5 or higher in GCSE French, or be a native speaker
Further Mathematics	Grade 8 or higher in GCSE Mathematics, Grade 5 or higher in GCSE English and ideally, Grade 6 or higher in GCSE Physics
Geography	Grade 5 or higher in GCSE English and Mathematics and Grade 6 or higher in GCSE Geography, but well-motivated and capable students who have not studied Geography at GCSE will be able to succeed on this course
Graphic Communication	Grade 6 in GCSE Art or equivalent drawing and painting ability and Grade 5 or higher in GCSE English
History	Grade 5 or higher in GCSE English and Grade 6 or higher in GCSE History, but well-motivated and capable students who have not studied History at GCSE will be able to succeed on this course
ICT - Cambridge Technicals Introductory Diploma in IT	Grade 5 or higher in GCSE English and Mathematics and Grade 6 or higher in GCSE IT or Computer Science
Mathematics	Grade 7 or higher in GCSE Mathematics, Grade 5 or higher in GCSE English and ideally, Grade 6 or higher in GCSE Physics
Music	Grade 5 or higher in GCSE English. Instrument or voice to the equivalent of Grade 5 exams (e.g., ABRSM and Trinity) and some keyboard or piano skills are desirable. It is also preferable that students have passed Grade 5 theory
Photography	Grade 6 in GCSE Art or equivalent drawing and painting ability and Grade 5 or higher in GCSE English
Politics	Grade 5 or higher in GCSE English
Physics	Grade 6 or higher in GCSE Physics or Grade 7 or higher in Combined Science, Grade 5 or higher in GCSE English and Grade 6 or higher in GCSE Mathematics
Psychology	Grade 5 or higher in GCSE English, Mathematics and a Science subject
Sociology	Grade 5 or higher in GCSE English and Mathematics
Textile Design	Grade 6 in GCSE Art or equivalent drawing and painting ability and Grade 5 or higher in GCSE English

Note, where reference is made to GCSE Grades, the equivalent grade/mark in the national system of secondary education is also acceptable

Learning Beyond the Classroom

One of the best ways you can stand out during your Sixth Form studies is through the amount of independent study you undertake outside of the classroom. Regardless of your future plans, the ability to extend yourself and research independently into your interests is an invaluable skill – this will support your university applications and/or future job applications and interviews.

All universities expect more than just classroom knowledge, which is where 'super curricular' activities come in. These are academic enrichment tasks that show you are interested in your studies beyond what is on the College's syllabus.

This 'Discovery List' has been put together to help you develop your interests not only in your chosen fields of study, but also in the wider world around you.

General Resources

iTunes U
Free podcasts, video lectures, reading recommendations. A whole range of resources from leading universities (e.g., Oxford, Yale).

YouTube
Has its own educational channel – EDU.

Radio 4
Excellent range of archive material. Recommended programmes include – Week in Westminster, Thinking Allowed, A History of the World and In Our Time.

TED
Watch talks from experts from as variety of fields.

MOOCs – Massive Open Online Courses
These online courses provide videos, reading lists and activities – you often don't need top formally complete the course. Examples include FutureLearn (www.futurelearn.com) EdX (www.edx.org) and Coursera (www.coursera.org)

Websites of Professional Organisations
For example, the Royal Society of Chemistry (www.rsc.org) and The Historical Association (www.history.org.uk)

Newspapers
Some online versions are free. Read more than one to develop your critical skills.

Podcasts

Hardcore History
Dan Carlin (born 1965) is an American political commentator and podcaster. Once a professional radio host, Carlin eventually took his show to the Internet and he now hosts two popular independent podcasts: Common Sense and Hardcore History.

History of the World in 100 Objects
Neil MacGregor, Director of the British Museum narrates 100 programmes that re-tell humanity's history through the objects we have made.

The Infinite Monkey Cage
Brian Cox and comedian Robin Ince from BBC Radio 4 have hosted a humour-riddled exploration of questions in science, big and small.

Stuff You Should Know
Josh Clark and Charles Bryant, friends and senior editors at HowStuffWorls, answer questions – many you have wondered about in the past and many that you've probably never considered.

Planet Money
Explores the math-heavy aspects of economics and finance, along with the psychology of behaviour and economic decision making, in order to answer questions about why people act the way they do.

The Greatest Non-Fiction Reads

Art

The Shock of the New by Robert Hughes (1980)
Hughes charts the story of modern art, from cushion to avant garde.

The Story of Art by Ernst Gombrich (1950)
The most popular art book in history. Gombrich examines the technical and aesthetic problems confronted by artists since the dawn of time.

Ways of Seeing by John Berger (1972)
A study of the ways in which we look at art, which changes the terms of a generation's engagement with visual culture.

Biography

Lives of the Most Excellent Painters, Sculptors and Architects by Giorgo Vasari (1550)
Biography mixes with anecdote in this Florentine-inflected portrait of the painters and sculptors who shaped the Renaissance.

The Life of Samuel Pepys by Samuel Pepys (1825)
'Blessed be God, at the end of the last year I was in very good health', begins this extraordinarily vivid diary of the Restoration period.

Eminent Victorians by Lytton Strachey (1918)
Strachey set the template for modern biography, with this witty and irreverent account of four Victorian heroes.

Goodbye to All That by Robert Graves (1929)
Graves' autobiography tells the story of his childhood and the early years of his marriage, but the core of the book is his account of the brutalities and banalities of the First World War.

The Autobiography of Alice B. Toklas by Gertrude Stein (1933)
Stein's ground-breaking biography, written in the guise of an autobiography, of her lover.

Culture

Notes on Camp by Susan Sontag (1964)
Sontag's proposition that the modern sensibility has been shaped by Jewish ethics and homosexual aesthetics.

Mythologies by Roland Barthes (1972)
Barthes gets under the surface of the meanings of the things which surround us in these witty studies of contemporary myth-making.

Orientalism by Edward Said (1978)
Said argues that romanticised Western representations of Arab culture are political and condescending.

Silent Spring by Rachel Carson (1962)
This account of the effects of pesticides on the environment launched the environmental movement in the US.

The Revenge of Gaia by James Lovelock (1979)
Lovelock's argument that once life is established on a planet, it engineers conditions for its continued survival, revolutionised our perception of our place in the scheme of things.

History

The Histories by Herodotus (c.400 BC)
History begins with Herodotus's account of the Greco-Persian War.

The History of the Decline and Fall of the Roman Empire by Edward Gibbon (1776)
The first modern historian of the Roman Empire went back to ancient sources to argue that moral decay made downfall inevitable.

Eichmann in Jerusalem by Hannah Arendt (1963)
Arendt's reports on the trial of Adolf Eichmann and explores the psychological and sociological mechanisms of the Holocaust.

The Making of the English Working Class by E.P. Thompson (1963)
Thompson turned history on its head by focusing on the political agency of the people, whom most historians had treated as anonymous masses.

Bury by Heart at Wounded Knee by Dee Brown (1970)
A moving account of the treatment of native Americans by the US government.

Hard Times: An Oral History of the Great Depression by Studs Terkel (1970)
Terkel weaves oral accounts of the Great Depression into a powerful tapestry.

Shah of Shahs by Ryszard Kapuscinski (1982)
The great Polish reporter tells the story of the last Shah of Iran.

The Age of Extremes: A History of the World, 1914-1991 by Eric Hobsbawn (1994)
Hobsbawn charts the failure of capitalists and communists alike, in this account of the 20th Century.

We Wish to Inform You That Tomorrow We Will Be Killed with Our Families by Philip Gourevitch (1999)
Gourevitch captures the terror of the Rwandan massacre and the failures of the international community.

Postwar by Tony Judt (2005)
A magisterial account of the grand sweep of European history since 1945.

Journalism

The Journalist and the Murderer by Janet Malcolm (1990)
An examination of the moral dilemmas at the heart of the journalist's trade.

The Eletric Kool-Aid Acid test by Tom Wolfe (1968)
The main in the white suit follows Ken Kesey and his band of Merry Pranksters as they drive across the US in a haze of LSD.

Dispatches by Michael Herr (1977)
A vivid account of Herr's experiences of the Vietnam War.

Literature

The Lives of the Poets by Samuel Johnson (1781)
Biographical and critical studies of 18th Century poets, which cast a sceptical eye on their lives and works.

An Image of Africa by Chinua Achebe (1975)
Achebe challenges Western cultural imperialism in his argument that Heart of Darkness is a racist novel, which deprives its African characters of humanity.

The Uses of Enchantment by Bruno Bettelheim (1976)
Bettelheim argues that the darkness of fairy tales offers a means for children to grapple with their fears.

Mathematics

Godel, Escher, Bach: An Eternal Golden Braid by Douglas Hofstadter (1979)
A whimsical meditation on music, mind and mathematics that explores formal complexity and self-reference.

Memoir

Confessions by Jean-Jacques Rousseau (1782)
Rousseau establishes the template for modern autobiography with the intimate account of his own life.

Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (1845)
This vivid first-person account was one of the first times the voice of the slave was heard in mainstream society.

De Profundis by Oscar Wilde (1905)
Imprisoned in Reading Gaol, Wilde tells the story of his affair with Alfred Douglas and his spiritual development.

The Seven Pillars of Wisdom by T.E. Lawrence (1922)
A dashing account of Lawrence's exploits during the revolt against the Ottoman Empire.

The Story of My Experiments with Truth by Mahatma Gandhi (1927)
A classic of the confessional genre, Gandhi recounts early struggles and his passionate quest for self-knowledge.

Homage to Catalonia by George Orwell (1938)
Orwell's clear-eyed account of his experiences in Spain offers a portrait of confusion and betrayal during the Civil War.

The Diary of a Young Girl by Anne Frank (1947)
Published by her father after the war, this account of the family's hidden life helped to shape the post-war narrative of the Holocaust.

Speak, Memory by Vladimir Nabokov (1951)
Nabokov reflects on his life before moving to the US in 1940.

The Man Died by Wole Soyinka (1971)
A powerful autobiographical account of Soyinka's experiences in prison during the Nigerian civil war.

The Periodic Table by Primo Levi (1975)
A vision of the author's life, including his life in concentration camps, as seen through the kaleidoscope of chemistry.

Bad Blood by Lorna Sage (2000)
Sage demolishes the fantasy of family as she tells how her relatives passed rage, grief and frustrated desire down the generations.

Mind

The Interpretation of Dreams by Sigmund Freud (1899)
Freud's argument that our experiences while dreaming hold the key to our philosophical lives launched the discipline of psychoanalysis and transformed western culture.

Music

The Romantic Generation by Charles Rosen (1998)
Rosen examines how 19th Century composers extended the boundaries of music and their engagement with literature, landscape and the divine.

Philosophy

The Symposium by Plato (c.380 BC)
A lively dinner-party debate on the nature of love.

Meditations by Marcus Aurelius (c.180)
A series of personal reflections, advocating the preservation of calm in the face of conflict, and the cultivation of a cosmic perspective.

Essays by Michel de Montaigne (1580)
Montaigne's wise, amusing examination of himself, and of human nature, launched the essay as a literary form.

The Anatomy of Melancholy by Robert Burton (1621)
Burton examines all human culture through the lens of melancholy.

Meditations on First Philosophy by René Descartes (1641)
Doubting everything but his own existence, Descartes tries to construct God and the universe.

Dialogues Concerning Natural Religion by David Hume (1779)
Hume puts his faith to the test with a conversation examining arguments for the existence of God.

Critique of Pure Reason by Immanuel Kant (1781)
If Western philosophy is merely a footnote to Plato, then Kant's attempt to unite reason with experience provides many of the subject headings.

Phenomenology of Mind by GWF Hegel (1807)
Hegel takes the reader through the evolution of consciousness.

Walden by HD Thoreau (1854)
An account of two years spent living in a log cabin, which examines ideas of independence and society.

On Liberty by John Stuart Mill (1859)
Mill argues that 'the only purpose for which power can be rightfully exercised over any member of a civilised community, against his will, is to prevent harm to others'.

Thus Spake Zarathustra by Friedrich Nietzsche (1883)
The invalid Nietzsche proclaims the death of God and the triumph of the Ubermensch.

The Structure of Scientific Revolutions by Thomas Kuhn (1962)
A revolutionary theory about the nature of scientific progress.

Politics

The Art of War by Sun Tzu (c.500 BC)
A study of warfare that stresses the importance of positioning and the ability to react to changing circumstances.

The Prince by Niccolò Machiavelli (1532)
Machiavelli injects realism into the study of power, arguing that rulers should be prepared to abandon virtue to defend stability.

Leviathan by Thomas Hobbes (1651)
Hobbes makes the case for absolute power, to prevent life from being 'nasty, brutish and short'.

The Rights of Man by Thomas Paine (1791)
A hugely influential defence of the French revolution, which points out the illegitimacy of governments that do not defend the rights of citizens.

A Vindication of the Rights of Woman by Mary Wollstonecraft (1792)
Wollstonecraft argues that women should be afforded an education in order that they might contribute to society.

The Communist Manifesto by Karl Marx and Friedrich Engels (1848)
An analysis of society and politics in terms of class struggle, which launched a movement with the ringing declaration that 'proletarians have nothing to lose but their chains'.

The Souls of Black Folk by WEB DuBois (1903)
A series of essays makes the case for equality in the American south.

The Second Sex by Simone de Beauvoir (1949)
De Beauvoir examines what it means to be a woman, and how female identity has been defined with reference to men throughout history.

The Wretched of the Earth by Franz Fanon (1961)
An exploration of the psychological impact of colonialization.

The Medium is the Massage by Marshall McLuhan (1967)
This bestselling graphic popularisation of McLuhan's ideas about technology and culture was co-created with Quentin Fiore.

The Female Eunuch by Germaine Greer (1970)
Greer argues that male society represses the sexuality of women.

Manufacturing Consent by Noam Chomsky and Edward Herman (1988)
Chomsky argues that corporate media present a distorted picture of the world, so as to maximise their profits.

Here Comes Everybody by Clay Shirky (2008)
A vibrant first history of the ongoing social media revolution.

Religion

The Golden Bough by James George Frazer (1890)
An attempt to identify the shared elements of the world's religions, which suggests that they originate from fertility cults.

The Varieties of Religious Experience by William James (1902)
James argues that the value of religions should not be measured in terms of their origin or empirical accuracy.

Science

On the Origin of Species by Charles Darwin (1859)
Darwin's account of the evolution of species by natural selection transformed biology and our place in the universe.

The Character of Physical Law by Richard Feynmann (1965)
An elegant exploration of physical theories from one of the 20th Century's greatest theoreticians.

The Double Helix by James Watson (1968)
James Watson's personal account of how he and Francis Crick cracked the structure of DNA.

The Selfish Gene by Richard Dawkins (1976)
Dawkins launches a revolution in biology with the suggestion that evolution is best seen from the perspective of the gene, rather than the organism.

A Brief History of Time by Stephen Hawking (1988)
A book owned by 10 million people, if understood by fewer, Hawking's account of the origins of the universe became a publishing sensation.

Society

The Book of the City of Ladies by Christine de Pisan (1405)
A defence of womankind in the form of an ideal city, populated by famous women from throughout history.

Praise of Folly by Erasmus (1511)
This satirical encomium to the foolishness of man helped spark the Reformation with its skewering of abuses and corruption in the Catholic church.

Letters Concerning the English Nation by Voltaire (1734)
Voltaire turns his keen eye on English society, comparing it affectionately with life on the other side of the English channel.

Suicide by Émile Durkheim (1897)
An investigation into protestant and catholic culture, which argues that the more vigilant social control within catholic societies lowers the rate of suicide.

Economy and Society by Max Weber (1922)
A thorough analysis of political, economic and religious mechanisms in modern society, which established the template for modern sociology.

A Room of One's Own by Virginia Woolf (1929)
Woolf's extended essay argues for both a literal and metaphorical space for women writers within a male-dominated literary tradition.

Let Us Now Praise Famous Men by James Agee and Walker Evans (1941)
Evans's images and Agee's words paint a stark picture of life among sharecroppers in the US South.

The Feminine Mystique by Betty Friedan (1963)
An exploration of the unhappiness felt by many housewives in the 1950s and 1960s, despite material comfort and stable family lives.

In Cold Blood by Truman Capote (1966)
A novelistic account of a brutal murder in a town in Kansas, which propelled Capote to fame and fortune.

Slouching Towards Bethlehem by Joan Didion (1968)
Didion evokes life in 1960s California in a series of sparkling essays.

The Gulag Archipelago by Aleksandr Solzhenitsyn (1973)
This analysis of incarceration in the Soviet Union, including the author's own experiences as a zek, called into question the moral foundations of the USSR.

Discipline and Punish by Michel Foucault (1975)
Foucault examines the development of modern society's systems of incarceration.

News of a Kidnapping by Gabriel García Márquez (1996)
Colombia's greatest 20th Century writer tells the story of kidnappings carried out by Pablo Escobar's Medellín carte.

Travel

The Travels of Ibn Battuta by Ibn Battuta (1355)
The Arab world's greatest medieval traveller sets down his memories of journeys throughout the known world and beyond.

Innocents Abroad by Mark Twain (1869)
Twain's tongue-in-cheek account of his European adventures was an immediate bestseller.

Black Lamb and Grey Falcon by Rebecca West (1941)
A six-week trip to Yugoslavia provides the backbone for this monumental study of Balkan history.

Venice by Jan Morris (1960)
An eccentric but learned guide to the great city's art, history, culture and people.

A Time of Gifts by Patrick Leigh Fermor (1977)
The first volume of Leigh Fermor's journey on foot through Europe - a glowing evocation of youth, memory and history.

Danube by Claudio Magris (1986)
Magris mixes travel, history, anecdote and literature as he tracks the Danube from its source to the sea.

China Along the Yellow River by Cao Jinqing (1995)
A pioneering work of Chinese sociology, exploring modern China with a modern face.

The Rings of Saturn by WG Sebald (1995)
A walking tour in East Anglia becomes a melancholy meditation on transience and decay.

Passage to Juneau by Jonathan Raban (2000)
Raban sets off in a 35 foot ketch on a voyage from Seattle to Alaska, exploring Native American art, the Romantic imagination and his own disintegrating relationship along the way.

Letters to a Young Novelist by Mario Vargas Llosa (2002)
Vargas Llosa distils a lifetime of reading and writing into a manual of the writer's craft.

The Greatest Fiction Reads

The following is a list of the 100 greatest novels of all time.

1. **Don Quixote – Miguel De Cervantes**
   The story of the gentle knight and his servant Sancho Panza has entranced readers for centuries.

2. **Pilgrim's Progress – John Bunyan**
   The one with the Slough of Despond and Vanity Fair.
3. **Robinson Crusoe – Daniel Defoe**
   The first English novel.
4. **Gulliver's Travels – Jonathan Swift**
   A wonderful satire that still works for all ages, despite the savagery of Swift's vision.
5. **Tom Jones – Henry Fielding**
   The adventures of a high-spirited orphan boy; an unbeatable plot and a lot of sex ending in a blissful marriage.
6. **Clarissa – Samuel Richardson**
   One of the longest novels in the English language, but unputdownable.
7. **Tristan Shandy – Laurence Sterne**
   One of the first bestsellers, dismissed by Dr Johnson as too fashionable for its own good.
8. **Dangerous Liaisons – Pierre Choderlos De Laclos**
   An epistolary novel and a handbook for seducers: foppish, French and ferocious.
9. **Emma – Jane Austen**
   Near impossible choice between this and Pride and Prejudice. But Emma never fails to fascinate and annoy.
10. **Frankenstein – Mary Shelley**
    Inspired by spending too much time with Shelley and Byron.
11. **Nightmare Abbey – Thomas Love Peacock**
    A classic miniature: a brilliant satire on the Romantic novel.
12. **The Black Sheep – Honore De Balzac**
    Two rivals fight for the love of a femme fatale. Wrongly overlooked.
13. **The Charterhouse of Parma – Stendhal**
    Penetrating and compelling chronicle of life in an Italian court in post-Napoleonic France.
14. **The Count of Monte Cristo – Alexandre Dumas**
    A revenge thriller also set in France after Bonaparte: a masterpiece of adventure writing.
15. **Sybil – Benjamin Disraeli**
    Apart from Churchill, no other British political figure shows literary genius.
16. **David Copperfield – Charles Dickens**
    This highly autobiographical novel is the one its author liked best.
17. **Wuthering Heights – Emily Bronte**
    Catherine Earnshaw and Heathcliff have passed into the language. Impossible to ignore.
18. **Jane Eyre – Charlotte Bronte**
    Obsessive emotional grip and haunting narrative.
19. **Vanity Fair – William Makepeace Thackeray**
    The improving tale of Becky Sharp.
20. **The Scarlet Letter – Nathaniel Hawthorne**
    A classic investigation of the American mind.
21. **Moby-Dick – Herman Melville**
    'Call me Ishmael' is one of the most famous opening sentences of any novel.
22. **Madame Bovary – Gustave Flaubert**
    You could summarise this is a story of adultery in provincial France and miss the point entirely.
23. **The Woman in White – Wilkie Collins**
    Gripping mystery novel of concealed identity, abduction, fraud and mental cruelty.
24. **Alice's Adventures in Wonderland – Lewis Carroll**
    A story written for the nine-year old daughter of an Oxford don that still baffles most kids.
25. **Little Women – Louisa M. Alcott**
    Victorian bestseller about a New England family of girls.

26. **The Way We Live Now – Anthony Trollope**
    A majestic assault of the corruption of late Victorian England.
27. **Anna Karenina – Leo Tolstoy**
    The supreme novel of the married woman's passion for a younger man.
28. **Daniel Deronda – George Eliot**
    A passion and an exotic grandeur that is strange and unsettling.
29. **The Brothers Karamazov – Fyodor Dostoevsky**
    Mystical tragedy by the author of Crime and Punishment.
30. **The Portrait of a Lady – Henry James**
    The story of Isabel Archer shows James at his witty and polished best.
31. **Huckleberry Finn – Mark Twain**
    Twain was a humourist, but his picture of Mississippi life is profoundly moral and still incredibly influential.
32. **Dr Jekyll and Mr Hyde – Robert Louis Stevenson**
    A brilliantly suggestive, resonant study of human duality by a natural storyteller.
33. **Three Men in a Boat – Jerome K. Jerome**
    One of the funniest English books ever written.
34. **The Picture of Dorian Gray – Oscar Wilde**
    A coded and epigrammatic melodrama inspired by his own tortured homosexuality.
35. **The Diary of a Nobody – George Grossmith**
    The classic of Victorian suburbia will always be renowned for the character of Mr Pooter.
36. **Jude the Obscure – Thomas Hardy**
    Its savage bleakness makes it one of the first 20th Century novels.
37. **The Riddle of the Sands – Erskine Childers**
    A pre-war invasion scare spy thriller by a writer later shot for his part on the Irish republican rising.
38. **The Call of the Wild – Jack London**
    The story of a dog who joins a pack of wolves after his master's death.
39. **Nostromo – Joseph Conrad**
    Conrad's masterpiece. A tale of money, love and revolutionary politics.
40. **The Wind in the Willows – Kenneth Grahame**
    This children's classic was inspired by bedtime stories for Grahame's son.
41. **In Search of Lost Time – Marcel Proust**
    An unforgettable portrait of Paris in the belle epoque. Probably the longest novel on the list.
42. **The Rainbow – D. H. Lawrence**
    Novels seized by the police, like this one, have a special afterlife.
43. **The Good Soldier Ford – Madox Ford**
    This account of the adulterous lives of two Edwardian couples of a classic of unreliable narration.
44. **The Thirty-Nine Steps – John Buchan**
    A classic adventure story for boys, jammed with action, violence and suspense.
45. **Ulysses – James Joyce**
    Also pursued by the British police, this is a novel more discussed than read.
46. **Mrs Dalloway – Virginia Woolf**
    Secures Woolf's position as one of the great 20th Century English novelties.
47. **A Passage to India – E.M. Forster**
    The great novel of the British Raj, it remains a brilliant study of Empire.
48. **The Great Gatsby – F. Scott Fitzgerald**
    The quintessential Jazz Age novel.
49. **The Trial – Franz Kafka**
    The enigmatic story of Joseph K.

50. **Men Without Women – Ernest Hemingway**
    He is remembered for his novels, but it was the short stories that first attracted notice.
51. **Journey to the End of the Night – Louis-Ferdinand Celine**
    The experiences of an unattractive slum doctor during the Great War. A masterpiece of linguistic innovation.
52. **As I Lay Dying – William Faulkner**
    A strange black comedy by an American master.
53. **Brave New World – Aldous Huxley**
    Dystopian fantasy about the world of the 7th Century AF (after Ford).
54. **Scoop – Evelyn Waugh**
    The supreme Fleet Street novel.
55. **USA – John Dos Passos**
    An extraordinary trilogy that uses a variety of narrative devices to express the story of America.
56. **The Big Sleep – Raymond Chandler**
    Introducing Philip Marlowe: cool, sharp, handsome – and bitterly alone.
57. **The Pursuit of Love – Nancy Mitford**
    An exquisite comedy of manners with countless fans.
58. **The Plague – Albert Camus**
    A mysterious plague sweeps through the `Algerian town of Oran.
59. **Nineteen Eighty-Four – George Orwell**
    The tale of one man's struggle against totalitarianism has been appropriated the world over.
60. **Malone Dies – Samuel Beckett**
    Part of a trilogy of astonishing monologues in the black comic voice of the author of Waiting for Godot.
61. **Catcher in the Rye – J.D. Salinger**
    A week in the life of Holden Caulfield. A cult novel that still mesmerizes.
62. **Wise Blood – Flannery O'Connor**
    A disturbing novel of religious extremism set in the Deep South.
63. **Charlotte's Web – E.B. White**
    How Wilbur the pig was saved by the literary genius of a friendly spider.
64. **The Lord of the Rings – J.R.R. Tolkein**
    Enough said!
65. **Lucky Jim – Kingsley Amis**
    An astonishing debut. The painfully funny English novel of the Fifties.
66. **Lord of the Flies – William Goulding**
    Schoolboys become savages. A bleak vision of human nature.
67. **The Quiet American – Graham Greene**
    Prophetic novel set in 1950s Vietnam.
68. **On the Road – Jack Kerouac**
    The Best Generation bible.
69. **Lolita – Vladimir Nabokov**
    Humbert Humbert's obsession with Lolita is a tour de force of style and narrative.
70. **The Tin Drum – Gunter Grass**
    Hugely influential, Rabelaisian novel of Hitler's Germany.
71. **Things Fall Apart – Chinua Achebe**
    Nigeria at the beginning of colonialism. A classic of African literature.
72. **The Prime of Miss Jean Brodie – Muriel Spark**
    A writer who made her debut in The Observer – and her prose is like cut glass.
73. **To Kill A Mockingbird – Harper Lee**
    Scout, a six-year old girl, narrates an enthralling story of racial prejudice in the Deep South.

74. **Catch-22 – Joseph Heller**
'[He] would be crazy to fly more missions and sane if he was sane he had to fly them. If he flew them, he was crazy and didn't have to; if he didn't want to he was sane and had to'

75. **Herzog – Saul Bellow**
Adultery and nervous breakdown in Chicago.

76. **One Hundred Years of Solitude – Gabriel Garcia Marquez**
A postmodern masterpiece.

77. **Mrs Palfrey at the Claremont – Elizabeth Taylor**
A haunting, understated study of old age.

78. **Tinker Tailor Soldier Spy – John Le Carre**
A thrilling elegy for post-imperial Britain.

79. **Song of Solomon – Toni Morrison**
The definitive novelist of the African-American experience.

80. **The Bottle Factory Outing – Beryl Bainbridge**
Macabre comedy of provincial life.

81. **The Executioner's Song – Norman Mailer**
This quasi-documentary account of the life and death of Gary Gilmore is possibly his masterpiece.

82. **If On a Winter's Night a Traveller – Italo Calvino**
A strange, compelling story about the pleasures of reading.

83. **A Bend in the River – V.S. Naipaul**
The finest living writer of English prose. This is his masterpiece: edgily reminiscent of Heart of Darkness.

84. **Waiting for the Barbarians – J.M Coetzee**
Bleak but haunting allegory of apartheid by the Nobel prizewinner.

85. **Housekeeping – Marilynne Robinson**
Haunting, poetic story, drowned in water and light, about three generations of women.

86. **Lanark – Alasdair Gray**
Seething vision of Glasgow. A Scottish classic.

87. **The New York Trilogy – Paul Auster**
Dazzling metaphysical thriller set in the Manhattan of the 1970s.

88. **The BFG – Roald Dahl**
A bestseller by the most popular postwar writer for children of all ages.

89. **The Periodic Table – Primo Levi**
A prose poem about the delights of chemistry.

90. **Money – Martin Amis**
The novel that bags Amis's place on any list.

91. An Artist of the Floating World – Kazuo Ishiguro
A collaborator from prewar Japan reluctantly discloses his betrayal of friends and family.

92. **Oscar and Lucinda – Peter Carey**
A great contemporary love story set in 19th Century Australia by double Booker prizewinner.

93. **The Book of Laughter and Forgetting – Milan Kundera**
Inspired by the Soviet invasion of Czechoslovakia in 1968, this is a magical fusion of history, autobiography and ideas.

94. **Haroun and the Sea of Stories – Salman Rushdie**
In this entrancing story, Rushdie plays with the idea of narrative itself.

95. **LA Confidential – James Ellroy**
Three LAPD detectives are brought face-to-face with the secrets of their corrupt and violent careers.

96. **Wise Children – Angela Carter**
A theatrical extravaganza by a brilliant exponent of magic realism.

97. **Atonement – Ian McEwan**
    Acclaimed short story writer achieves a contemporary classic of mesmerizing narrative conviction.

98. **Northern Lights – Philip Pullman**
    Lyra's quest weaves fantasy, horror and the play of ideas into a truly great contemporary children's book.

99. **American Pastoral – Philip Roth**
    For years, Roth was famous for Portnoy's Complaint. Recently, he has enjoyed an extraordinary revival.

100. **Austerlitz – W.G. Sebald**
    Posthumously published volume in a sequence of dream-like fictions spun from memory, photographs and the German past.