

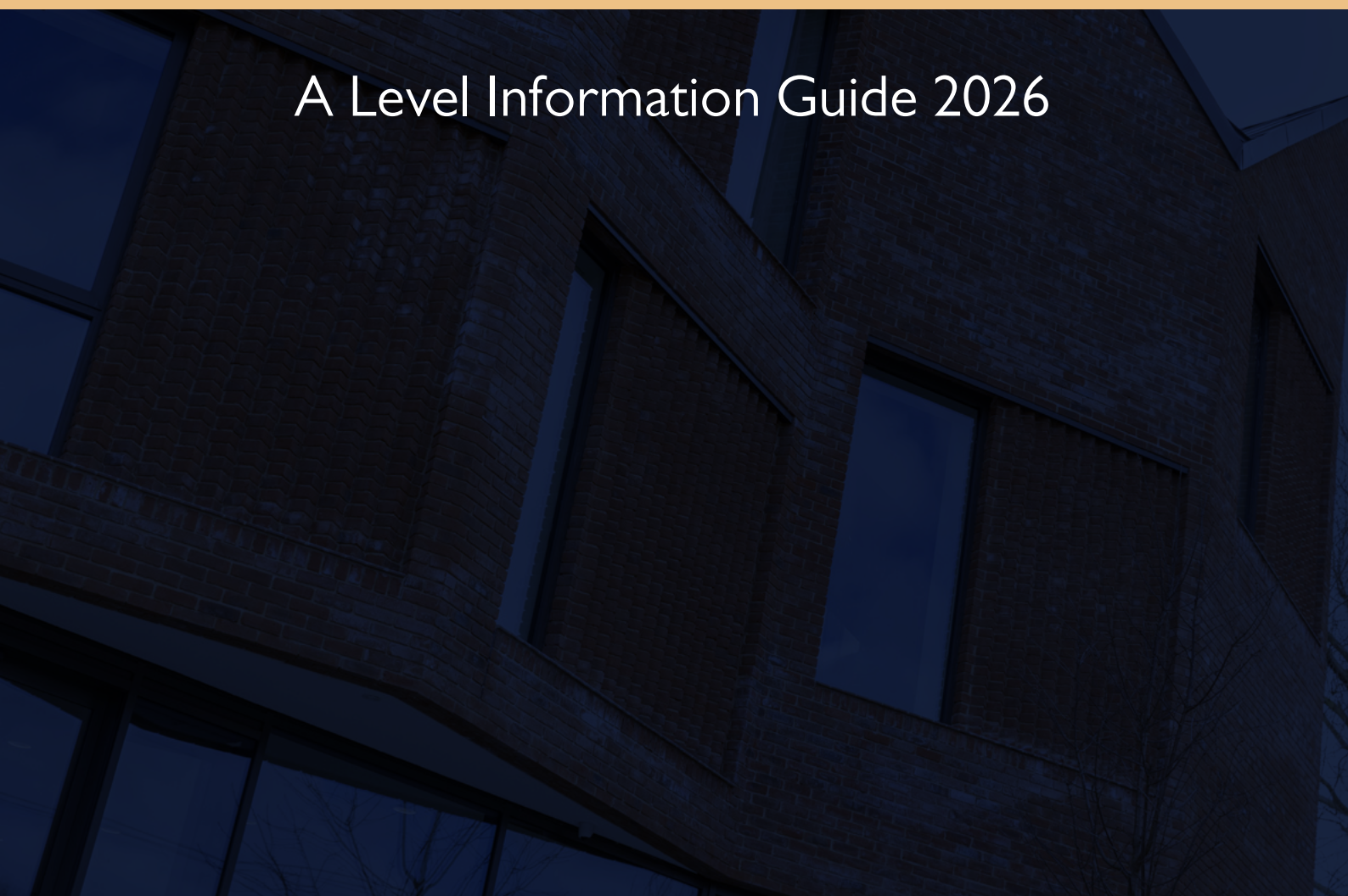


BERKHAMSTED

— SIXTH —



# A Level Information Guide 2026



## General Requirements:

- Internal Students 43 points from the best 8 GCSE scores<sup>1 2</sup>
- External Students 43 points from the best 8 GCSE scores<sup>1 2</sup>
- Students must be able to qualify to study 3 A Level subjects.
- Students will not be allowed to do Maths, Further Maths + 1 other subject.
- Where a specific GCSE is not required, results in comparable subjects may be taken into account in assessing a student's suitability for a particular course
- Individual subjects have different entry requirements – see table below for details

## Subject Requirements

Art	6 in Art or portfolio of work for HoD to assess
Biology	7 in Biology (or 8/7 at double award with 8 in Biology unit)
Business	6 in Business if taken or 6 in related subject such as History or Geography
Chemistry	7 in Chemistry (or 8/7 at double award with 8 in Chemistry unit)
Classical Civilisation	6 in a Humanities subject
Computer Science	8 in Computer Science and 7 in Maths. Candidates who have not taken GCSE Computer Science must have 8 in Maths and take A level Maths. If not A Level Maths, then C in Additional Maths.
DT Product Design	6 in DT or entry test
Economics	7 in one of English Language/English Literature or Maths and 6 in the other
English Lang & Lit	6 in English Language/English Literature
English Literature	7 in English Language and 6 in English Literature
Food & Nutrition (Level 3 Extended Certificate)	6 in Food & Nutrition and/or Strong interest in food + good writing/research skills
French	7 in French
Geography	6 in Geography
History	6 in History
Latin	7 in Latin
Maths	8 in Maths
Further Maths	9 in Maths + B at Additional Maths for accelerated set
Music	6 in Music + read and write music proficiently and ideally a Grade 6 in a musical instrument. See Director of Music if not
Physical Education	6 in Biology (or a 6/6 in double award with a 6 in Biology unit) or 6 in Physical Education. High level performance – Aspiring to be 'A' team standard or is an outstanding performer in an individual sport. Candidates who have not taken GCSE PE can take A Level but must be interviewed by Head of Department.
Physics	7 in Physics (or 8/7 at double award with 8 in Physics unit) and 7 in Maths
Politics	6 in History or other subjects considered on an individual basis
Photography	6 in Art or interview with HoD based on portfolio
Psychology	6 in Biology (or a 6/6 in double award with a 6 in Biology unit), 6 in English Language/English Literature and 6 in Maths
RS (Philosophy & Ethics)	6 in RS (Philosophy & Ethics) or an equivalent humanities subject
Sociology	6 in English or comparable subject – History/RS (Philosophy & Ethics)/Geography etc
Spanish	7 in Spanish
Theatre Studies	6 in Drama or interview with Director of Drama

<sup>1</sup> For pupils joining the Sixth from Berkhamsted Senior Schools, where a pupil began Y10 studying 8 GCSEs, and taking the Learning Support Option, the entry criteria will be 38 points from 7 GCSEs

<sup>2</sup> Equivalent points score for a BTEC grade: 9=D\*, 8=D, 6=M, 5=P

The Zaha Hadid Building	4
The Sixth Form	8
Entry Requirements	9
The Sixth Form Enrichment Programme	10
University and Careers Advice and Guidance	14
Work Experience	15
Digital Learning at Berkhamsted	16

## A Level Subject Choices

Art, Craft & Design (AQA)	18 - 19	Latin (OCR)	37
Biology (AQA)	20 - 21	Mathematics (EDEXCEL)	38
Business (AQA)	22	Further Mathematics (EDEXCEL)	39
Chemistry (OCR)	23	Modern Language French (EDEXCEL)	40
Classical Civilisation (OCR)	24	Modern Language Spanish (EDEXCEL)	41
Computer Science (AQA)	25	Modern Language Chinese (HSK)	42
Design Technology (AQA)	26 - 27	Music (AQA)	43
Drama & Theatre Studies (EDEXCEL)	28 -29	Photography (AQA)	44 - 45
Economics (OCR)	30	Physical Education (OCR)	46
English Language & Literature (OCR)	31	BTEC Level 3 National Extended Certificate in Sport (Pearson)	47
English Literature (EDEXCEL)	32	Physics (AQA)	48 - 49
Extended Project Qualification (EDEXCEL)	33	Politics (AQA)	50
Level 3 Extended Certificate in Food Science & Nutrition (WJEC)	34	Psychology (AQA)	51
Geography (CAIE)	35	Religious Studies - Philosophy & Ethics (AQA)	52
History (AQA)	36	Sociology (AQA)	53



At Berkhamsted, we are committed to ensuring that every student both enjoys their time at school and finds the right path for life beyond it. Our dedicated pastoral team, alongside three specialist Careers staff, are skilled in one-to-one coaching, drawing on the Graydin model to support students in making confident, informed decisions. This approach helps students not only to thrive during their school years but also to flourish in higher education and the workplace.

As a forward-thinking school committed to preparing students for their future, we've recently opened a transformational new Sixth Form Centre – the Zaha Hadid Building. Designed to mirror elements of both a modern university library and a professional workplace, the space reflects our ambition to foster independence, collaboration, and academic growth. With a focus on marginal gains, every element of the building is designed to support wellbeing, strengthen relationships, and enhance student outcomes. At its heart is a wild meadow quad, alongside a vibrant café that offers space for social connection or one-to-one coaching sessions with tutors, and state-of-the-art classrooms that support ambitious learning.



The Zaha Hadid building offers a range of zones – silent, quiet, collaborative, and social – giving students real agency to choose a working environment that suits their needs at any given moment. Central to the building is the 'Futures Zone', where resident entrepreneurs, including recent Berkhamsted alumni, make the world of work visible, tangible, and inspiring. Berkhamsted Sixth is, to a large extent, about developing the skills and character strengths that prepare students for the life beyond school. We recognise that some students launch their own ventures while still at school, and we're committed to nurturing that entrepreneurial spirit - encouraging them to be bold, creative, and ambitious.

The classroom design is informed by both educational research and student feedback, resulting in spaces that promote collaboration, creativity, and movement. Writable walls encourage active participation and idea-sharing, while the shift from traditional didactic teaching towards the Harkness method supports a more discursive, student-led approach. In this setup, students and teachers sit together around large, boardroom-style tables to foster meaningful dialogue. Each classroom features dual monitors on opposite walls, allowing seamless connectivity with our Microsoft devices from anywhere in the room. This technology supports a culture where students are regularly challenged to present their thinking and lead discussions, developing confidence and communication skills essential for life beyond school.

The classrooms have also been designed with retractable walls, allowing students to sit their public exams in a familiar environment. Every detail – from lighting and air flow to acoustic quality – has been carefully planned to give students the best possible conditions for focus and success. The Zaha Hadid building also reflects the school's strong commitment to sustainability. Alongside the central meadow quad, features include combustion-free heating via heat pumps, wintertime mechanical heat recovery to reduce energy loss, efficient LED lighting and controls, and a rooftop solar PV array. These elements are just some examples of how sustainability is embedded both inside and outside the classroom.

At Berkhamsted Sixth, our goal is to create an environment that promotes both wellbeing and academic excellence, while equipping students with the cognitive, interpersonal, and technological skills they need to thrive long after they leave us.





Sixth Form can be one of the most rewarding stages of a young person's life, offering a real sense of purpose as students prepare for the next phase and take on greater responsibility, often as role models and leaders within the school community. At Berkhamsted Sixth, our core aim is to ensure that students enjoy their academic challenge while growing into confident, ambitious, and well-qualified individuals. We are committed to developing remarkable young adults who are not only fulfilled, but also equipped with the skills, character, and adaptability needed to thrive in a fast-changing world.

In Berkhamsted Sixth, most students study three A levels. Those taking Maths and Further Maths typically study four. Any student wishing to take more than the usual number of subjects should speak with the Head of Sixth to explore whether this can be accommodated in the timetable. A significant portion of students also choose to undertake the Extended Project Qualification (EPQ), which is worth half an A level and offers an excellent opportunity to develop independent research skills (see the EPQ page in the subjects section for more details).

Berkhamsted Sixth balances strong academic ambition with a rich extra-curricular programme, encouraging students to lead well-rounded, fulfilling lives. We firmly believe our students succeed at A Level not in spite of their extra commitments, but because of them. From day one, there is a clear sense of momentum – two years pass quickly, and A level study is demanding. Success requires motivation, proactivity, and self-discipline, supported by a genuine engagement with academic learning.

Students are consistently encouraged, supported, and challenged to reach their full potential. Our curriculum includes a focus on metacognition, helping students to study not just hard, but smart. Self-reflection is central to our approach, informing both academic progress and our Learning Consultation Evenings.

Alongside academic growth, Berkhamsted Sixth provides opportunities to develop cultural, physical, spiritual, and social interests. It is a time for students to think independently, explore new ideas, and prepare for life beyond school – whether that be university, a degree apprenticeship, or the professional world. Qualities such as initiative, curiosity, creativity, and intellectual rigour are actively nurtured.

Above all, we want students to enjoy their time at Berkhamsted Sixth, make meaningful contributions to school life, and leave feeling confident, fulfilled, and well-prepared for the exciting opportunities that lie ahead.

## Pastoral Care

Pastoral care at Berkhamsted Sixth is centred around the role of the Tutor, who takes responsibility for both the academic and personal development of each student. This includes guiding them through key milestones such as UCAS applications and, where relevant, directing them to specialist careers advice on apprenticeships from our dedicated Careers Department. Every student meets one-to-one with their Tutor on a fortnightly basis to set and review targets, discuss future plans, and receive personalised support and encouragement. All Tutors are trained in coaching skills and restorative approaches to ensure a constructive and empathetic relationship with each student.

We believe that effective pastoral care begins with knowing each student as an individual. To support this, all students complete a Strengths Deployment Inventory (SDI) via the Careers Department and through our partnership with Core Strengths. This tool helps students – and staff – understand their motivational values, natural strengths, and how they respond to conflict. As a result, students develop greater self-awareness and stronger communication skills, which are invaluable for university or job interviews and life beyond school.

Our approach to wellbeing is proactive and empowering. We aim to equip students with the tools to take responsibility for their own wellbeing, make healthy choices, and develop the resilience needed to face life's inevitable challenges. This is supported by regular coaching from Tutors and access to a team of qualified counsellors for those who may need additional support. Moreover, our school psychologist works closely with both the counselling and pastoral teams to ensure we continually learn, adapt, and do everything we can to help students thrive.



### The Timetable

Students generally have two teachers for each of their A Level subjects and have a mixture of lessons and private study periods on their timetable. They are expected to do an hour of independent study per subject per day outside of lessons. Students also have personal development lectures and/or workshops in most weeks of Year 12 and in some weeks of Year 13. Furthermore, if they choose to do an Extended Project Qualification, students will also have a lecture on research skills and/or a one-to-one meeting with their supervisor in many weeks of the year. Students may also access Oxbridge lessons from the Lent term of Year 12 until Oxbridge interviews in the Michaelmas term of Year 13. The Head of Oxbridge is also available to further challenge Oxbridge students in one- to-one meetings.

### Exemplar Student Timetable

Period	Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
0	08:20	Pastoral Time	Pastoral Time	Pastoral Time	Pastoral Time	Pastoral Time
1	09:00	A Level Subject 3	Private Study	A Level Subject 2	A Level Subject 1	Private Study
2	09:20	A Level Subject 3	Private Study	A Level Subject 2	A Level Subject 1	Private Study
3	09:40	A Level Subject 3	Private Study	A Level Subject 2	A Level Subject 1	Private Study
4	10:00	A Level Subject 3	Private Study	A Level Subject 2	A Level Subject 1	Private Study
5	10:20	Break	Break	Break	Break	Break
6	10:40	Private Study	A Level Subject 3	Private Study	A Level Subject 2	A Level Subject 3
7	11:00	Private Study	A Level Subject 3	Private Study	A Level Subject 2	A Level Subject 3
8	11:20	Private Study	A Level Subject 3	EPQ Supervision (some weeks)	A Level Subject 2	A Level Subject 3
9	11:40	Private Study	A Level Subject 3	EPQ Supervision (some weeks)	A Level Subject 2	A Level Subject 3
10	12:00	Super-curricular Lecture	Crawford Society	Personal Development Lecture	Chapel	(Careers) Lunch
11	12:20	Super-curricular Lecture	Crawford Society	Personal Development Lecture	Chapel	(Careers) Lunch
12	12:40	Lunch	Lunch	Lunch	Lunch	(Careers) Lunch
13	13:00	Lunch	Lunch	Lunch	Lunch	Personal Development Workshop
14	13:20	A Level Subject 1	A Level Subject 1	Private Study	A Level Subject 3	Personal Development Workshop
15	13:40	A Level Subject 1	A Level Subject 1	Private Study	A Level Subject 3	Personal Development Workshop
16	14:00	A Level Subject 1	A Level Subject 1	Private Study	A Level Subject 3	A Level Subject 2
17	14:20	A Level Subject 1	A Level Subject 1	Private Study	A Level Subject 3	A Level Subject 2
18	14:40	Break	Break	Break	Break	A Level Subject 2
19	15:00	A Level Subject 2	Games & P.E.	A Level Subject 1	Games & P.E.	A Level Subject 2
20	15:20	A Level Subject 2	Games & P.E.	A Level Subject 1	Games & P.E.	Break
21	15:40	A Level Subject 2	Games & P.E.	A Level Subject 1	Games & P.E.	Oxbridge Lessons or Clubs/Societies
22	16:00	A Level Subject 2	Games & P.E.	A Level Subject 1	Games & P.E.	Oxbridge Lessons or Clubs/Societies

### Entry Requirements to Berkhamsted Sixth for September 2026

The threshold for general entry to Berkhamsted Sixth in September 2026 will be 43 points based on the student's best 8 subject scores, with a minimum requirement of a Grade 6 in the subjects you wish to study. Please note that some subjects have a higher entry requirement than a 6.

It will also be necessary for students to be able to qualify to study 3 A Level subjects.

Where a child began Year 10 studying 8 GCSEs and is taking the Learning Support Option, the entry criteria will be 38 points from 7 GCSEs.

### Subject-specific Requirements Entry Requirements to Berkhamsted Sixth for External Students September 2026

The threshold for general entry to Berkhamsted Sixth in September 2026 will normally be 43 points based on the student's best 8 subject scores, with a minimum requirement of a Grade 6 in the subjects you wish to study. Please note that some subjects have a higher entry requirement than a 6. Students will normally be given conditional offers after the assessment day.

- For Short Course GCSE qualifications (e.g. Religious Studies) the following conversion table will be used:

Short Course GCSE Grade	9	8	7	6	5	4
Points value for entry to Berkhamsted Sixth	7	6	5	4	3	2

In addition to the general entrance requirements outlined above, there are specific admission requirements relating to each course. These requirements are designed to help students to select courses on which they are likely to achieve good A Level results. Please see the following pages for more details.

Where a specific GCSE is not required, results in comparable subjects may be taken into account in assessing a student's suitability for a particular course.



To ensure a full and broad Sixth Form education, an Enrichment Programme is followed by students in Years 12 and 13. There are various components to this programme including:

### Tutorial Programme

A weekly tutorial in Tutor groups enables students to discuss topics related to current affairs and various other issues. Students are encouraged to deliver their own presentations in these sessions. Tutor groups also spend time working on metacognition to enable students to learn to study more effectively; time is dedicated to goal setting, planning, and reflecting on progress and study habits.

### The Personal Development Lecture Programme

All Sixth Formers attend a programme of lectures provided by visiting speakers. These talks aim to broaden the students' education, develop their critical-thinking skills and empower them to make sensible and healthy choices in life. The programme seeks to encourage all students to develop a better understanding of developments in the world and thus equip them, on leaving school, to be interesting characters because they are interested in world events and have their own views and opinions.

### The Crawford Society

This is a Sixth Form society available to students interested in intellectual discussion and academic debate. Weekly meetings are usually based around an initial talk given by a student on a topic of their choice. Meetings take place over a shared lunch and recent papers have included subjects as diverse as oceanography, the history of surgery, Thatcherite economic policy, internet security and the Wars of the Roses.

### Extra-Curricular Activities

All Sixth Formers have opportunities to involve themselves in the extraordinary range of extra-curricular activities available in the school and often take a leading role in their operation. The many options include: CCF (Army, Navy and Air Force sections are all available), the Young Enterprise Scheme (and Business of the Year competition), the Duke of Edinburgh Award (silver and gold), Musical Choirs and Orchestras, various drama productions (including a biennial play at the Edinburgh Fringe), a range of sporting opportunities, the Student Consultancy (a management consultancy programme), the Debating Society and the Berkhamsted Union, the student-run INK magazine, the Politics Cross Bencher Club, Blog and Podcast. It is hoped that all Sixth Formers will take the initiative and make full use of the opportunities on offer and thus broaden their horizons. The school also makes available a Bursary fund for students to participate in extra-curricular enrichment activities.

### Sport

The Berkhamsted Sports programme is built on the principles of participation, enjoyment and performance and all of our pupils are encouraged to lead an active lifestyle, strive to make improvements and take pride in representing the school. We also like to foster a spirit of competition and enjoy winning, but at the same time realise that it is important to be able to lose graciously. Games afternoons on Tuesdays and Thursdays are compulsory for all students. There are approximately 30 games options on offer through the course of the year including those one would expect, such as Rugby, Football, Cricket, Lacrosse and Netball as well as others such as yoga, rowing, cycling and dance. Students are also encouraged to get involved in team sports and fixtures are held against other schools in a number of sports and at a number of levels. There are additional sports practices for some students before and/or after school on certain days of the week. There are two gyms and the school employs

strength and conditioning coaches to guide students in their conditioning and to help with injury prevention and rehabilitation.

### Community Service

Many students commit to some form of community service once a week, be it helping out in a local primary school, working in a charity shop or visiting local hospices/residential homes. Students find this a very rewarding and enjoyable part of their time in the Sixth Form. We are enormously proud of this aspect of the Sixth Form, not only because it enables students to enjoy the sense of fulfilment that comes from serving others, but also because of the skills students develop beyond the school gates. We believe that helping others enhances the students' own wellbeing and self-esteem as we aim to prepare them to enter the wider world not just to do well, but also to do good.

### Leadership

The School takes a proactive approach towards helping students to develop leadership and teamwork skills. We believe that no young person should be labelled either as having an obligation to lead, nor as having no/low ability to lead. We believe that the requirements of leadership will draw on a range of skills and abilities which may be practised and reflected upon during a time of rapid development and growth. We aim to provide a wide variety of opportunities to practise and to gain experience in leading others and, of course, being led within a team. Some of the opportunities include:

### Leadership roles in sport, music, drama, outdoor education, CCF -

our leaders in these areas receive leadership training in shaping the school's culture and understanding the impact that their behaviours as role models can have on younger students. The leaders give up their time to coach younger students in a mutually beneficial relationship. They learn not only about the importance of leadership within their specific area of interest, but also about their influence as role models and the impact of their informal interactions around the School.

### Allies and Advocates Leadership Scheme -

this scheme was set up further to student voice after the Everyone's Invited movement and provides an opportunity for Sixth Form boys and girls to work alongside each other to promote positive, respectful relationships in lower year groups. After safeguarding training and guidance on how to run group discussions, the leaders work with various tutor groups to help students learn about the importance of equality and mutual respect in relationships.

### The Student Consultancy -

students gain first-hand management consultancy experience by working with local charities to give them advice on how to overcome problems they may be facing in the real world. Students work in small teams, research the stated problem, and come up with a range of solutions before writing a report and delivering a presentation to the charity. The scheme is backed by Oxford University's Careers Department and provides the students with excellent experience to add to a curriculum vitae.

### The Young Enterprise Company Programme -

students work in teams to set up and run a small business with roles such as Managing Director, Finance Director, Operations Director, Marketing Director, and Sales Director. The scheme runs across the country and offers the students not only the chance to develop entrepreneurial skills, but also to compete with companies in other schools.



**The Wellbeing Ambassadors Scheme -**

students receive training in how to run wellbeing sessions for pupils in Year 7. As the Sixth Formers teach younger pupils about how to be responsible for their own wellbeing, they often internalise what they are teaching and see their own wellbeing benefit.

**Mentoring Younger Students -**

we believe that our students can be a great source of advice, support and challenge for younger students in Year 7 – 11 and that they can develop their coaching skills by mentoring younger pupils. This can take the form of one-to-one support or of becoming a teaching assistant during an independent study period.

**The Learning Leaders -**

after an assessment day which is modelled on a graduate scheme selection day, these leaders receive specialist training on metacognition, the science of learning, and on the skills and strengths that employers are seeking. They visit city firms to gain a greater insight into the professional world and are expected to share their learning with other pupils by delivering assemblies on themes such as effective revision and skills for the future workplace.

**The Academic Ambassadors -**

these students promote the value of intellectual curiosity beyond the curriculum and set up initiatives to encourage wider research and reading beyond the curriculum. The scheme led to the students' taking the initiative and organising an Academic Gala evening with visiting speakers to celebrate intellectual curiosity and academic endeavour.

**Prefects and positions on the Prefect Committees -**

we challenge our Prefects to leave a positive legacy and to work to make the school an even better place for younger pupils; in turn we expect them not only to represent younger pupils' views but also to challenge the staff to make improvements. We want the students to work on the areas about which they are most passionate so that they are likely to have the biggest positive impact possible. The Prefects can invite other students to join their committees so that more students are engaged in the positive developments. Each Prefect also has an appraisal to help them learn more about their leadership strengths and areas for development.

**The School Council -**

a representative from each House sits on the school council to give feedback to the School and to provide another forum for student voice. This has led to many positive developments, including the removal of plastic cups in the student café and students' gaining the right to leave school early on certain days if their attitude-to-learning grades are very good.

**The Crawford Society and the Davies Society -**

the Crawford Society give students a platform to deliver lectures on an area of academic interest. The talks will often lead to fascinating intellectual debates which challenge the students to understand a variety of perspectives on a diverse range of topical issues. The Davies Society provides the opportunity for students to inspire and stimulate the intellectual curiosity of younger students by designing and delivering academic talks and workshops

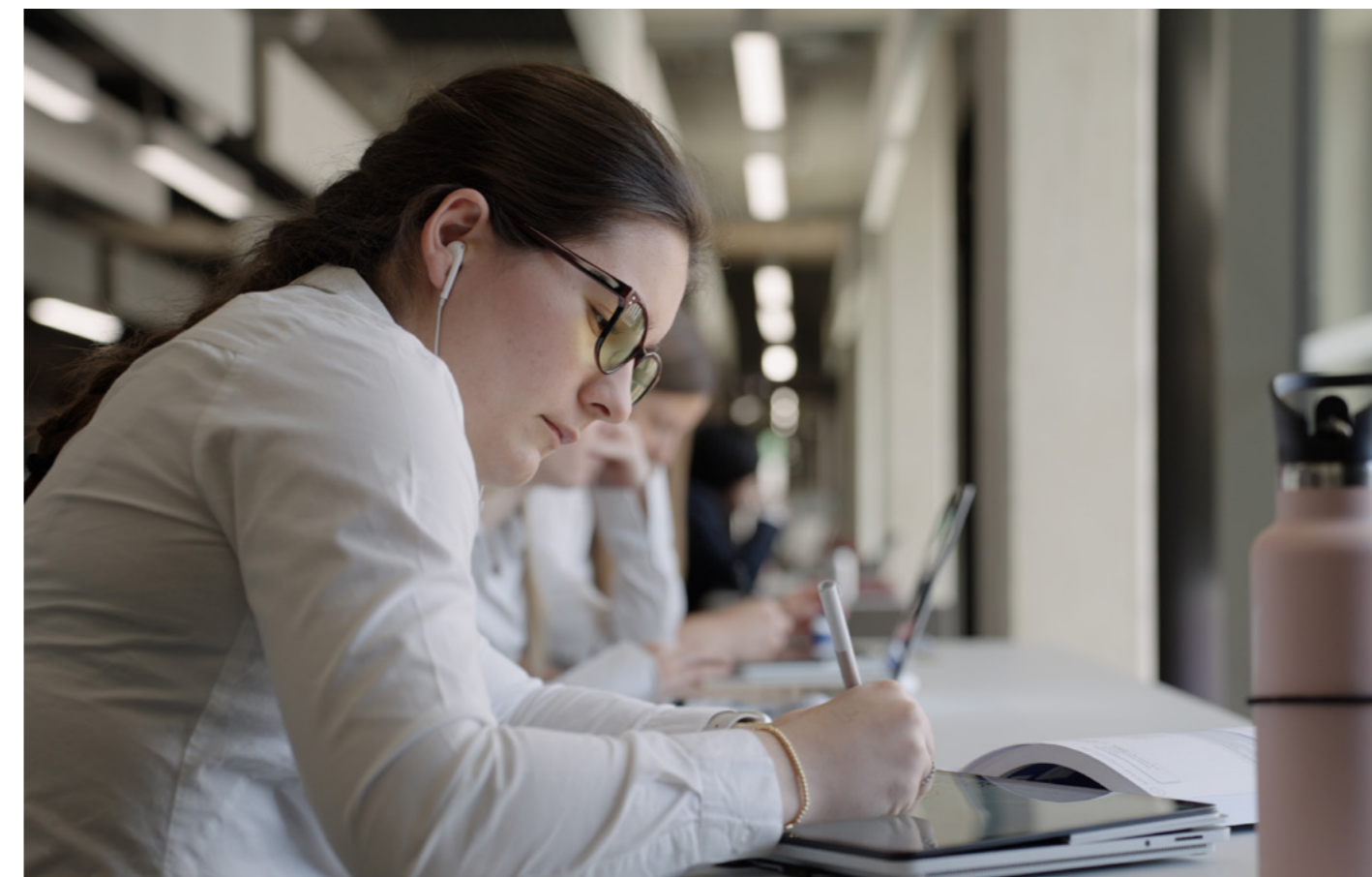
**The Berkhamsted Award & Diploma**

Launched October 2024 and is designed to encourage and empower pupils to participate in a range of extra-curricular activities outside of the classroom environment. Pupils will be expected to be proactive and engage in a wide range of activities which will develop character, foster friendships, promote leadership, and offer service and a sense of personal fulfilment. Berkhamsted is committed to developing pupils' academic, social, moral and cultural potential. As well as supporting pupils to pursue their own passions we also encourage them to develop new and healthy interests.

Engaging in extra-curricular activities can be instrumental in developing the transferable skills and mindset for success both at our school and beyond. The evidence captured through completing a personal portfolio may also prove invaluable during the university application process. Explicit intent and exposure to a varied programme during Key Stage 3, would enable pupils to make more informed choices when tailoring their experience towards their interests/passions/ considered pathway for future study.

Pupils will build a portfolio of evidence (by participating in relevant activities) that spans across a number of different components, including Service, Responsibility, Cultural, Physical & Leadership.

During the 40 minute weekly directed time - Pupils will complete the Academic Stretch component - in which they will take part in a carousel of activities, which aim to make connections between the subjects they study and the world beyond Berkhamsted.



Whatever their plans, students are offered extensive careers guidance and are encouraged to investigate a wide range of post-school options. The majority of Sixth Form students progress into higher education. However, with the recent growth in highly attractive degree apprenticeship schemes, increasing numbers of students are also giving serious consideration to this option. The Careers Department is there to help students individually to find the course or apprenticeship that is right for them. Art foundation courses are another popular choice for students who have studied A Level Art subjects and some students go on to take Gap Years. Support with university applications remains available to those making an application after leaving school.

Many students find it helpful to have individual interviews with the Head of Careers whose full-time role is to advise students and organise careers events. In keeping with our commitment to provide students with outstanding university and careers guidance and tailored support when choosing their next step after school, we also use Unifrog, an award-winning, online university and careers platform. Students and parents get access to this excellent website. Unifrog brings into one place every undergraduate university course, apprenticeship, and college course in the UK, as well as other opportunities, such as School Leaver Programmes, MOOCs (Massive Open Online Courses) and every college at Oxford and Cambridge. This makes it easy for students to compare and choose the best university courses, apprenticeships or further education courses for them. They can also explore exciting opportunities further afield by looking at English-taught undergraduate programmes available in Europe and the USA. Additionally, the platform can help students successfully apply for these opportunities by providing further advice for writing personal statements, applications and CVs.

University preparation starts in Year 12 when all students are encouraged to read around their A Level courses. There are a number of talks for students and parents about the University entrance process, beginning in January of Year 12. Students receive one-to-one guidance and support from teachers and Tutors to help each student to find the right university for them as an individual. Furthermore, the school currently employs a Universities Consultant to ensure that students are

getting the best possible advice. This Consultant also works to prepare Oxbridge, Medicine, Veterinary Science and Dentistry applicants for interview.

We also host Law and Medicine Days using specialist external facilitators. During the Sixth Form, our weekly Careers Lunches see visiting speakers from a range of careers (including past students) come into the school to talk about their experiences and entry routes into their professions.

This comprehensive programme of careers events is complemented by other activities offered in the Sixth Form, such as the Student Consultancy (management consultancy projects) and Young Enterprise (setting up and running a business). These provide further opportunities to develop employability skills by offering students the chance to be involved in real world business situations.

The Careers Department also provides assistance to students wishing to apply for places on the Year in Industry scheme, Headstart STEM Courses and the scholarship schemes offered by companies such as Price Waterhouse Coopers and Deloitte. We also manage a range of exciting travel grants for Year 12 students, which are funded by The Old Berkhamsstedians.

Due to an increasing interest in undergraduate studies overseas, the Head of International Universities is available to advise, guide and support students in their applications to countries around the world. Students at Berkhamssted who are receiving offers to degree programs outside of the UK are growing in numbers, and we provide individualised support to students, working alongside form tutors, subject teachers and the UCAS and Careers team to complete the application process, which runs alongside the UCAS applications in Year 12. Students have received places on undergraduate courses in the USA, Canada, Australia, Hong Kong and China, as well as in several countries within Europe, alongside their offers in the UK through UCAS.

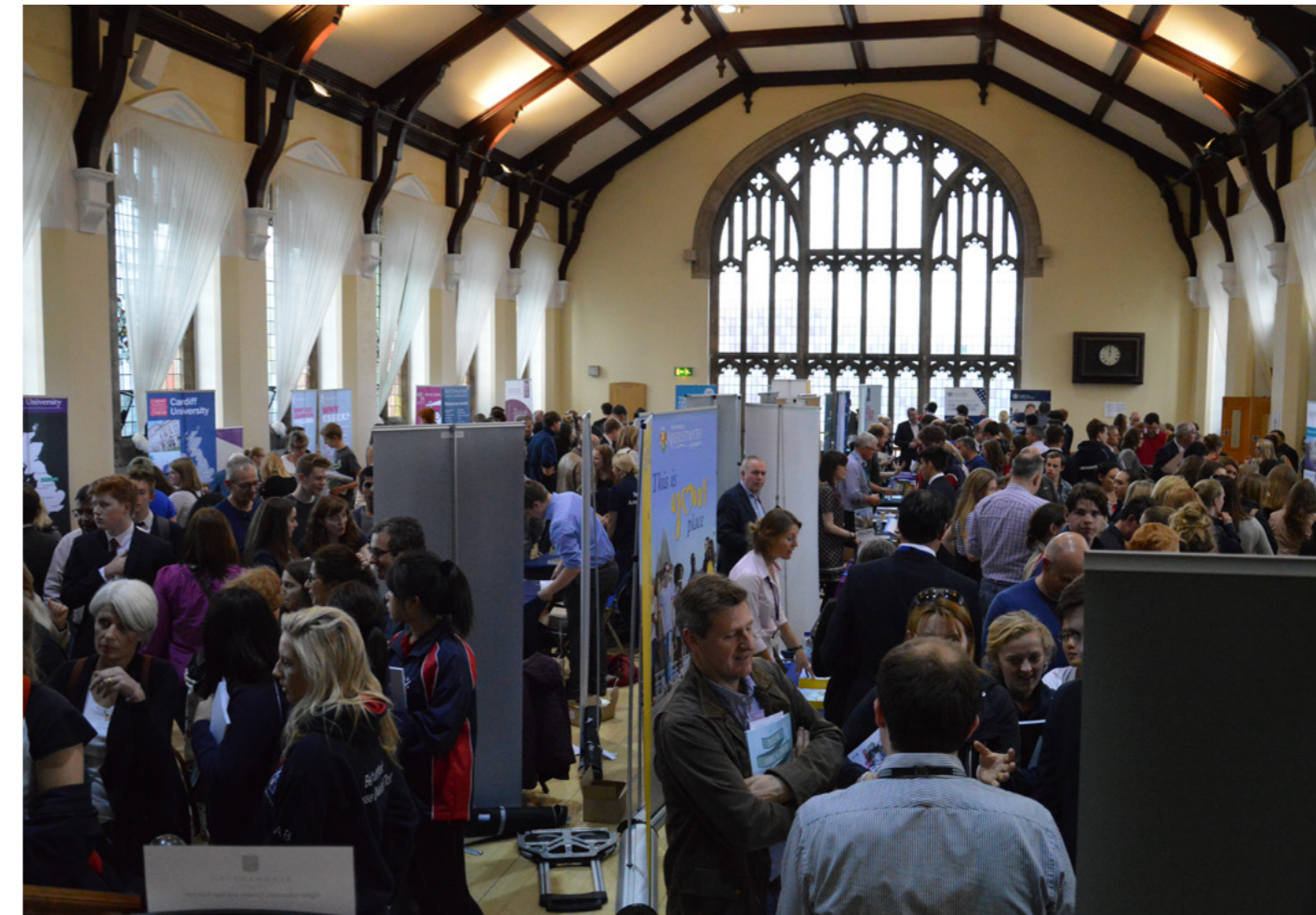
The Careers Department is able to provide advice on work experience placements and signposts students to interesting opportunities via a regular Careers Newsletter. The work experience placements give the



students an opportunity to learn about the workplace environment first-hand, understand the expectations of employers and prepare for life outside school. It also provides valuable experience to include on university or apprenticeship application forms.

It is our expectation that all students will organise their own placement, with support and guidance from the Careers Department. We believe this will give them useful experience of how they might approach the process of seeking employment in the future. Students secure positions in a wide range of local and London-based companies as well as with other organizations such as hospitals, veterinary practices, charities, the Army and the courts; some even venture abroad to gain international work experience.

Students are encouraged to refer to the skills they develop during work experience in their UCAS personal statements and apprenticeship applications. Written feedback from employers can be incorporated into UCAS references. Please note that entry to some university degree courses e.g. Medicine, Veterinary Science and Physiotherapy is dependent on relevant work experience in specific areas.



## DIGITAL LEARNING AT BERKHAMSTED

At Berkhamsted, we believe that digital devices have an important part to play in creating engaging learning experiences in lessons. We also aim for students' learning beyond the physical classroom to be as rich and intellectually stimulating as possible; capitalising on the interactivity and immediacy of our suite of tools.

As a School, our core mission is to prepare young people for the world in which they will live, study and work. Students value the opportunity to develop these skills and will benefit in their future lives from a strong blend of digital and analogue literacies. Our provision of a Microsoft Surface laptop for each student supports a seamless learning experience between School and home, and the best possible resilience against disruption to education.

Educational research shows that putting students at the heart of their own learning helps develop strong metacognition, and digital tools enhance enquiry, collaboration, organisation and self-direction. Our use of Office 365, with a particular focus on OneNote and Teams, encourages these developments as we leverage them to create opportunities for self-directed study, personalised accessibility, intellectual curiosity and working with peers in real time in our everyday classroom routines.

At Berkhamsted, we also pride ourselves on the importance we place on using digital devices well. Our Digital Wellbeing Framework brings attention to creating a healthy relationship with our devices, managing our online reputation, dealing with difficulties online and being a good digital citizen.



BERKHAMSTED

— SIXTH —

## A Level Subject Choices





### Entry Requirements

Pupils will be required to have gained a 6 or above in GCSE Art & Design or to produce a portfolio of work to provide evidence of sufficient aptitude for the subject. The Head of Art will make a decision on a student's suitability for the course based on this portfolio. The A Level course is designed in the first year to develop those skills and practices learnt at GCSE. The second year builds upon the creative thinking and technical skills acquired in Y12, allowing for greater maturity and depth of study. This is a very broad specification which will allow students to explore visual language in a full range of disciplines including textiles, graphics and photography.

### Art, Craft & Design at Berkhamsted

Art is an expressive and visual form of communication. At Berkhamsted School we work with each student to help them explore and develop their own voice. At the centre of our teaching is drawing, since this is always the artist's first point of inquiry and so it is an expectation that our Sixth Form Art students draw throughout all stages of the course. The department runs regular life drawing sessions for the Y12 and Y13 students to help develop this skill, and we strongly recommend regular attendance at these and after school Open Studio sessions. Gallery visits to London, both organised and independent, are also an essential part of the program.

### Course Content

Y12	Y13
<p><b>Coursework Portfolio</b></p> <p>Pupils are required to submit a portfolio of visual research, comprising evidence of recording, experimentation (with a range of media and processes), the development of ideas linked to contextual study and the resolution of personal responses within studio outcomes.</p>	<p><b>Coursework – Personal Investigation</b></p> <p>Candidates are required to develop a visual and academic investigation based on a personally chosen artist, issue, concept or theme, supported by 1500 - 3000 words.</p> <p>This, combined with selected work from Y12, constitutes 60% of total marks.</p>
<p><b>Internal Examination</b></p> <p>Following a research period in which idea development and documentation skills already acquired are further demonstrated, candidates must display the ability to create a fully realised piece of work during a period of sustained studio time.</p>	<p><b>Examination</b></p> <p>Following a three-month research period in which idea development and documentation skills already acquired are further demonstrated, candidates must display the ability to create a fully realised piece of work during a period of sustained studio time.</p> <p>This constitutes 40% of total marks.</p>

### Student Comments

“

*For those who are motivated and enjoy creating art.*

*Looking at my work at the end of the year I was amazed at just how far I had come since GCSE Art.*

”

### Future Prospects

Art Foundation courses are a crucial stage between A Level and degree level study in the visual arts, and most institutions will require a Foundation Diploma prior to entry onto their visual arts BA courses. All post-18 visual arts applicants are given considerable support by staff in the department preparing their application personal statements and portfolios. Visual careers are wide-ranging from advertising, graphics, illustration, fashion and interior design to computer animation, film and web design. Art is also an A Level required by many Architecture degree courses.

### Entry Requirements

Students require at least Grade 7 in GCSE Biology or Grade 8/7 in Double Award Science. Chemistry GCSE is recommended for A Level Biology.

### Course Content

This qualification is linear. Linear means that our students will sit all the exams at the end of their A Level course.



Y12	Y13
<p><b>1 Biological molecules</b> All life on Earth shares a common chemistry. This provides indirect evidence for evolution. Despite their great variety, the cells of all living organisms contain only a few groups of carbon based compounds that interact in similar ways. Topics include: <i>Carbohydrates; Lipids; Proteins; Nucleic Acids and Water</i></p>	<p><b>5 Energy transfers in and between organisms</b> Life depends on continuous transfers of energy. Topics include: <i>Photosynthesis; Respiration and ATP</i></p>
<p><b>2 Cells</b> All life on Earth exists as cells. These have basic features in common. Differences between cells are due to the addition of extra features. This provides indirect evidence for evolution. All cells arise from other cells, by binary fission in prokaryotic cells and by mitosis and meiosis in eukaryotic cells. Topics include: <i>Cell-surface membrane; Passive and Active transport; Cell signalling and the Immune system.</i></p>	<p><b>6 Organisms respond to changes in their internal and external environments</b> A stimulus is a change in the internal or external environment. A receptor detects a stimulus. A coordinator formulates a suitable response to a stimulus. An effector produces a response. Topics include: <i>Receptors; Nerves and Hormones</i></p>
<p><b>3 Organisms exchange substances with their environment</b> The internal environment of a cell or organism is different from its external environment. The exchange of substances between the internal and external environments takes place at exchange surfaces. To truly enter or leave an organism, most substances must cross cell plasma membranes. In large multicellular organisms, the immediate environment of cells is some form of tissue fluid. Topics include: <i>Exchange surfaces; Tissue fluid and Mass transport systems</i></p>	<p><b>7 Genetics, populations, evolution and ecosystems</b> The theory of evolution underpins modern Biology. All new species arise from an existing species. This results in different species sharing a common ancestry, as represented in phylogenetic classification. Common ancestry can explain the similarities between all living organisms, such as common chemistry, physiological pathways, cell structure, DNA as the genetic material and a 'universal' genetic code. Topics include: <i>Inheriting alleles; Species and Populations; Genetic Drift; Natural Selection; Communities and Competition</i></p>
<p><b>4 Genetic information, variation and relationships between organisms</b> Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. Differences between individuals within a species could be the result of genetic factors, of environmental factors, or a combination of both. Topics include: <i>Genes; The genetic code; Gene mutation; Natural Selection and the index of Diversity.</i></p>	<p><b>8 The control of gene expression</b> Cells are able to control their metabolic activities by regulating the transcription and translation of their genome. Although the cells within an organism carry the same genetic code, they translate only part of it. In multicellular organisms, this control of translation enables cells to have specialised functions, forming tissues and organs. Topics include: <i>Regulation of Transcription; Epigenetics; Medical and technological applications and advances.</i></p>

### Biology at Berkhamsted

#### Relevant in the classroom and the real world

We, at Berkhamsted School, follow the AQA Specification as we believe their approach to Biology is relevant to real world experiences and we believe we can teach in a way that works for our students

A Level Biology is a stepping stone to future study, and we believe that this specification allows students to develop the skills that universities want to see.

Our intention is to inspire students, nurture a passion for Biology and lay the groundwork for further study in courses like biological sciences and medicine.

#### Practicals at the heart of science

Biology is fundamentally an experimental subject. A high proportion of teaching time is devoted to experimental techniques and skills-based activities. We provide numerous opportunities to use practical experiences to link theory to reality, and equip students with the essential practical skills they need.

The units are compiled to cover the work in a logical sequence and to draw on the specific expertise of the biologists within the Department.

#### Exciting trips

For your convenience and planning, A Level Biologists participate in a weekend trip to the Dorset Coast over the last weekend before the Trinity half-term holiday in Year 12. The trip will cost around £150.

### Student Comments

“  
*The electrophoresis equipment we used really make us feel like professional researchers.*  
”

#### Future prospects

Biology at A Level prepares students for entry to many science courses and provides background experience to a wide range of careers. Careers for which Biology at A Level are particularly appropriate include the:

- a) traditional biological professions (medicine, dentistry, veterinary science, pharmacy, nursing, physiotherapy, dietetic, agriculture and environmental management)
- b) new molecular and behavioural biosciences (genetics, molecular/cell biology, biochemistry, microbiology, immunology, biotechnology and psychology)



### Entry Requirements

To enroll in A Level Business, students are required to have achieved a Grade 6 in GCSE Business (if taken) or a Grade 6 in a related subject. We also welcome students who exhibit a keen interest in the dynamic world of business, finance, and commerce.

### Student Comments

“

*Marketing is fun but finance can be tricky.*

*The world of business is of greater importance to us than I realised and its ethical side is fascinating*

”

### Business at Berkhamsted

Our A Level Business program at Berkhamsted offers an exciting and comprehensive exploration of the modern business landscape. Taught by experienced professionals in a well-equipped department, the course delves into contemporary topics such as digital technology, sustainable business practices, and the impact of globalisation.

Throughout the course, students will develop essential skills in data analysis, critical thinking, and decision-making, all of which are highly valued in both higher education and the workplace. Furthermore, our curriculum is designed to foster students' ability to write articulate and well-argued essays, ensuring they can effectively communicate their ideas and insights.

By choosing Business at Berkhamsted, students not only gain a solid academic foundation but also acquire practical knowledge and skills that will prepare them for success in their future endeavours, whether in further education or employment.

#### Future Prospects

The skills that are developed in A Level Business are sought after and it is recognised by all universities as a serious qualification. A business degree is highly marketable – business graduates are much in demand in business, marketing and retail.

More information about A Level Business and its role in education can be found on the EBEA website: [www.ebea.org.uk/](http://www.ebea.org.uk/).

### Course Content

Y12	Y13
<p><b>What is business?</b> Students explore the purpose and nature of business activity, including the different sectors of the economy and the concept of adding value.</p> <p><b>Management, Leadership, and Decision Making</b> This section covers the roles of managers and leaders within a business, different management styles, and various decision-making techniques.</p> <p><b>Marketing Management</b> Students learn about the marketing concept, market research, the marketing mix (product, price, place, promotion), and branding.</p> <p><b>Operations Management</b> This part focuses on production methods, quality management, lean production, and the role of technology in operations.</p> <p><b>Financial Management</b> Students explore sources of finance, financial planning, budgeting, cash flow forecasting, and the importance of financial statements.</p> <p><b>HR Management</b> This section covers the recruitment and selection process, training and development, motivation theories, and the importance of effective communication within a business.</p>	<p><b>Analysing the strategic position of a business</b> Students learn to assess both internal and external factors that influence a business's strategic decisions, employing tools such as SWOT analysis and Porter's Five Forces to understand its competitive landscape.</p> <p><b>Choosing strategic direction</b> This section focuses on the selection of long-term goals and objectives for a business, including corporate and business-level strategies such as growth strategies and competitive positioning.</p> <p><b>Strategic methods: how to pursue strategies</b> Students explore the methods and tactics businesses use to implement their chosen strategies, from marketing and operational changes to investment decisions.</p> <p><b>Managing strategic change</b> Students examine the challenges and processes involved in implementing strategic change within a business, including managing resistance, effective communication, and leadership strategies.</p>

### Entry Requirements

Students require at least Grade 7 in GCSE Chemistry or Grade 8/7 in Double Award Science.

### Chemistry at Berkhamsted

Chemistry is often referred to as the 'central science' because chemical concepts form the foundation of our understanding of biological systems and the physical world around us.

This engaging course explores the development of Chemistry and its significance to society. It fosters imaginative and critical thinking while deepening students' understanding of key chemical principles.

As an experimental science, practical work is a key component of the course. Students develop a range of laboratory techniques, learning to perform them safely while evaluating the accuracy and limitations of the methods used.

Module 1 focuses on practical skills and is integrated throughout the course, leading to a 'Practical Endorsement in Chemistry' accreditation.

### Course Content

Y12	Y13
<p><b>Module 2: Foundations in Chemistry</b> Atoms, compounds, molecules and equations Amount of substance Acid – base and redox reactions Electrons, bonding and structure</p>	<p><b>Module 5: Physical Chemistry and the Transition Elements</b> Reaction rates and Equilibrium pH and buffers Enthalpy, entropy and free energy Redox and electrode potentials Transition elements</p>
<p><b>Module 3: Periodic Table and energy</b> The periodic table and periodicity Group 2 and the halogens Qualitative analysis Enthalpy changes Reaction rates and equilibrium</p>	<p><b>Module 6: Organic Chemistry and Analysis</b> Aromatic compounds Carbonyl compounds Carboxylic acids and esters Nitrogen compounds Polymers Organic synthesis Chromatography and spectroscopy</p>
<p><b>Module 4: Core Organic Chemistry</b> Basic concepts Hydrocarbons Alcohols and haloalkanes Organic synthesis Analytical techniques</p>	

### Student Comments

“

*I learned the relevance of chemistry to real life.*

*The practicals are great fun, and I enjoy relating the theoretical and experimental sides of the subject.*

*It's satisfying to work hard and understand something challenging*

”

#### Future Prospects

Chemistry is an excellent A Level qualification for all scientific and indeed many non-scientific degree courses. It is an essential qualification for Medicine, Veterinary Medicine, Dentistry, Chemical Engineering, Material Science, Biochemistry and many Biological careers. The employment prospects for Chemists are excellent. Chemists are found in the food and clothing industries, in the manufacture of paints and plastics, in forensic and pharmacological analysis, in the production of new synthetic materials and medicinal drugs, in pollution monitoring and control – in fact, everywhere.

Entry Requirements

Students do not have to have studied Classical Civilisation before to take this course, but at least a Grade 6 in a GCSE humanities subject (e.g. English or History) is essential. Students should have an interest in reading literature and learning about the society of the ancient Greeks and Romans, through their poems, plays and art. Students should have good analytical powers and be able to write well-argued essays.

Course Content

Module 1	Module 2	Module 3
<p><b>The World of the Hero</b></p> <p>Students read Homer's <i>Odyssey</i> (or <i>Iliad</i>) and Virgil's <i>Aeneid</i> in translation, looking at moral and social values, the role of women in society, the heroic world of men and monsters, the power of the gods and literary techniques in Greek and Roman epic.</p> <p>Students will be asked to respond to the text via comprehension style questions.</p> <p>The epic poems were considered by the Greeks and Romans to be foundations for their culture and we look at the lasting legacy of these works.</p>	<p><b>Culture and the Arts</b></p> <p>Students study aspects of visual and material culture combined with the study of literature in translation. A popular topic is the Greek theatre. Tragedies and comedies are read looking at topics such as the role of women in society, the influence of the gods and attitudes in contemporary society. Dramatic techniques and conventions form an important part of this module along with plot structure and the use of actors. The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world.</p>	<p><b>Beliefs and Ideas</b></p> <p>This component focuses on the study of an area of Classical thought in combination with either the study of literature in translation or visual/material culture. Areas of study could include Greek Religion, Love and Relationships, Democracy and the Athenians. Students study aspects of classical thought from ideas about politics and correct governance, to what is right and wrong when it comes to love and desire, to the nature of the gods and their relationship with mankind.</p>

Student Comments

“  
*The Greece trip really helped me to place all the temples and buildings we had studied in context. It was fascinating to see the real thing!*  
 ”

Future Prospects

The skills that are developed in Classical Civilisation A Level are applicable to many other academic subjects. The subject demands analytical skills, breadth of view, sympathy for other cultures and the capacity to construct rigorous arguments from evidence. The ability to take a step back from the modern world and see how things could be otherwise makes students imaginative and inventive problem-solvers. The study of Classics does not commit you to one career, but typical careers taken up by those with a Classical degree include: advertising, finance, journalism, law, marketing, politics, publishing, TV and radio.



Entry Requirements

If students have studied GCSE Computer Science, they must have achieved a grade 8 in Computer Science and a grade 7 in GCSE Maths.

If students have not studied GCSE Computer Science, they must have achieved a grade 8 in GCSE Maths. It is also strongly advised that students take A Level Maths. If students have not studied GCSE Computer Science and they do not take A Level Maths, they must have at least a grade C in GCSE Additional Maths.

Eligibility to study this course for international students who have not studied GCSEs may be determined by an entrance test.

An experience of coding (in any programming language) is advantageous but not necessary.

Course Content

Year 12	Year 13
<ul style="list-style-type: none"> <li>Fundamentals of Programming</li> <li>Theory of Computation</li> <li>Fundamentals of Data Structures and Data Representation</li> <li>Fundamentals of Computer Systems</li> <li>Computer Organisation/Architecture</li> </ul>	<ul style="list-style-type: none"> <li>Fundamentals of Communication and Networking.</li> <li>Fundamentals of Databases - SQL</li> <li>Big Data</li> <li>Functional Programming</li> <li>Systematic Approach to Problem Solving</li> </ul>
<p><b>Python Programming Language</b></p> <p>The chosen programming language at Berkhamsted is Python. This will form the basis for all individual tasks and group projects in Year 1 and Year 2. The projects are designed to develop programming skills and develop understanding. The aim is to also replicate projects in the real world and at university level.</p>	<p><b>Computing Practical Project (20%)</b></p> <p>The project allows students to develop their practical skills in the context of solving a realistic problem or carrying out an investigation. The project is intended to be as much a learning experience as a method of assessment; students have the opportunity to work independently on a problem of interest over an extended period, during which they can extend their programming skills and deepen their understanding of computer science.</p> <p><b>Paper 1 – Programming (40%)</b></p> <p>Completed on a computer with Pre-release material, testing practical skills in problem solving and programming theory.</p> <p><b>Paper 2 – Computer Systems (40%)</b></p> <p>Paper-based assessment covering the range of theory topics, such as Data Structures, Computer Architecture, Networking and Big Data.</p>



Computer Science at Berkhamsted

Computer Science is more than just programming, it underpins almost all modern innovations. Studying Computer Science at A Level will allow you to gain an understanding of how these technologies work. Problem solving and computational thinking are at the heart of the subject and developing these skills will allow you to thrive in all walks of life. At Berkhamsted, we follow the AQA Specification "Computer Science 7517" as we believe this approach gives our students an excellent grounding in computing whilst also providing plenty of opportunities for creativity and individuality. It is our intention to inspire our students and develop an intellectual curiosity that will allow them to thrive in Computer Science and their other subjects.

Future Prospects

The modern world is increasingly reliant on computing, and the skills that you will develop in Computer Science will allow you to thrive in a range of fields such as Engineering; Economics; Marketing; or the Digital sector. In addition to this, the problem-solving and programming skills that you will learn in Computer Science will stand you in good stead regardless of the direction that you may wish to go in when you leave Berkhamsted Sixth.

### Entry Requirements

Students should have gained at least a GCSE Grade 6 in GCSE Design and Technology. In certain circumstances the school will accept students on to this A Level course who have not previously studied Design and Technology at GCSE. Interested parties will be asked to complete an entry test to assess their suitability.

### Product Design is everywhere!

Have you ever thought that you could improve the built world we live in or the products we use? Perhaps you dream of being the next James Dyson; or long to develop stunning automotive solutions; maybe you want to help save the planet; or maybe you are excited about the future of robotics? If any of these possibilities resonate with you, then you should be taking A Level Design and Technology.

As a Product Designer you will be focused on solving problems for different contexts through a range of skills and knowledge. You will need to be a creative thinker who brings all aspects of a product together to work in harmony. In addition to aesthetics and ergonomics, you'll also need to know about how products function, manufacturing processes, material properties and how marketing impacts on their success.

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative and engineering industries. They will investigate social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing designs, models and prototypes. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

This A Level is assessed through a design-and-make portfolio (a non-examined assessment) which is worth 50% of the Grade and the remaining 50% comes from 2 written exams as outlined below:

### Course Content

What's assessed	How it's assessed	Details
Exam Paper 1 Technical principles	<ul style="list-style-type: none"> <li>Written exam: 2.5 hours</li> <li>120 marks</li> <li>30% of A Level</li> </ul>	Mixture of short answer and extended response.
Exam Paper 2 Designing and making principles	<ul style="list-style-type: none"> <li>Written exam: 1.5 hours</li> <li>80 marks</li> <li>20% of A Level</li> </ul>	Mixture of short answer and extended response questions. Section A: Product Analysis: 30 marks Up to 6 short answer questions based on visual stimulus of product(s). Section B: Commercial manufacture: 50 marks Mixture of short and extended response questions
Non-examined Assessment (NEA)		
Practical application of technical principles, designing and making principles.	<ul style="list-style-type: none"> <li>Substantial design and make project</li> <li>100 marks</li> <li>50% of A Level</li> </ul>	Students identify a problem and a Client and photographic evidence of final prototype.

### Design & Technology at Berkhamsted

We aim to provide an opportunity for students to develop their own creativity, capability and entrepreneurial skills and apply knowledge and understanding to a range of technological activities. Students are also expected to develop critical thinking and collaborative skills. A Level Design and Technology is an obvious complementary subject to Mathematics, Physics, Chemistry, Biology, Economics, Business, and Art and Design. It can also be a good fit with humanities subjects like Psychology, Sociology, English, History, Geography and Modern Languages. Additionally, more of our students are linking Geography and D&T as the fields of sustainability and environmental design grow.

### Future Prospects

Design and Technology A Level is fully recognised by universities and may lead to the following careers:

Product Design, Furniture Design, Industrial Design, Interior Design, Materials Science, any of the multitude of Engineering industries (when combined with Science and Mathematics), Robotics and Animatronics, Graphic Design, Computer Graphics, Set Design and Special Effects for TV, Film and Theatre, Automotive Design, Architecture, Urban Planning, Built Environment and Environmental Design.



### Entry Requirements

Candidates should have gained at least a grade 6 at GCSE Drama. If you have not taken the GCSE, you will need to have achieved at least a grade 6 in English Literature and have an interview with the Director of Drama to determine your suitability for the course.

### Course Content

Component 1: Devised Performance	Practical Performance	Value 40%
Students collaboratively devise an original piece of drama inspired by a specific theatre practitioner or theatre company and perform it in the Centenary Theatre. Previous practitioners/theatre companies have included: Frantic Assembly, Kneehigh and Dario Fo. Each student nominates one 'skill' as their area for assessment with most students choosing to act but other skills include stage design, lighting or sound. Each student completes an individual portfolio of supporting notes.		
Component 2: Scripted Performance	Practical Performances	Value 20%
Group Performance/Design realisation:- Students work in a small group to collaboratively produce and perform an extract from a published play. Each student nominates one 'skill' as their area for assessment (Most students choose to act but other skills include stage design, lighting or sound)		
Monologue or Duologue:- Each student performs in a monologue or duologue of their own free choice.		
Component 3: Theatre Makers in Practice	Written Examination	Value 40%
This component is taught through a mixture of practical and theory lessons over the two year course. The written paper is divided into three sections:-		
<ul style="list-style-type: none"> <li>• Section A: Live Theatre Evaluation (20 marks)</li> <li>• Section B: Page to Stage: Realising a Performance Text (36 marks)</li> <li>• Section C: Interpreting a Performance Text (24 marks)</li> </ul>		

### Drama and Theatre Studies at Berkhamsted

This well-established and popular subject is supported by excellent facilities and staff including the 500 seat Centenary Theatre, intimate studio theatre spaces and three full time theatre technicians specialising in lighting and sound. Classwork is enriched by workshops led by invited professional practitioners. Students also have the opportunity to become involved with co-curricular drama, notably the main Sixth Form production at the end of the first term. Visits to both London and local theatres are an integral part of the course and help to inspire and motivate students to achieve their full capabilities.

### The Edinburgh Festival Trip

The highlight for many is the biennial trip to the Edinburgh Festival where we perform a full-scale production over the course of a week. The most recent production of 'Hungry Like the Future' was a tremendous success. We are next planning to visit the Edinburgh Festival in the August of 2026.



### Future Prospects

In an increasingly competitive world, speech and communication skills are becoming more and more important. Throughout the A Level course students will have developed their speech and communication skills, their self-confidence and their ability to work as part of a team. Whatever career or degree course a student who chooses the experience of studying Drama and Theatre Studies at A Level will be of tremendous value, as it develops transferable skills that are invaluable in the modern working environment.



Entry Requirements

Students require at least a Grade 7 in either GCSE English (Language or Literature) or in Mathematics. If there is only one Grade 7 in one of those subjects, the other must be no lower than a Grade 6. Students should also have an interest in what might be called the 'real world' – the world of business, money and work. Students should be able to apply Economic theory to problem-solving and have good analytical and evaluative powers. They must be able to write well-argued essays.

Course Content

Y12	Y13
<p><b>Microeconomics (Paper 1)</b> This unit provides an introduction as to why economic choices have to be made, the market model, how markets can be efficient and also how they can fail.</p>	<p><b>Themes in Economics (Paper 3)</b> This unit is synoptic and provides an overview of the entire syllabus.</p>
<p><b>Macroeconomics (Paper 2)</b> This unit provides an introduction to how the level of macroeconomic activity is determined and to key indicators, problems and policies.</p>	

Student Comments

“  
*Economics helped me to understand the world as it really is and how solutions to its problems can be found – if we want to!*

*Economics is like the weather – there is a lot of it about.*

*A splendid subject for splendid people.*”

Economics at Berkhamsted

Economics is taught in a well-resourced department, in which ICT is well used by staff and students. There are opportunities during the year to attend conferences and to take part in national essay writing and other competitions. Economics is often the most popular A Level subject taken at Berkhamsted.

Future Prospects

The skills that are developed in A Level Economics are highly sought after and it is recognised by all universities as an excellent qualification. An economics degree is very marketable – economics graduates are much in demand in the City, in business generally and in the public sector.

More information about economics and its role in education can be found on the EBEA website: [www.ebea.org.uk/](http://www.ebea.org.uk/)



Entry Requirements

For English Language and Literature, students must have at least a Grade 6 in either GCSE English or GCSE English Literature.

Students are expected to have a genuine interest in reading and writing.

Course Content

The course consists of four Units – 3 exam based (32% each for two and 16% for one) and 1 coursework folder (20%)

Modules	Modules
<p><b>Unit 1</b> <b>Written exam – 1 hour</b> One comparison question on two non-fiction extracts from an anthology and an unseen text.</p>	<p><b>Unit 3</b> <b>Written exam – 2 hours</b> <b>Two sections:</b> Section A – Analytical question from choice of two on a set text Section B – Creative writing around a given narrative structure and a short commentary to accompany it Choice of set texts include: <i>Jane Eyre, The Great Gatsby, Things Fall Apart, The God of Small Things, Atonement and The Namesake.</i></p>
<p><b>Unit 2</b> <b>Written exam – 2 hours</b> <b>Two sections:</b> Section A – Compulsory question on set poetry text Section B – Compulsory question on set drama text Choice of set texts include: Blake, Dickinson, Heaney, Eavan Boland, Carol Ann Duffy; <i>Othello, A Streetcar Named Desire, The Importance of Being Earnest, Translations, Jerusalem.</i></p>	<p><b>Unit 4</b> <b>Two pieces of coursework:</b> Piece 1 A Comparative Essay on a text from a list of non-fiction writing from the board and a text of the student's choice (2,000 words) Piece 2 Creative/Original Writing (1,000 words)</p>

Future Prospects

English Language and Literature A Level is highly regarded by both universities and employers. Students go on to study a wide range of different degrees at university and enjoy diverse careers. Learning to communicate clearly and engaging in the living linguistic changes that occur in English enables students of Language and Literature to build empathy and analytical skills to a very high degree making it an excellent A Level subject choice to leave any career options open.

English Language and Literature

The English Language and Literature course will suit those who wish to follow a broader curriculum which develops knowledge of language use, modern literature and personal writing. There are a number of extra-curricular activities on offer that will give students the opportunity to develop their own creative writing skills beyond the confines of the syllabus.

Student Comments

“  
*The course was taught imaginatively which made the subject interesting.*

*The opportunity to produce my own writing made this the most enjoyable of my A Level subjects.*”

Entry Requirements

For English Literature, students must have at least a Grade 7 in GCSE English Literature, supported by at least a Grade 6 in GCSE English.

Students are expected to have a genuine interest in reading and writing.

Course Content

Modules	Modules
<p><b>Unit 1</b> Taught for two years (linear) Component 1 - Drama Externally assessed (30% of total); written examination (2hrs). Choice from two questions in Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading; choice from two questions in Section B - other drama.</p> <p><b>Overview of content</b> Students study: One Shakespeare play and one other drama from either tragedy or comedy - both texts may be selected from one or both of these categories. A collection of essays and critical essays related to their selected Shakespeare play.</p>	<p><b>Unit 3</b> Taught in the second year of A Level Component 3 - Poetry Externally assessed (30% of total); written examination (2 hours). Two sections: unseen poem and one question from a choice of two on their studied text; Section A – Unseen Poetry: one essay (unseen modern poem - post 2000); Section B – Prescribed Poetry: one essay.</p> <p><b>Overview of content</b> Students will: Prepare for responding to an unseen modern poem, through study of poetic form, meaning, language style. Study either a range of poetry from: a literary period or a range of poetry by a named poet from within a literary period.</p>
<p><b>Unit 2</b> Taught for two years (linear) Component 2 - Prose Externally assessed (20% of total). Written examination (1 hour). Students answer one comparative essay question from a choice of two on their studied theme.</p> <p><b>Overview of content</b> Students study: Two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.</p>	<p><b>Unit 4</b> Taught in the second year of A Level Component 4 - Coursework Internally assessed, externally moderated (20% of total). Either an extended comparative essay referring to two texts (2500-3000 words) OR one recreative piece plus a commentary AND one comparative essay referring to both texts (2500-3000 words).</p> <p><b>Overview of content</b> Students have a free choice of two texts to study. Chosen texts: must be complete texts and may be linked by theme, movement, author or period (may be selected from poetry, drama, prose or literary non-fiction).</p>

Future Prospects

English remains a highly respected and flexible A Level in the job-market. A facility with language, argument/discussion and critical thinking are valued skills. Students go on to study a wide range of different degrees at university and enjoy diverse careers. An appreciation of literature enriches your quality of life! The soft skills of adaptability, critical thinking, the ability to synthesise and evaluate as well as the gift of empathy and seeing the world through others' eyes also ensures that students of Literature have the flexibility required by 21st century employers.

English at Berkhamsted

The English Literature course is a facilitating course, which is highly regarded by universities for its academic rigour. It will appeal to those who have enjoyed the analytical challenges of studying texts at iGCSE and GCSE level or those who enjoy reading widely and discussing texts.

All of the teachers are specialists in specific areas of literature and hope to share their enthusiasm with their students. English Literature at A Level is a discursive subject, which allows students the opportunity to test their ideas alongside those of their peers. The course aims to help students perfect their essay-writing technique, build empathy and critical reading skills to aid students in building a critical appreciation for all life throws at them.

Entry Requirements

The Extended Project Qualification (EPQ) is a Level 3 course that students can opt for in addition to their A Levels. It is open to all students in Year 12 who complete a short application process and can demonstrate the following qualities:

- Enthusiasm for further study into a topic of their choice
- Independence, organisation and time management skills
- The ability to progress well in three or more A Levels, as well as EPQ

The course will run from September 2026 to June 2027. Students will receive some introductory materials at the end of Year 11 and are encouraged to begin independent research into possible topics of interest over the Year 11 summer holiday.

Course Content

The best thing about the EPQ is that you decide what you want to do! Students design, research and produce a project, in any format, on any topic. Your choice will fall into one of four categories: a dissertation, an investigation, a performance or an artefact.

Your final report will be between 3000 words (for artefacts and performances) and 6000 words (for dissertations and investigations), and you must also keep a record of your activities, so it's a major undertaking. To support you, you will attend a course of talks and you will have a supervisor, whom you will meet regularly to discuss your progress.

Once you have finished your report, the final challenge is to deliver a short presentation – a great way to show off all you have accomplished.



Future Prospects

Some statements from university websites about the EPQ:

**Bath:** "Undertaking an EPQ can help you develop skills in independent research, time management and extended writing. These skills will be invaluable to you when transitioning to undergraduate study at Bath. If you take the EPQ alongside A levels and apply to study at Bath, you could get an alternative offer for all of our courses that is one grade below our typical A level offer."

**Birmingham:** "An EPQ can benefit your application as applicants who take the EPQ and meet our offer criteria will be made the standard offer for their course, plus an alternative offer which will be one grade lower plus a grade A in the EPQ."

**Cambridge:** "We encourage applicants to take an EPQ. It will help to develop independent study and research skills, which are valuable for higher education."

**Exeter:** "We welcome the Extended Project [...] as excellent preparation to support progression for university study. In recognition of this, where applicants are taking EPQ [...] we may be able to make an alternate offer [of 1 grade lower than usual]."

**Manchester:** "The EPQ gives A level students excellent preparation for university-level study and may help boost their UCAS application."

Student Comments

*"The EPQ has allowed me to develop my research and essay-writing skills while also gaining valuable experience in time management, independence and organisation, which will stand me in good stead for university."*

*Students can make EPQ their own, so it is something truly enjoyable. It's half an A-level, so it's a big dedication*

*The EPQ has allowed me to really dig deeper into topics that interest me.*

Why Choose the EPQ?

Firstly, the EPQ develops the skills students need to thrive at university and beyond: planning, project management, research, extended writing and public speaking, to name a few. Secondly, the EPQ requires you to study and work independently, an essential skill for success beyond Berkhamsted. Although students receive talks and mentoring, there is no 'teacher' to set homework or tell you what to read. Success in the EPQ proves you are organised, motivated and ready to strike out confidently on your own. Finally, universities and employers are looking for students with these qualities. By referencing your EPQ when you apply, you make yourself more attractive to the places where you want to study

What's it Worth?

As well as the skills above, it is worth half an A Level in terms of UCAS points. Universities support the EPQ, so completing one may increase your chances of getting offers. Some courses at some universities may even lower your offer, as you can see from the statement to the left.

### Entry Requirements

Students should have a grade 6 in Food and Nutrition at GCSE and/ or possess a strong interest in food, good written skills and have a willingness to engage with the science of how food functions as well as an interest in nutrition and how food affects our health. A readiness to undertake independent research and an enjoyment of food production/ making is also essential.

### Course Content

Y12	Y13
<p>Unit 1 - Nutritional needs across the life stages</p> <ul style="list-style-type: none"> <li>• Understand properties of nutrients</li> <li>• Understand the relationship between nutrients and the human body</li> <li>• Be able to plan nutritional requirements</li> </ul> <p>Written examination: Time of exam – 1 hour 30 minutes 25% of qualification 80 marks</p> <p>Unit 2: Food and nutrition in action This NEA includes a practical exam Non-examination assessment: 25% of qualification 100 marks</p>	<p>Unit 3 - Principles of food hygiene and food safety in food production</p> <ul style="list-style-type: none"> <li>• Understand how micro-organisms affect food safety</li> <li>• Understand how food can cause ill health</li> <li>• Understand how food safety is managed in different situations</li> </ul> <p>Written examination: Time of exam – 1 hour 30 minutes 25% of qualification 80 marks</p> <p>Unit 4 – Experimenting to solve food production problems This includes practical investigative work Non-examination assessment: 25% of qualification 100 marks</p>
<p><b>Assessment</b></p> <p>The qualification is graded A* to E and carries the same UCAS points as A level subjects. After year 12 candidates will have completed 50% of the course and be awarded the Certificate qualification equivalent to an AS level. At the end of year 13 they will be awarded the Extended certificate equivalent of an A level.</p> <p>The combination of an exam with coursework will benefit learners who are independent and organised as well as those more comfortable in non-exam settings. In previous years the vast majority of students have achieved the equivalent of A* or A.</p>	

### Future Prospects

Students studying for this qualification have gone on to study Food and Nutrition, Human Nutrition, Food Science, or Sports Nutrition at university. Others have successfully gained places at University to study unrelated subjects such as History, Interior design, Philosophy, Business Studies.



### Student Comments

“  
*I really love the balance between practical work and theory, this gave us a brilliant class dynamic and makes the subject really interesting.*

*I chose Food and Nutrition because this links to what I want to do in the future and the teachers are really inspiring*

”

### Entry Requirements

Students will be required to have a Grade 6 in GCSE/IGCSE Geography and should have a strong interest in the world. The subject is divided into Physical Geography, which tends to suit the moderately more scientifically minded, and Human Geography, which is more akin to a social science. You should have good descriptive and analytical powers and be able to express yourself clearly in concise and extended written formats.

### Course Content

Y12 Modules	Y13 Modules
<p><b>Paper 1 Core Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Hydrology, river processes and hazards</li> <li>• Atmosphere processes and global climate change</li> <li>• Earth processes and mass movements</li> </ul> <p><b>Paper 2 Core Human Geography</b></p> <ul style="list-style-type: none"> <li>• Population and migration</li> <li>• Water resources and management</li> <li>• Urban areas and management</li> </ul> <p>The assessment for the core papers 1 + 2 takes the form of two 1½ hour examinations involving three data response questions and one essay question in each paper. These two examination papers constitute 50% of the final A Level grade.</p>	<p><b>Paper 3 Advanced Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Hazardous Environments</li> <li>• Coastal Environments</li> </ul> <p><b>Paper 4 Advanced Human Geography</b></p> <ul style="list-style-type: none"> <li>• Environmental issues and management</li> <li>• Trade, aid and tourism</li> </ul> <p>The assessment for the core papers 3 + 4 takes the form of two 1½ hour examinations involving candidates answering two data response questions and two essay questions in each paper. These two examination papers constitute 50% of the final A Level grade.</p>
<p><b>Geography fieldwork investigation</b></p> <p>During summer term of Year 12, students will be offered a UK-based fieldtrip. There are also plans for an overseas trip to Iceland in October 2026, enabling the students to develop their practical skills by carrying out fieldwork and geographical investigations within the Core geography topics and Advanced geography options chosen.</p>	

### Trip Requirements

For your convenience and planning, A Level Geographers will have the opportunity to undertake a Day field trip in the UK, approximate cost £100.

### Student Comments

“ *The field trip to Iceland was a real eye opener to the physical side of the subject.*

*Geography is so relevant today as it concerns the environment and how we look after it.*

”

### Future Prospects

Over the last few years, on average 40% of our A Level Geography students have gone on to study the subject/related subject at university, with over 80% of students securing places at Russell group universities.

Recent National student uptake at A Level has increased by 5% over the last 5 years whilst other subjects have declined.

Geography A Level remains a highly valued qualification by universities. A recent Russell Group report highlights geography as a strong 'informed choice' as a subject at A Level. The wide range of skills developed in geography also means it is a subject which will keep many options open to you at university and beyond.

Your A Level geography course will cover both the physical and human environments and the complex interactions between them. As such, Geography A Level can lead to a wide range of degrees in the physical and social sciences. Careers paths could include fields such as: sustainability and environmental concerns, urban regeneration, energy supply, retail location, and managing the effects of hazards and climate change. For careers in the world of business, an understanding of global economics forms an important part of geography. If you are thinking of a career in law, human rights, international relations or welfare then geography gives you the opportunity to consider relevant issues such as: How do we measure development? What are the consequences of migration on societies?

Entry Requirements

Pupils will be required to have gained a Grade 6 or above in GCSE/ iGCSE History. The A Level course is designed to develop those skills learnt at GCSE/iGCSE.

Course Content

It is important to note here that the department teaches a variety of subject areas including Early Modern or Later Modern History.

Students will all do one Early Modern topic and two Later Modern topics. All students will do a combination of Early Modern English history and modern American and Russian history.

History at Berkhamsted

History is an analytical subject that offers the chance of debate and opinion. Students are expected to read widely and produce regular pieces of written work. The department offers a wide variety of choice of subject content and assistance is given with the planning of coursework. The department runs exciting trips to Russia every two years.

Modules	Modules
<p><b>Unit 1</b>                      Taught for two years (linear)                      Pupils are required to cover in depth a topic and answer essay/source questions.                      Early Modern: The Tudors 1485-1603</p>	<p><b>Unit 3</b>                      Taught in the second year of A Level                      Students cover a period of 100 years and write an extended essay/ coursework                      Coursework: American Civil Rights 1855-1965</p>
<p><b>Unit 2</b>                      Taught for two years (linear)                      Pupils are required to cover in depth a period and answer a combination of source questions and essays.                      Later Modern: Russia 1917-1953</p>	

Future Prospects

History continues to be a popular subject at Berkhamsted and at university. This course has the benefit of an extensive variety of topics and the skills of A Level History of analysis, evaluation and debate are invariable. Careers for those with History degrees include law, teaching, banking, journalism and other areas.



Entry Requirements

Students require at least Grade 7 in GCSE Latin to study the subject at A Level.

Course Content

Module 1	Module 3
<p><b>Unseen translation</b>                      You have the opportunity to continue your study of Latin language in greater depth. We build on the linguistic awareness gained at GCSE and we widen your knowledge of vocabulary. In preparing for this unit, you will develop sufficient linguistic skill and understanding of Latin to enable you to read a wide range of Latin texts.</p>	<p><b>Latin prose author</b>                      Study focuses on prose authors but you will also study additional literature in translation so that you understand the context from which the set texts have been taken. Students are guided closely through the prescribed texts, looking at how the author uses language to imply and convey meaning. The texts are studied as works of literature, but also with a view to their wider context in Roman society and history.</p>
Module 2	Module 4
<p><b>Prose composition or comprehension</b>                      Preparation for this unit provides the opportunity to complete a full review of the GCSE language work and full consolidation of grammar and syntax. Students will develop the skills of analysing and responding to unseen passages of Latin.</p>	<p><b>Latin verse</b>                      Students study two texts and we will read additional literature in English so that you will understand the context from which the set texts have been taken. Popular authors for this module include Virgil, Ovid and Catullus.</p>

Student Comments

“  
*The small size of the class was a great advantage as I felt I was part of a very close group. The teacher also understood our individual strengths and weaknesses. We were really privileged and really lucky.*  
 ”

Latin at Berkhamsted

The major objective of the course is to encourage a deeper understanding of the Roman world and its values by reading the original sources in Latin, supplemented by reading additional material in translation. Topics covered include Roman comedy, oratory, poetry and history. We attend relevant lectures, trips to classical plays and other events. Our Latin students often have the opportunity to take part in an educational study trip to Greece to widen their classical education; the trip is a desirable but not a compulsory part of the course and proves very popular with students. The cost of trips can vary from year to year, but we will always pursue value for money.

Future Prospects

There are excellent courses on offer at universities across the country, including many joint honours, combining Latin with another subject. These courses will extend your knowledge of the ancient world beyond language and literature to include their arts, culture, history and sometimes their philosophy. People who have studied Latin at university are highly regarded by employers, as they demonstrate intellectual application and rigour, a flexibility in their learning, and a willingness to take on a challenge. Graduates often pursue careers in law, finance, civil service, marketing, management consultancy, journalism, publishing, business - in short, almost anything!

### Entry Requirements

Students require a Grade 8 or 9 at GCSE/IGCSE to study A Level Mathematics. Analysis of data from recent years has shown that students who do not achieve the standard of Grade 8 or 9 at GCSE/IGCSE, struggle to achieve a C grade at A Level. Indeed the most significant determiners of A Level Maths success are Algebra skills and approach to learning.

There is a test in the first week of term based on the summer work set at Induction Day and your result will be used to confirm your suitability for the A Level Mathematics course.

### Course Content

The Edexcel course comprises three compulsory components: Pure, Mechanics and Statistics. The weighting is two-thirds Pure and one-sixth each of Mechanics and Statistics. The course is examined via three 2 hour papers, two Pure and one Applied (Statistics and Mechanics), all sat in the summer of Year 13.

#### Future Prospects

A Level Mathematics is a highly respected qualification that opens doors to many university courses and career paths. The study of Mathematics develops transferable skills such as problem solving, data analysis, critical thinking, organisation, written communication and decision making which are all invaluable for your future endeavours. An A Level qualification in Mathematics is essential for studying Mathematics, Statistics, Computer Science, Physics, Economics and Engineering in Higher Education and it is desirable for many other Applied Science and Technology courses.

### Mathematics at Berkhamsted

The course is designed to develop students' understanding of Mathematics in a way that promotes confidence and fosters enjoyment. We aim to develop students' abilities to reason logically, to extend their range of mathematical skills and techniques and use them to solve more difficult, unstructured problems. Students will be expected to use graphical calculators and computers efficiently and recognise their limitations. They should develop an awareness of the relevance of Mathematics in other fields of study, in the world of work and in society in general.

### Student Comments

“*A Level Maths is a big leap from GCSE!*”  
*“When we changed from GCSE to A Level Maths the atmosphere in the class changed. We were doing maths because we enjoyed it and we chose it ourselves.”*”



### Further Mathematics at Berkhamsted

Further Mathematics is an option as a fourth A Level subject at Berkhamsted. You need to be selecting Maths as one of your three subjects to be able to select Further Maths as your fourth. It represents a significant step up from single Mathematics at A Level. The work becomes increasingly abstract to a point where it will not resemble what you currently consider to be Mathematics. You should only consider doing Further Mathematics if it supports your chosen course at University. The courses where an A Level in Further Mathematics is sometimes advantageous at some universities, are, for example, Engineering, Computer Science, Economics.

### Entry Requirements and Available Options

The entry requirement to study Further Mathematics in addition to Mathematics (2 separate A Levels) is grade 9 at GCSE/IGCSE. All Further Maths classes start together. At the end of Year 12 there is a choice between a full A Level in Further Maths or to complete the AS Level in Further Maths.

Further Mathematics classes initially have the equivalent of one and a half times the teaching time of a single A Level. All classes will follow the same programme of study up until Easter of Year 12. The Year 12 end of year examinations will determine your suitability for either full A Level Further Mathematics or AS Further Mathematics.

### Course Content

The Edexcel course demands the compulsory study of Core Pure Maths and at Berkhamsted we offer the option for you to study Mechanics (FM1) and Statistics (FS1) as the other two components. Further Mathematicians complete the full A Level Mathematics course in Year 12 before moving on to study the Further Maths material in Year 13. Both courses are examined during the Summer of Year 13.

Completion of the full A Level Maths course in a single year and the full Further Maths course in the second year is demanding and requires a high level of independent study outside of the classroom.

The full A Level Further Mathematics course covers two Core Pure modules as well as Further Statistics and Further Mechanics. The AS covers half of this content, including one Core Pure module as well as 50% of Further Statistics and Further Mechanics. Consequently, in Year 13 the AS Further Mathematicians have a slightly reduced mathematics timetable and greater time to focus on maximising their Mathematics A Level grades.

We expect students to use Mathematics as an effective means of communication and to read and comprehend mathematical arguments and articles concerning applications of the subject. Students take increasing responsibility for their own learning and the evaluation of their own mathematical development.



#### Future Prospects

Whilst some universities would describe its study as only advisable, others would describe it as essential and those students who have the qualification will have a significant advantage over those who do not.

Entry Requirements

Candidates for A Level require at least a grade 7 in French at GCSE / IGCSE. They should have a keen interest in the French language, but also in the culture and society of French-speaking countries. A readiness to undertake independent research and ongoing wider reading is an important prerequisite for French A Level.

Course Content: French (EDEXCEL)

Cultural Themes
The French A Level covers four key themes, each of which links to key aspects of the culture of French-speaking communities. Topics covered include changing family structures, education and the world of work, music, festivals, the media, immigration and the far right. Students also study a key period of French history – the occupation during the Second World War. These themes are examined via reading and listening comprehensions, and via translations both from French to English and from English to French. They are further tested as part of the oral examination.
Film and Literature
During the course of their A Level, students will read and study several pieces of literature and films. In their A Level exam, students will write essays on their choice of two of the works studied, during which they will need to show off both their understanding of the content of the works and their ability to analyse the choices of the writers / directors and the cultural relevance of those works.
Independent Research Project
Part of the oral examination involves students discussing an Independent Research Project that they have undertaken during their A Level French course. The topic of this project is entirely up to the student but must relate to the French-speaking world. This is an excellent opportunity for students to deepen their understanding of an aspect of francophone culture or society that particularly interests them.

French at Berkhamsted

The French A Level course combines structured study of key elements of francophone society and culture with the opportunity for students to deepen their understanding of topics of their own choosing. Teaching of the topics and the film and literature is shared between two classroom teachers, while a third teacher delivers weekly speaking sessions to help students build up their confidence in spoken French, and to support them in their preparation for the oral exam. Throughout the course, we draw on contemporary, authentic French-language materials. The film and literary works studied are carefully selected to combine relevance to francophone society with interest and enjoyment to A Level age students. Recent works studied include the films *Intouchables* (2011) and *La Haine* (1995) and the novels *No et Moi* (2007) and *Un sac de billes* (1973).

For those who love their languages, it is possible in Berkhamsted Sixth to study both French and another language at A Level – which is not the case in many other Sixth Forms

Student Comments

*“ Studying French A Level is so much more than just the language; it has helped me develop critical thinking skills, confidence in speaking and essay writing abilities.*

*The A Level French course has something for everyone. Each lesson is different which makes the subject very enjoyable for me*

*Whilst abroad I've been able to communicate with French speaking people in their own language, which is such a great achievement.*

*The independent research project allows me to practise my spoken French while discussing a topic I enjoy.* ”

**Future Prospects**

A modern language is a subject that links well with almost all other A Level subjects, and students of French welcome the wide variety of skills learned, and types of work undertaken. A modern language A Level is highly valued by university admission teams because of the range of skills that it develops. At university, French can be studied alone, or in combination with most other subjects, and entry to modern language courses tends to be less competitive than entry to many other subjects, often leading to lower offers. Knowledge of a modern language continues to be a definite plus on one's CV in an increasingly global world of work. As well as preparing students directly for certain types of career – in areas such as commerce, travel, culture, diplomacy and international relations – a knowledge of French can be a key skill for anybody who may, at some point in their career, work for a large organisation that deals with colleagues or customers in French-speaking countries around the world. French A Level will provide students with a very concrete, saleable and increasingly rare skill that can be of direct use in future life.

Entry Requirements

Candidates for A Level require at least a grade 7 at (I)GCSE in Spanish. They should have a keen interest in the relevant cultures associated with the countries in which Spanish is spoken, for example in areas such as current affairs and politics, traditions, music, cinema and contemporary history. A readiness to undertake independent research is an essential part of Spanish A Level

Course Content: Spanish (EDEXCEL)

Cultural Themes
The Spanish A Level course consists of four main themes that are linked to different aspects of the Spanish speaking world. In Year 12 we cover three topics related to Spain: changes in the family structure, the world of work and the impact of tourism in the country. Additionally, we explore the music, culture and traditions of a range of Spanish speaking countries. Year 13 involves studying immigration in Spain and its multicultural society and the final theme deepens into a key part of Spanish history: Franco and the Civil War; the dictatorship and the transition into democracy. These themes will be examined in paper 1 and 2 through reading and listening comprehensions, translations into both languages. In paper 3, speaking, students will discuss one of these four themes.
Film and Literature
Paper 2 includes an essay section based on the study of two works: either two literary texts, or one literary text and one film. The paper requires students to demonstrate critical and analytical skills and the ability to interpret the authors' intentions and message.
Independent Research Project
The independent research project provides students with a unique opportunity to research a topic of their interest and to speak about their findings as part of their speaking exam. Students will research their topic and build up their evidence over the duration of the A Level course. The only requirement for this project is that the topic must be specific to a Spanish speaking country.

Spanish at Berkhamsted

The Spanish Department consists of six experienced and specialist teachers, who are either native speakers or have lived in a Spanish speaking country for some time. The whole A Level course will be shared amongst two teachers. Students also benefit from weekly speaking sessions with another teacher to help them prepare for their speaking exam. Additionally, we offer opportunities to visit the theatre for live performances of the play we study and visit the Marx Memorial Library to explore the Spanish Civil War with a specific focus on the role of the International Brigades who offered aid from the UK. A Level students also have the opportunity to visit Spain alongside our Key Stage 4 students.

For those who love their languages, it is possible in Berkhamsted Sixth to study both Spanish and another language at A-level – which is not the case in many other Sixth Forms.

Student Comments

*“ I chose to do Spanish because I wanted to learn more than what we did at GCSE and to learn more about the culture and history of Spain.”*

*Useful for applying to universities because having a language at A Level helps get into better universities.*

*Helps me learn about a different culture and communicate with others in a different language and I will have more job opportunities.*

*I chose Spanish A Level because I wanted to learn more about Hispanic culture as well as just the language. I wanted to improve my communication skills, which would be great when travelling, as well as open up more job opportunities. »*

*Being bilingual is an amazing skill to have, especially in the job industry* ”

**Future Prospects**

A modern language is a subject that links well with nearly all A Level options and it is highly regarded by universities. At University, Spanish can be studied alone, or in combination with most other subjects.

Being competent in Spanish can enhance your chances of securing employment in fields that require bilingual or multilingual professionals. You could work as a language specialist, translator, interpreter, language teacher, or language consultant. Many global companies and organizations value employees with language skills to cater to international clients or collaborate with Spanish-speaking regions. As the global economy becomes increasingly interconnected, Spanish-speaking countries offer significant business opportunities. Your Spanish proficiency can be an asset if you plan to work in international business, import-export, trade relations, tourism and hospitality, etc. Learning a language is a skill you will have for the rest of your life and can lead you to a plethora of paths and world-wide opportunities with Spanish being the third most spoken language in the world.

Entry Requirements

Entrance Requirement – a GCSE in Chinese or assessment and an interview with the Head of Chinese.

Course Content

The HSK examinations are internationally recognised Chinese language qualifications for non-native speakers of Chinese. The examinations are run world-wide by the Chinese Government and are set and assessed at differing levels of challenge to encourage progress: Level 1 for beginners, Level 6 to near-native fluency. Please note that no UCAS points are awarded for this qualification. Therefore, students who opt for the HSK in Mandarin do the qualification alongside three other A Level subjects.

The course will cover:

- Development of listening and speaking skills in Chinese
- Pronunciation and intonation
- Acquisition of daily, conversational vocabulary and phrases
- Chinese cultural topics

Student Comment

“ *Having studied Mandarin at GCSE, I felt the HSK would be a great way to develop (and achieve another qualification based on) my prior knowledge of Mandarin, as well as learn and discuss Chinese culture* ”

Future Prospects

This course provides a stepping-stone to wider opportunities for learning and using Chinese and to developing a language skill-set for the future. The course is appropriate for anyone with GCSE level Chinese and who is interested in progressing their Chinese. For those interested in applying to study in China during their gap year under a Chinese government Confucius Institute scholarship, success in these examinations is required as part of the application process.



Entry Requirements

Candidates should have achieved at least a grade 6 in GCSE Music. Students should be able to read and write music proficiently and have a good foundation in musical theory as well as a musical ear. They should be able to play an instrument, or sing, to at least Grade 6 standard by the start of the course.

We are happy to discuss suitability if a student has had an unconventional musical background that does not meet one of these expectations.

Course Content

The course is divided into the same 3 components as students would have seen in GCSE Music, with weighting of marks as specified below.

**Component 1: Appraising Music [Listening Paper] 2 hours 15 mins (40%)**

This examination will assess knowledge and understanding of music through three areas of study. Area of study 1 is compulsory and learners then choose two further contrasting areas of study, from a selection of options, as detailed below:

Area of Study 1 (COMPULSORY): The Western Classical Tradition (1650-1910) – pupils will study the styles below in detail:

- The Baroque Concerto
- The Operas of Mozart
- The Romantic Piano Music of Chopin, Brahms and Grieg.

Based on the strengths of pupils in the class, we then choose 2 optional Areas of Study from:

- Area of Study 2: Pop Music
- Area of Study 3: Music for Media
- Area of Study 4: Music for Theatre
- Area of Study 5: Jazz
- Area of Study 6: Contemporary Traditional Music
- Area of Study 7: WCT from 1910

**Structure of the exam:**

- A range of questions covering all areas of study:
- A range of unfamiliar listening questions based on the Areas of Study focused on.
- Area of Study 1 Questions relating to two of the three specified musical styles above.
- One essay-based question which assesses knowledge of ONE of the optional areas of study.

**Component 2: Performance (35%)**

- Students will prepare a recital of a minimum 10-minutes in duration.
- The entire 10-minute recording must be performed in one continuous take.
- Pieces selected can be on any instrument and in any style.
- Recitals will be recorded and sent to AQA to be externally assessed.
- Marks are given based on the 'ambition' of the recital programme – ie: for difficulty, with "Above Grade 7" standard pieces being the 'highest' ambition.
- Students are marked on 'Technical Control' (accuracy and fluency) and 'Expressive Control' (musicality and performance).

**Component 3: Composition (25%)**

- Students compose TWO compositions:
- One 'Free Choice' Composition
- One Composition in 'Response to a Brief'
- The minimum combined duration for both pieces is 4 and a half minutes.
- The 'Brief' composition will come from a selection of 7 composition stimuli (linked to the 7 Areas of Study) provided by AQA on/around 15th September of the year of examination.
- Free Compositions can be in any style and for any instrumentation. Brief compositions may have specific stylistic/instrumental requirements
- Students have to complete a Candidate Record Form detailing their compositional intentions and process.

Future Prospects

A Level Music is a highly regarded qualification by all universities. Careers in the music industry lie ahead, ranging from performing and conducting, composing and arranging, recording and arts administration. It is widely recognised, through a wealth of substantiated research, that musicians acquire unique, valuable skills and qualities through their musical training. These are readily transferable to a wealth of other professions and non-musical pathways.

### Entry Requirements

No formal entry requirement but engagement with the visual arts. A related GCSE in Art, DT or similar is preferred. If you have not taken Art GCSE, entrance will be determined by an interview with the Photography staff based on a portfolio of work. You are advised to contact Mrs Ferguson promptly so that this can take place in advance of the deadline for your options to be submitted. Students will learn a variety of darkroom techniques as well as digital image making and manipulation, whilst developing a sound understanding of composition, lighting, atmosphere, texture and creative imagery. Good knowledge of Adobe Photoshop and Lightroom is a bonus, but not essential.

### Photography at Berkhamsted

As with Art, Photography is an expressive and visual form of communication. We work with each student to help them explore and develop their own voice. At the centre of our teaching is a sound understanding of the processes involved in photography. Traditional black and white photography, dark room techniques and image manipulation as well as more contemporary digital processes and film making are available to the student. Both organized and independent gallery visits to London are an essential part of the program, and regular attendance at after school Open Studio sessions is highly recommended.

### Course Content

Y12	Y13
<p><b>Coursework</b> Coursework Portfolio</p> <p>Pupils are required to submit a portfolio of visual research, comprising evidence of recording, experimentation (with a range of media and processes), the development of ideas linked to contextual study and the resolution of personal responses within studio outcomes.</p>	<p><b>Coursework</b> Coursework – Personal Investigation</p> <p>Candidates are required to develop a visual and academic investigation based on a personally chosen artist, issue, concept or theme, supported by 1500 - 3000 words.</p> <p>This, combined with selected work from Y12, constitutes 60% of total marks.</p>
<p><b>Internal Examination</b></p> <p>Following a research period in which idea development and documentation skills already acquired are further demonstrated, candidates must display the ability to create a fully realised piece of work during a 12-hour controlled test.</p>	<p><b>Examination</b></p> <p>Following a research period in which idea development and documentation skills already acquired are further demonstrated, candidates must display the ability to create a fully realised piece of work during a 15-hour controlled test.</p> <p>This constitutes 40% of total marks.</p>

### Future Prospects

Art Foundation courses are a crucial stage between A Level and degree level study in the visual arts, and most institutions will require a Foundation Diploma upon entry onto their visual arts BA courses. All prospective post-18 students are given considerable support by staff in the department preparing their applications and portfolios. Careers in photography are wide ranging from work in photographic studios to photojournalism, film, multimedia, animation, advertising, web design and graphic design..



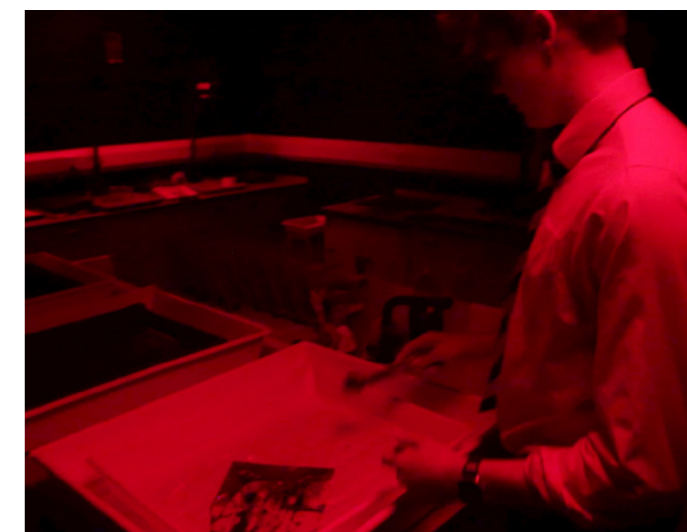
### Student Comments

“

*Part science, part art...this course has taught me a variety of skills.*

*Photography has taught me how we see and react to an image. At times this can be a very powerful emotion.*

”



Entry Requirements

A keen interest in playing sport and the physiological, psychological and sociological components that contribute to sporting performance are essential. You will be required to have at least a Grade 6 in GCSE Physical Education. In the instance that you have not taken Physical Education for GCSE, you will be required to have a Grade 6 in GCSE Biology or a 6/6 in Double Award Science.

This course has a practical component, where sports performance will be assessed. A second requirement is that you aspire to perform at a high level in one sport, for example at A team level or equivalent.

Physical Education at Berkhamsted

This is a practical and engaging course, where the content has been designed to allow you to study Physical Education in a theoretical setting. It enables you to critically analyse and evaluate your own physical performance and apply this in developing your knowledge and understanding of the subject. Opportunities to utilise practical experiences to link with the theoretical content of the course are numerous.

Course Content:

You will sit three theory exams at the end of the A Level course, worth 70% of your overall grade. The remaining 30% of your grade will be assessed practically in your one chosen sport and through an analysis of performance oracy coursework task.

Content Overview	Assessment Overview	Assessment Value
Physiological factors affecting performance	Exam paper: • 90 marks • 2 hour written paper	30% of total A Level
Psychological factors affecting performance	Exam paper: • 60 marks • 1 hour written paper	20% of total A Level
Socio-cultural issues in physical activity and sport	Exam paper: • 60 marks • 1 hour written paper	20% of total A Level
Practical Performances	Non-examined assessment: • 30 marks • Core and advanced skills in performing one activity or in coaching one activity.	15% of total A Level
Evaluating and Analysing Performance for Improvement	Non-examined assessment: • 30 marks • Analyse and evaluate a peer's performance in one activity. Observing a live or recorded performance and providing an oral response	15% of total A Level

Trips and Visits

You will have the opportunity to visit iconic sporting venues, including Twickenham, Lords and Wimbledon as part of the History of Sport topic covered in Year 12. In Year 13 you will visit a major sporting university, the trip will encompass sports physiology, lab testing and sports psychology.

Student Comments

“  
*The course puts a totally different perspective on sport; I can now relate sporting theories to my own performance.*

*I really enjoy thinking about the physiological and psychological processes in my own performances and how that can lead to improvements.*



Future Prospects

Physical Education is an increasingly popular subject, with many of the skills gained through the course being applicable to many other subjects. The subject lends itself to a rich tapestry of university courses and careers, including sports science, teaching, sports business and management, physiotherapy, sports journalism, the armed forces, marketing and sales, sports psychology, strength and conditioning, sports coaching, event management and sports analytics.

Entry Requirements

There are no formal entry requirements for the course but a genuine enthusiasm for sport and an interest in the training, performance, and development of athletes are essential. Strong written and verbal communication skills are also important, as the course includes a significant coursework component.

While this is not a performance-based qualification, active involvement and knowledge of at least one sport will support your understanding of the course content and is highly encouraged.

BTEC Sport at Berkhamsted

This course offers an applied and engaging approach to studying sport. It combines theoretical learning with practical applications, encouraging students to explore the science of sport, the impact of psychological and sociological factors on performance, sports leadership and the principles of effective training.

The BTEC qualification is equivalent to one A Level, and it is assessed through one external exam and piece of coursework, as well as internally assessed assignments, oracy and practical tasks. It is especially suited to students who thrive with continuous assessment and real-world application.

Course Content:

Content Overview	Assessment
Anatomy and Physiology	<ul style="list-style-type: none"> <li>Externally Assessed</li> <li>Written examination</li> <li>1.5 hours</li> <li>80 marks</li> </ul>
Fitness Training & Programming for Health, Sport & Well-being	<ul style="list-style-type: none"> <li>Externally Assessed</li> <li>Written task</li> <li>1 week preparation</li> <li>2.5 hour supervised assessment</li> <li>60 marks</li> </ul>
Professional Development in the Sports Industry	<ul style="list-style-type: none"> <li>Internally Assessed</li> <li>Written report</li> <li>Written action plan</li> <li>Interviews</li> <li>Written analysis and evaluation</li> </ul>
Sports Leadership	<ul style="list-style-type: none"> <li>Internally Assessed</li> <li>Written reports</li> <li>Practical application of leadership</li> </ul>

Trips and Visits

Visits to fitness and rehabilitation centres to observe practical applications of training and assessment. Guest speakers from sport industry careers (e.g., coaching, physiotherapy, sport science). Workshops with university lecturers and employers to explore future pathways. Opportunity to assist in school or community sport programmes to develop leadership skills.

Why BTEC?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure and knowledge applied in project-based assessments. They focus on the holistic development of the practical, interpersonal and thinking skills required to be able to succeed in employment and higher education.

Future Prospects

This BTEC qualification supports progression to higher education courses such as:

- Sport and Exercise Science
- Coaching and Physical Education
- Sports Therapy
- Sport Business and Management

It also opens doors to apprenticeships and careers in fitness training, coaching, leisure operations, or sports development. The focus on transferable skills like communication, teamwork and initiative ensures students are well prepared for a range of destinations.

### Entry Requirements

Students require at least Grade 7 in GCSE Physics or Grade 8/7 in Double Award Science.

Students will also need a Grade 7 or better in GCSE Mathematics. Although it is not absolutely necessary to study A Level Mathematics alongside Physics, most students will do so (this is particularly applicable to anyone wishing to study Physics or Engineering at university).

### Physics at Berkhamsted

Physics is at the heart of everything and is a highly rewarding discipline to study at school, university and beyond. It forms the basis of most modern technologies and holds the future to global well-being. At Berkhamsted we follow the AQA Specification Physics 7408 as we believe the approach gives students a broad grounding in this discipline whilst also fostering an interest in more unusual topics. It is our intention to inspire students, nurture a passion for this subject and support them in their applications to relevant university courses.

### Course Content

Y12	Y13
<p><b>1 Measurements and their errors</b></p> <p>A working knowledge of the specified fundamental (base) units of measurement is vital. Likewise, practical work in the subject needs to be underpinned by an awareness of the nature of measurement errors and of their numerical treatment. The ability to carry through reasonable estimations is a skill that is required throughout the course and beyond.</p>	<p><b>6 Further mechanics and thermal physics</b></p> <p>The earlier study of mechanics is further advanced through a consideration of circular motion and simple harmonic motion (the harmonic oscillator). A further section allows the thermal properties of materials, the properties and nature of ideal gases, and the molecular kinetic theory to be studied in depth.</p>
<p><b>2 Particles and radiation</b></p> <p>This section introduces students both to the fundamental properties of matter, and to electromagnetic radiation and quantum phenomena. Through a study of these topics, students become aware of the way ideas develop and evolve in Physics. They will appreciate the importance of international collaboration in the development of new experiments and theories in this area of fundamental research.</p>	<p><b>7 Fields and their consequences</b></p> <p>The concept of field is one of the great unifying ideas in physics. The ideas of gravitation, electrostatics and magnetic field theory are developed to emphasise this unification. Many ideas from mechanics and electricity are further developed. Practical applications considered include: planetary and satellite orbits, capacitance and capacitors, and electromagnetic induction. These topics have considerable impact on modern society.</p>
<p><b>3 Waves</b></p> <p>GCSE studies of wave phenomena are extended through a development of knowledge of the characteristics, properties, and applications of travelling waves and stationary waves. Topics treated include refraction, diffraction, superposition and interference.</p>	<p><b>8 Nuclear physics</b></p> <p>This section builds on the work of particles and radiation to link the properties of the nucleus to the production of nuclear power and the link between energy and mass. Students should become aware of the Physics that underpins nuclear energy production and also of the impact that it can have on society.</p>
<p><b>4 Mechanics and materials</b></p> <p>Vectors and their treatment are introduced, followed by development of the student's knowledge and understanding of forces, energy and momentum. The section continues with a study of materials, considered in terms of their bulk properties and tensile strength.</p>	<p><b>9 Optional topic</b></p> <p>We opt to deliver Engineering Physics as experience tells us that this best supports the majority of our students in their selected degree courses. It is also the option that integrates with the rest of the course most naturally and lends itself to practical exploration.</p>
<p><b>5 Electricity</b></p> <p>This section builds on and develops earlier study of these phenomena from GCSE. It provides opportunities for the development of practical skills at an early stage in the course and lays the groundwork for later study of the many electrical applications that are important to society.</p>	<p>In addition to the above material in Years 12 &amp; 13, a significant amount of practical work will be conducted during the course in order to foster experimental skills. A number of 'required practicals' are conducted and assessed.</p> <p>Paper 1 assesses sections 1-5                      Paper 2 assesses sections 6-8                      Paper 3 assesses sections 9 and practical skills</p>

### Student Comments

“

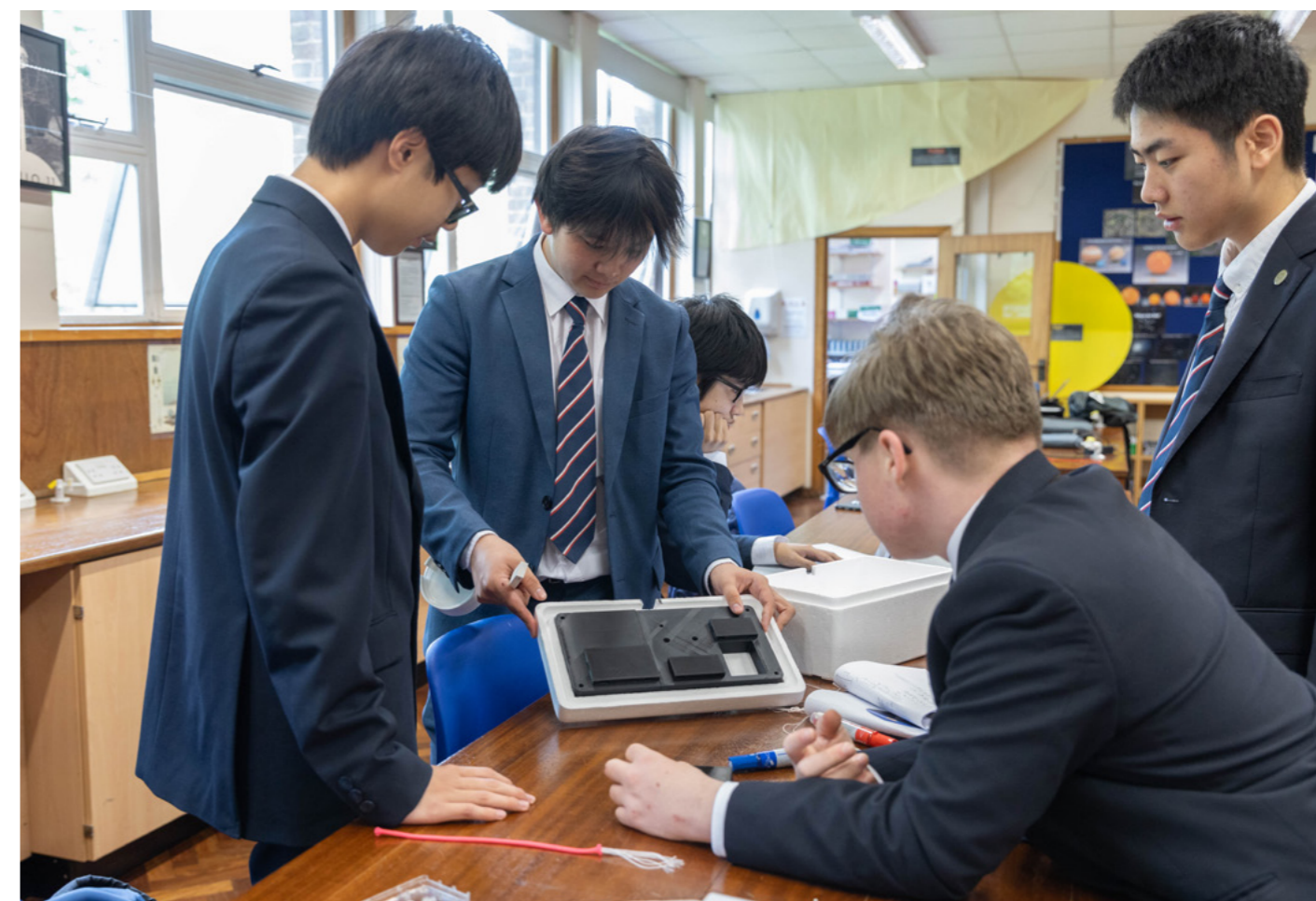
*My favourite topic was Particle Physics as it was so different and exciting. It was accessible but felt like the closest I've been to advanced/uni-level Physics. It was made really tangible by the awesome CERN trip, which made me really consider studying Particle Physics or even working at the LHC.*

*I found the topics of circular motion and centripetal force to be the most inspiring as they were completely new to me. The methodical thinking required to solve the harder questions allowed for me to try and stretch myself with problem solving*

”

### Future Prospects

A Level Physics is a stepping stone; it lays strong foundations for further study in courses such as Physics, Engineering, Medicine and many others. Above all, Physics opens doors to a wide variety of careers, since employers value the high levels of numeracy, critical thinking and problem solving that it engenders.



Entry Requirements

A Grade 6 or higher in History GCSE. If you did not study History GCSE, results in other subjects will be considered on an individual basis.

Course Content

A Level Politics will give you a varied insight and an in-depth foundation in UK and US government and politics, and a detailed understanding of four key political ideas – Liberalism, Conservatism, Socialism and Feminism.

Politics at Berkhamsted

Politics is now the 3rd most popular A Level subject at Berkhamsted. By studying it, you will gain a deep understanding of the key issues in the UK and world politics that we face today. Inside the classroom, there will be opportunities to debate with your peers and voice your opinions on the news of the day. Students are expected to take a keen interest in current affairs. Outside of the classroom, there are a wealth of enrichment opportunities available. These include our student-led current affairs blog, The Cross Bencher, a visit to Parliament and the UK Supreme Court, and in Year 13 there is a trip in October half-term to Washington DC that ties in with our study of US politics. We also have a wide selection of contemporary politics books available to loan to our students to help broaden their understanding of the world around us.

Paper 1
<p>Government and Politics of the UK Taught in Year 12</p> <p>The structure and role of Parliament; The Prime Minister and cabinet; The nature and sources of the UK Constitution; The Judiciary; Devolution; European Union; Political parties; Elections and referendums; Democracy and participation; and Pressure groups.</p> <p><i>Written exam, 2 hours, 33.3% of the A Level</i></p>
Paper 2
<p>Government and Politics of the USA and comparative politics Taught in Year 12 and Year 13</p> <p>The US Constitution; The legislative branch; The executive branch; The Supreme Court; The electoral process and direct democracy; Political parties; Pressure groups; and Civil Rights.</p> <p><i>Written exam, 2 hours, 33.3% of the A Level</i></p>
Paper 3
<p>Political ideas Taught in Year 13</p> <p>Liberalism; Conservatism; Socialism; and Feminism.</p> <p><i>Written exam, 2 hours, 33.3% of the A Level</i></p>

Future Prospects

Lively, relevant, controversial... there are many ways to describe A Level Politics. There's no denying that it's one of the most interesting, engaging and relevant qualifications you can choose. Covering news and current affairs from the UK and US, it helps you understand how these countries are run, and develops research, written communication and debating skills. It also helps grow your confidence. As an academic A Level subject, it is highly regarded by employers in industries including politics, the military, international organisations, academia, consultancy, law, the media, government and the civil service.

Student Comments

“*The thing I have enjoyed most about studying A-Level Politics is learning a completely new subject which I now want to study at uni.*”

*The Class OneNote had loads of amazing resources that have really helped me over the course of Year 12, especially with regards to revision and exam technique*”

Entry Requirements

Students will be required to have at least a Grade 6 in GCSE Biology or 6/6 in the Double Award. In addition, a minimum of a Grade 6 in Mathematics and English are also required.

Psychology is a fascinating science concerned with the study of the mind and behaviour. It asks the simple yet fascinating question, “what makes us and others tick?” It has links with biological, computer and forensic sciences, as well as with the humanities such as sociology, philosophy and literature. The common factor linking people who study psychology is curiosity and the search for knowledge.

An interest in analysing the causes of human behaviour and engaging in lively discussion is, of course, expected.

Course Content

Y12	Y13
<p><b>Paper 1: Introductory Topics in Psychology</b></p> <p>There are four sections in this exam, each containing a range of multiple choice, short answer and extended essay answers. The four topics are: Memory, Social Influence, Attachment and Psychopathology. These interesting and important topics will also provide a guiding framework for how research methodology should and should not be done. It will also illustrate to pupils the differences in approaches used to explain psychological phenomena.</p>	<p><b>Paper 2: Psychology in Context (continued)</b></p> <p>Pupils will begin by studying a unit on Biopsychology, a fascinating investigation of the physiological influences over our thoughts, feelings and behaviours. Pupils will be asked to learn about brain localisation, ways of investigating the brain, plasticity and functional recovery after trauma. Pupils will also complete the year 2 section of Research Methods, where they will use inferential statistical tests to investigate the statistical significance of research findings.</p>
<p><b>Paper 2: Psychology in Context</b></p> <p>In 'Approaches in psychology' pupils will learn the assumptions of six distinct approaches to 'doing' Psychology. They will compare and contrast the learning approach, the social learning approach, the biological approach, the humanist approach, the psychodynamic and finally the cognitive approach. Each of these will then be evaluated and conclusions reached. Also in Paper 2 pupils will learn about the key methods used by psychologists in doing their research and how the data resulting from research is subsequently analysed, and from which conclusions are drawn. This topic will also provide opportunities for practical work to prepare pupils for their exams and give them a taste of conducting university style research.</p>	<p><b>Paper 3: Issues and Options in Psychology</b></p> <p>The major issues and debates in psychology will be covered, including nature vs nurture; free will vs determinism, as well as gender and cultural bias in the research process. The other three topics in this paper are Relationships, Schizophrenia and Addiction. Pupils will use all of their acquired skills and knowledge from the course so far to investigate these thought-provoking areas of psychological research.</p>



Psychology at Berkhamsted

Awarding Body: AQA

There are a number of reasons why students want to study psychology:

- Psychology is exciting
- Psychology is challenging
- Psychology is useful

There is no coursework in the Psychology course but students will carry out a series of individual and group practical investigations. Students will be required to write their own hypothesis, aims, collect and interpret their data. These investigations will ensure you have a full understanding of how psychologists conduct their research and the issues they face.

Future Prospects

Psychology is an increasingly popular subject and the skills gained by students can be utilised in many different careers, for example, in advertising, human resources, law, neuroscience and of course in specialised areas of Psychology such as Forensic, Sports or Clinical Psychology. A good A Level in this subject will open doors to many top Universities and Careers.

Student Comments

“*Psychology at A level is a very enjoyable and interesting subject, where you have the opportunity to learn about the differences in people's behaviour and why these differences exist...*”

*The combination of working independently as well as group experiments .... provided different styles of learning throughout the course*”

Entry Requirements

Grade 6 in a humanities subject or English/English Literature.

Course Content

The course is taught in a linear fashion with two examinations at the end of Year 13. It comprises: -

Religious Studies at Berkhamsted

The department is outstandingly well equipped, matched by the Library's collection of journals and books. Ontos, the Philosophy Society, meets several times a term for film nights, trips and invited speakers; opportunities are taken to attend day conferences. Students are expected to write regular essays, read widely and to discuss propositions in class which foster the acquisition of analytical and critical skills.

Paper 1 - Philosophy and Ethics	Paper 2 - Study of Religion and Dialogues
<p><b>Section A: Philosophy of Religion</b> including: Arguments for and against the Existence of God and Evil and Suffering</p>	<p><b>Section A: Study of Religion</b> including:  <ul style="list-style-type: none"> <li>Religion and Science</li> <li>Religion, Gender and Sexuality</li> </ul> </p>
<p><b>Section B: Ethics</b> including:  <ul style="list-style-type: none"> <li>Free will,</li> <li>Ethical theories</li> <li>Applied ethics issues e.g. abortion and euthanasia</li> </ul> </p>	<p><b>Section B: Dialogues</b> including:  <ul style="list-style-type: none"> <li>Dialogue between Philosophy of Religion and Religion</li> <li>Dialogue between Ethics and Religion</li> </ul> </p>

You should study Religious Studies if ...

- You enjoy Philosophy and Ethics
- You enjoy grappling with some of the most fundamental questions that have consumed the minds of human beings for millennia
- You care about making your arguments stronger and your opinions and beliefs more consistent
- You want to study a well-respected subject that can claim to be the oldest academic discipline that scholars have engaged with
- You want to improve your critical and verbal reasoning skills
- You want to pursue a career in the areas of Law (Philosophy graduates score highest in American LSATS, and GDL courses highly favour Philosophy graduates because of the crossover of skills between Philosophy and Law) or Medicine, or you want to study a Philosophy or Theology related discipline at university

Future Prospects

The analytical and critical thinking skills developed in this course are invaluable for university study. Students go on to good universities to read subjects as diverse as Medicine, Theology, PPE, Sociology, History, Law, Modern Languages, Philosophy, Engineering and Maths. Recently the Sunday Times listed Philosophy 8th= with History for graduate employment prospects.

Student Comments



*Philosophy and Ethics is my favourite subject. I actively enjoy participating in the lessons.*

*Philosophy and Ethics has changed me as a person. It is making me a better thinker, and it influences the way I live my life and the way I see the world.*



Entry Requirements

Sociology is only available in the Sixth Form. Therefore, a grade 6 or above in English is important as well as a desire to write at length. Comparable subjects, such as GCSE History, RS and English, can be used as a guide for subject suitability.

Sociology at Berkhamsted

Sociology allows students to challenge their pre-conceived ideas about the world around them. They examine a wide range of contrasting explanations of the way society works (or does not) and use sociological arguments to engage in lively classroom debate, as well as developing their ability to write persuasively.

Students have the opportunity to design and carry out their own independent primary research, enabling them to demonstrate a sound understanding and appreciation of the research process. In recent years some of the most innovative projects have included titles such as 'To what extent have school reward and sanction systems changed over time?' 'How do pupils best learn and retain information?' 'How does parental involvement impact on student wellbeing?' and 'Do same-sex or co-educational systems produce more well-rounded students?'

Course Content

Y12	Y13
<p><b>Families and Households</b> Changing patterns of marriage, cohabitation, separation and divorce. Gender roles, domestic labour and power relationships. Does the new man really exist? The nature of childhood and the status of children in the family and society. Why are British children the unhappiest children in Europe? Are families essential for social harmony or does the family have a 'dark side'? Should the government intervene in family life to engineer idealised family structures?</p>	<p><b>Beliefs in Society</b> Are we becoming less religious as a society? Is this a global trend or has there been a religious revival? What does the increase in fundamentalism contribute to this debate? Are superstitious beliefs the same as religious beliefs? Should we have faith schools? What is the role of religion in modern society? Does religion continue to inform our moral behaviour? This is clearly a departure from Religious Studies with a focus on the political and social place of religion today.</p>
<p><b>Education and Methods in Context</b> What is the function of education for the individual and the wider society? Does the system fail working class pupils? Why are girls now performing better in exams? Are schools institutionally racist? Does the set you are in determine your success? Should public schools be abolished?</p>	<p><b>Crime and Deviance</b> Who commits crime and why? Are all young people deviant? Does society need criminals so the rest of us know how to behave? Are the police institutionally racist? Do women commit less crime than men or are they more adept at evading detection? How do we prevent crime? What are the functions of punishment?</p>
<p><b>Sociological Methods</b> This unit will give students an understanding of how sociologists carry out research. Can we trust their results? How do sociologists study deviant and/or criminal groups? Should ethical principles apply to gangsters?</p>	<p><b>Theory and Methods</b> Not only will the student have a thorough grounding in methodology by this stage of the course, but they will also engage in wider theoretical debates. Is Sociology a science? Can Sociology be value free? Should it be value free?</p>

Future Prospects

As well as Sociology, our students have gone on to study subjects at university such as Psychology, Law, History and Criminology. Sociology is a valuable qualification for careers in journalism, social work, medicine, the police service, teaching, charity and research work.

Student Comments



*Sociology has provoked me to look twice at the world we live in. Why is society so corrupt? This subject helps me to challenge and question and see the world differently.*



### General Requirements:

- Internal Students 43 points from the best 8 GCSE scores<sup>1 2</sup>
- External Students 43 points from the best 8 GCSE scores<sup>1 2</sup>
- Students must be able to qualify to study 3 A Level subjects.
- Students will not be allowed to do Maths, Further Maths + 1 other subject.
- Where a specific GCSE is not required, results in comparable subjects may be taken into account in assessing a student's suitability for a particular course
- Individual subjects have different entry requirements – see table below for details

### Subject Requirements

Art	6 in Art or portfolio of work for HoD to assess
Biology	7 in Biology (or 8/7 at double award with 8 in Biology unit)
Business	6 in Business if taken or 6 in related subject such as History or Geography
Chemistry	7 in Chemistry (or 8/7 at double award with 8 in Chemistry unit)
Classical Civilisation	6 in a Humanities subject
Computer Science	8 in Computer Science and 7 in Maths. Candidates who have not taken GCSE Computer Science must have 8 in Maths and take A level Maths. If not A Level Maths, then C in Additional Maths.
DT Product Design	6 in DT or entry test
Economics	7 in one of English Language/English Literature or Maths and 6 in the other
English Lang & Lit	6 in English Language/English Literature
English Literature	7 in English Language and 6 in English Literature
Food & Nutrition (Level 3 Extended Certificate)	6 in Food & Nutrition and/or Strong interest in food + good writing/research skills
French	7 in French
Geography	6 in Geography
History	6 in History
Latin	7 in Latin
Maths	8 in Maths
Further Maths	9 in Maths + B at Additional Maths for accelerated set
Music	6 in Music + read and write music proficiently and ideally a Grade 6 in a musical instrument. See Director of Music if not
Physical Education	6 in Biology (or a 6/6 in double award with a 6 in Biology unit) or 6 in Physical Education. High level performance – Aspiring to be 'A' team standard or is an outstanding performer in an individual sport. Candidates who have not taken GCSE PE can take A Level but must be interviewed by Head of Department.
Physics	7 in Physics (or 8/7 at double award with 8 in Physics unit) and 7 in Maths
Politics	6 in History or other subjects considered on an individual basis
Photography	6 in Art or interview with HoD based on portfolio
Psychology	6 in Biology (or a 6/6 in double award with a 6 in Biology unit), 6 in English Language/English Literature and 6 in Maths
RS (Philosophy & Ethics)	6 in RS (Philosophy & Ethics) or an equivalent humanities subject
Sociology	6 in English or comparable subject – History/RS (Philosophy & Ethics)/Geography etc
Spanish	7 in Spanish
Theatre Studies	6 in Drama or interview with Director of Drama

<sup>1</sup> For pupils joining the Sixth from Berkhamsted Senior Schools, where a pupil began Y10 studying 8 GCSEs, and taking the Learning Support Option, the entry criteria will be 38 points from 7 GCSEs

<sup>2</sup> Equivalent points score for a BTEC grade: 9=D\*, 8=D, 6=M, 5=P

Developing  
*remarkable*  
people





BERKHAMSTED  
— SIXTH —

Berkhamsted Sixth, part of the Berkhamsted Schools Group

Sixth Form Centre, Castle Campus, Castle Street, Berkhamsted HP4 2BB

☎ 01442 358052 ✉ [sixth@berkhamsted.com](mailto:sixth@berkhamsted.com) 🏠 [berkhamsted.com](http://berkhamsted.com)

📘 @BerkhamstedSchool 📷 @berkhamstedsixth