

City of
London
School

Sixth Form

Curriculum Booklet



A concise guide to all your
subject and course options

2019 edition

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Welcome from the Head

The choice of your A-level and Pre-U subjects is an exciting one. It provides an opportunity for you to focus on those subjects in which you have a particular interest, and which will – we hope – provide a basis for a rewarding and enriching Sixth Form experience at City. Through the option of the EPQ, or by undertaking a fourth A-level subject, there is the opportunity to maintain significant breadth in your academic diet, enhanced by the huge range of co-curricular activities that are available to boys in the Sixth Form.

This booklet provides lots of information, and I would encourage you to read it carefully. These choices are important, since they are likely to form the basis for decisions about university courses two years down the line. I would like to use this opportunity, though, to provide three pieces of advice of my own, borne of almost twenty years' experience with pupils in the Sixth Form. First, most importantly, and perhaps most obviously, pick those subjects that you enjoy and in which you will excel. Secondly, don't automatically consider these choices as vocational: Chemistry A-level doesn't necessarily mean you'll be a chemist; Economics A-level doesn't mean that you will necessarily end up working in finance. There are some exceptions, with Medicine and Engineering being top of that list. But, most employers are looking for the transferable skills that advanced study cultivates, rather than a fixed body of subject knowledge. Plenty of people with degrees in History are working in the City of London! Finally, be willing to indulge a creative interest, if that is right for you. If you love your Art, your Drama or your Music, do give very serious consideration to taking it forward as one of your A-level options. It will enrich your Sixth Form experience.

Enjoy the process of considering your options for Sixth Form study. There is lots of support available here at School, and I would encourage you to make full use of it.



Alan Bird
HEAD

Key Dates

Fifth Form Programme

...for Junior Sixth starting September 2019

Wed 7 November – Assembly By Assistant Head Academic

Thur 29 November – Curriculum Drop in Day

At 8am, 11am, 1pm, 4.30pm or 6pm, your parents are invited to attend a drop in session for a short presentation from the Assistant Head Academic about the Sixth Form Curriculum. Please see letter in Friday communication.

Early January – Mock GCSE Examinations

The mock GCSE examinations take place between Tuesday 8 January and Monday 21 January (inclusive). Please note that you are on exam leave and will only be required at school for the actual examinations. The timetable will soon be on the portal and you will get an individual timetable.

Mon 21 January (1.45–4.00pm) – Fifth Form Forum

On the afternoon of 21 January, all Fifth Formers will attend a forum on the Sixth Form. The Head will be fielding questions along with the Assistant Head Academic (Miss Murphy), Head of Sixth Form, Heads of Department and current Sixth Formers. Attendance is compulsory. You will get the opportunity to find out more about Sixth Form and the subjects you can take.

Tues 29 January (5–7.30pm) – Fifth Form Parents' Evening

At this meeting there will be the opportunity to discuss your GCSE prospects and, if necessary, to iron out any final difficulties regarding your choice of Sixth Form courses. The Assistant Head Academic (Noeleen Murphy) will be available throughout the evening to take any questions regarding your choices. Mr Rey will be there from Economics and Mrs Ralph from IT and Computing. You are welcome to attend this with your parents.

Tues 5 February – Final Date for Subject Choices

In January you will be emailed with instructions about how to enter subjects on a webpage. A parental signature is required on a print-out. The final date for this return is Tuesday 5 February. Any queries should be directed to Miss Murphy (nm@cityoflondonschool.org.uk). This will be taken as a firm indication from the point of view of constructing the Sixth Form timetable. We hope to be able to accommodate most choices, but if there is a problem, you will be contacted before the end of the Spring Term. It may be possible to alter choices in the light of GCSE results or a change of mind, but we **cannot** guarantee this for the most popular subjects where demand exceeds supply. More specifically by then, the final blocking scheme will be in place. Any changes before the end of the summer term must be notified to Miss Murphy in writing or via email.

Note – This booklet is also available online in PDF format, available on the School intranet or on the Academic pages of our public website (www.cityoflondonschool.org.uk).

May to June – GCSE & IGCSE Exams & Book Return

All details and arrangements for the GCSE examinations will be published on the portal well in advance. Towards the end of this period all Fifth Formers will be required to attend the Book Return, at which all books and materials belonging to the School must be returned. Attendance at Book Return is compulsory. This year the Book return is on **20 June at 11:30am**. Please email Mr Fernandes if you need to make alternative arrangements.

Revision Advice

There is advice available from many subjects on the intranet. More will follow and you will also be given a great deal of help in lessons and at workshops. Don't leave it too late. Aim to do one hundred hours at Easter.

Thursday 22 August – GCSE & IGCSE Results Day

Results may be collected in person from mid-morning onwards. Results are also put in the boys portal area by 9.30am. A paper copy will be posted if not collected.

Choice of Sixth Form Subjects

During Spring Term you will be asked to make a provisional choice of Sixth Form subjects. You should make your choice of subjects after full consultation with your Tutor, subject teachers, the Careers staff, and, where appropriate, the Heads of the relevant departments. In many cases the choice will be simple and straightforward. In others there will be the need for much thought and consultation. If the choice of subjects is proving difficult, you may wish to make an appointment to discuss the matter with Careers Staff.

Qualification for the Sixth Form

To progress into the Sixth Form, a boy must have achieved an average of 6.5 in his 9 best GCSEs.

For the purposes of entry into the Sixth Form at CLS, the average of 6.5 in his 9 best GCSEs above refer to subjects **for which a boy has received formal tuition at school from a member of the CLS teaching staff either on or off the timetable.**

Boys wishing to sit the GCSE at CLS in a foreign language that is their native tongue may do so if that language is one that is taught at CLS (French, German, Mandarin, Spanish, Russian or Italian) but **any such qualification will not count towards the Sixth Form entry qualification or towards the criteria for a Sixth Form scholarship: please re-read the CLS Policy on Modern Languages in the Parent Portal.**

A boy should have at least an A/7 grade at GCSE to take the subject at A Level, though in some subject areas an 8 or 9 at GCSE is a stronger indicator of subsequent success at A-Level.

Sixth Form Curriculum 2019-2021

Sixth Form at CLS has the ambitious but achievable aims of ensuring that boys are prepared for success at the university of their choice and that they go on to flourish both as an undergraduate and in adult life. It is hoped that we will have awoken in you a life-long love of learning and an interest in the wider cultural world, and that you will

have developed passions, interests and friendships that will sustain you throughout your life. We want you to be independent in your thought; creative and curious about the world around them; questioning of authority that is illiberal and extreme; open to different cultures and points of view; and able to communicate with people from all backgrounds. Teachers at CLS are first and foremost educationalists with a desire to communicate the academic rigour and beauty of their subjects, while nurturing in their dealings with all members of our community, those qualities we wish CLS boys to embrace: compassion, commitment and strength of character.

The Sixth Form offers many additional opportunities for you to broaden your academic profile. Academic subjects run discussion groups and encourage individual research; there are debates, entries to national competitions, and opportunities to get involved in fund raising for charity, which is high profile in the School; encouragement to join the Model United Nations or the School Parliament; and opportunities to take part in the many clubs and societies which invite high profile speakers to talk and discuss key issues. The extracurricular programme is as varied as the interests of the boys, be they musical, dramatic, sporting, or other. Our aim is to encourage a rich and varied backdrop to sixth form study so that talent is developed, assumptions tested and eyes opened to the opportunities and challenges of the modern world.

By offering a wide choice of Sixth Form subjects, we enable you to tailor-make your Sixth Form programme, avoiding the compulsion of the IB while creating opportunities for those who wish to preserve breadth in their studies, and for those who prefer a narrower focus, which is what British universities generally prefer.

All A Levels are taught on 8 periods a week. Other courses are 4 periods, Games are 3 periods.

- ▷ 35 periods per week: 4 subject choices + Games
- ▷ 31 periods per week: 3 subjects + one from Other Courses + Games

*Please note - we **cannot** guarantee the timetabling of all choices.*

All subjects are now linear.

- ▷ The linear approach has given Heads of Department the opportunity to look at the Pre-U as an alternative to A level. The Pre-U was developed some years ago to counter claims that Curriculum 2000 had debased sixth form study. It is tried and tested as a linear examination, with greater choice for students within each syllabus, content which is fuller and more stretching and a high level of integrity in the marking. It is well understood and respected by universities. *The grading structure is different to the traditional A Levels and is set out below.*

The Pre-U

An A-level qualification offered by the Cambridge International Examining Board, fully recognised by the universities.

Pre-U grades with their more common equivalents:

D1	A*	M2	B
D2	A*	M3	B/C
D3	Slightly higher than A	P1	C/D
M1	Slightly higher than B	P2	D

The Extended Project

An EPQ is a major piece of individual project work, in which a boy explores a topic or question that is of interest to him. He might make an artefact, write a dissertation, put on a performance or carry out a laboratory or fieldwork investigation. It is designed to broaden skills, widen perspectives and deepen understanding. It enables boys to develop the skills that are crucial for university life and beyond; execute a substantial project from start to finish, gather information, annotate, footnote and acknowledge other peoples' ideas, produce a reasoned argument, organise themselves to meet deadlines, present their thoughts with clarity on paper and in front of a critical audience, and reflect on the process. We envisage that the Extended Projects will be submitted by the end of the Spring Term in the Junior Sixth. Preparation will be supported by teaching of four periods a week in the Junior Sixth and by individual supervision as the Projects are being researched and drawn up. The Edexcel Extended Project is graded A* to E.

"We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education."

University of Cambridge

Advice to boys on choosing their subject combination:

- ▷ Four A Levels is offered as a path.

OR

- ▷ Three A Levels and another course is a fulfilling and valuable path and all boys should strongly consider this; the merits of an EPQ - or one of the other qualifications on offer - cannot be overstated as you can demonstrate breadth as well as acquiring university-relevant study skills. They are admirable preparation for university interviews as well, providing boys with a substantial piece of individual research to talk about. **You are not allowed to choose Maths, Further Maths, one other subject and EPQ (or the FSEPQ, IT+C or CSEPQ).**
- ▷ You should choose Sixth Form subjects in which you are likely to get **at least A grade or a 7/8** at GCSE, and we strongly recommend an A* or 8/9. This is absolutely crucial for Sixth Form success and particularly important for Maths, the sciences and languages where the conceptual leap to Sixth Form study is particularly great.
- ▷ If a boy takes Double Award Science and wishes to take a Science subject A level he needs to achieve 8/7 in Double Award as a minimum.
- ▷ Your son will be asked to make a free choice. Please note however:
 - » **We cannot timetable all possible combinations.** We will not be able to tell you if a combination is impossible until all choices have been received and the final blocking scheme has been constructed.
 - » Some boys will take four in the J6 and drop to three in the S6. We offer this path as it is right to consider a challenging path in the Sixth Form but we also recognise this, when a subject is dropped at the end of J6, it has allowed your son to make an evidence-based decision.
 - » We may have to restrict entry to subjects if the numbers opting for them become too large. If this happens, priority will be given to those who made the subject one of their four initial choices. Later changes to a pupil's choices may be impossible to accommodate if they choose a subject already popular.
 - » The school reserves the right not to offer certain courses if demand is insufficient.

It may, therefore, be necessary for us to request an alternative set of choices. Were this to be the case we would contact you by the end of the Spring Term 2019.

A Level Subjects

Art	Biology	Chemistry
Classical Civilisation	Drama & Theatre	Economics
English Language	English Literature	French
Geography	German	Government & Politics
Greek	History	Latin
Mandarin	Maths	Further Maths
Music	Philosophy & Theology	Physics
Russian	Spanish	

Pre-U subjects highlighted in blue

Advice on choice and combination of subjects

The best general principle is that you should choose a manageable combination of the subjects which you enjoy most; this is likely to lead to the best grades. However it is important to ensure that, where specific degrees and/or careers are being aimed at, the essential A levels are chosen. For example, those wishing to read Engineering must, almost invariably, have Mathematics and Physics A levels. For Medicine, speak to Mr Rogers (kpr@cityoflondonschool.org.uk) though Chemistry is almost certainly required. On the other hand, there are many instances where specific A levels are not required. Sciences are acceptable as well as Arts subjects to gain university entrance to read Law, for example.

Where further information is needed, please consult the Careers staff, appropriate Heads of Departments, or Miss Noeleen Murphy (Assistant Head Academic: nm@cityoflondonschool.org.uk).

Boys who want to take Further Maths really ought to be getting an 8/9 in GCSE without significantly difficulty; Further Maths makes most sense for boys considering a Maths degree or an Engineering degree. Some Economics Courses cite Further Maths as desirable (e.g. LSE and Warwick MORSE). See www.ucas.com for further information.

University Entrance and The Sixth Form Curriculum

From the Head of Higher Education to all prospective Sixth Formers:

CLS consistently sends almost all of its Sixth Form students on to university, with the vast majority taking up places at Oxbridge or Russell Group universities. We are also increasingly seeing students take up places abroad, with North America and Europe becoming ever more popular destinations. Most go straight on to Higher Education after Senior Sixth; some take a Gap Year; a few have to retake a subject in order to secure the grades needed for a particular course/university; some reapply because they fared better than they expected.

Boys at CLS will be applying to university having taken either four A Levels (or Pre-U qualifications), three A-levels, or three A Levels and an EPQ. Some boys taking Double Maths might end up with four A Levels and an EPQ but this is likely to be the exception rather than the rule. Since the national reforms to A-levels, most universities are looking to make offers based around three subjects, although sometimes a strong performance in four subjects can sometimes help exceptional students stand out.

When universities are deciding whether or not to offer you a place they look at:

- GCSE results
- Junior Sixth School Exam grades
- Predicted grades – based on your performance in the J6 School Exams and your teacher's expertise
- School reference (written by your tutor and subject teachers)
- Personal Statement
- Admissions Test performance (where applicable)

The most competitive courses at prestigious universities will be looking for evidence of a very successful Junior Sixth Year. Your School Exam results will provide them with a recent snapshot of how you are adjusting to a more demanding level of work, plus they are the basis for the A Level grades we will predict you.

It is also worth pointing out that the most competitive institutions expect plenty of evidence of how you extend yourself in your subject outside of lessons; this tends to be through reading, societies and often in essay competitions (both national and in-school competitions). This allows you to stand out from many other students who also have excellent GCSE grades and predictions, as well as making your personal statement much more interesting to read.

It is therefore vital to work hard throughout the Junior Sixth; it is not a year to sit back.

University offers in most cases will be at least AAB and higher (or pre-U equivalents), and the more competitive courses want at least one A* from their prospective students. Cambridge demand two A* for science courses and one A* for arts/humanities (although we have seen some humanity students receive A*A*A offers); Oxford require two for Maths and one for most Science subjects. Imperial also often demands two A*s. Warwick, Bristol, Durham, Leeds, Birmingham, LSE, UCL, Bath and Manchester - amongst others - now expect at least one for their most popular courses, too. A* predictions will generally only be given to those boys doing extremely well in the Junior Sixth School Exams, so if you are thinking of applying for courses requiring such a grade it is worth bearing this in mind. Think about what subjects you most enjoy and then start researching courses well in advance in order to find out what typical offers are-this is an important decision that you will make about university choices early in your senior year, and needs careful consideration right through your time in the Sixth Form.

Some institutions require you to sit admissions tests in addition to A Levels. Potential medical students must take the BMAT (Biomedical Admissions Test) and/or UKCAT (United Kingdom Clinical Admissions Test). Many law students will need to take the LNAT (National Admissions Test for Law). Most applicants to Oxford have to take an entry test, and Cambridge have now introduced admissions tests for most courses from 2016. Cambridge also requires applicants to fill in a Supplementary Admissions Questionnaire (SAQ). There does not seem to be a great appetite amongst most other universities to introduce Entrance Tests in the years ahead; but since Imperial, UCL, Warwick and Durham have begun to do so, alongside Oxford and Cambridge in some subjects, it is worth checking entry requirements well in advance of applying.

The UCAS website (www.ucas.co.uk) has a wealth of information around institutions and courses, and I urge you to start browsing to get a sense of what is out there, what courses expect and offer and how they will learn at university. Parents might look to get a sense of how things have changed since they applied, but boys should be doing the research for their undergraduate courses.

There is also a wealth of information available on the Higher Education pages on Firefly, including advice about choosing courses, taster and open day information, guidance for personal statements and help with interviews. (intranet.clsb.org.uk/higher-education). Unifrog also has a huge amount of resources to help guide you in your university options.

Good luck with your studies both here and beyond. Please contact me if you have any questions.

Chris Webb

HEAD OF HIGHER EDUCATION

(SEPTEMBER 2018)

The Sixth Form at CLS

Curriculum

- You will study either four A levels or three A levels and an EPQ or other qualification. All formal assessment takes place in the Summer Term in the Senior Sixth.
- Wednesday afternoon Games remain compulsory.
- Junior Sixth have free/study periods during the course of the week, and the ability both to use these efficiently and to manage their time effectively are vital skills for the Sixth Form.

Expectations and Opportunities

The Sixth Form exists very much as culmination of your school career at City and, as such, Sixth Formers are expected to take responsibility for school societies and organisations:

- Sixth Formers run the School Charity Appeal, the Sixth Form Committee and the School Parliament.
- They are officers of Societies and Clubs, House Officials and Prefects.
- Many take senior posts in the CCF and in school sports and activities teams.

We hope that anyone joining the Sixth Form at CLS will look for the opportunity to learn leadership skills and contribute to the school community, ensuring that their time in the CLS Sixth Form is well spent. The aim is for each student to leave CLS not only going on to the course of his choice at the university of his choice, but also as a mature, responsible and well-rounded young adult, ready to take his place in society.

Facilities

The Sixth Form has a set Common Room with a variety of recreational facilities (pool, table-football and music) as well as morning papers and toast, open computer access, and food and drink dispensing machines. In addition to what is offered at School, as a member of the Sixth Form you will also have everything the capital has to offer on your own doorstep – the combination makes for a stimulating and vibrant two years.

Ian Emerson

HEAD OF SIXTH FORM

Subjects

Art & Design

Pre-requisites: *Students must have already successfully completed the Art GCSE (AQA) or present evidence of an equivalent personal portfolio.*

The A Level Art and Design course, which builds on what students have achieved at GCSE, allows students opportunities to:

- ▷ Generate and develop ideas
- ▷ Research primary and contextual sources
- ▷ Record practical and written observations
- ▷ Experiment with media, processes and techniques
- ▷ Refine ideas towards producing resolved outcomes

The course is followed through the broad based title of **FINE Art**. Students will be able to explore and develop their ideas through a wide range of media including **Painting, Drawing, Sculpture, Printmaking, Ceramics, Photography, Filmmaking, and Digital Media**.

Students will be taught by subject specialist teachers and practicing artists (at present Ms Cleary, Ms Easton, Ms Gill and Mr Sanders). Students are encouraged to realise their creative potential within a highly stimulating, supportive, innovative and very well-resourced environment, including access to our Craft, Design and Technology workshop, fostering an independent approach to research, investigation, critical analysis and cultural awareness.

The A level course consists of two components, both teacher-assessed and externally moderated.

Component 1: Personal Investigation (60% of total qualification)

Consists of three major elements: supporting studies, practical work and a personal study of a minimum of 1,000 words of continuous prose (upper limit - 3,000 words). These elements should be seen as integrally connected. The personal study must be related to a student's own practical work.

Component 2: Externally Set Exam (40% of total qualification)

Incorporates two major elements: preparatory studies and a 15-hour practical exam taken over three days. The Externally Set Assignment is released on 1st February and contains a theme and suggested starting points. The exam will take place in May.

In both components, it is essential students establish links between their own work and the wider world of Art and Design. At least one sketchbook per component is essential.

In addition to timetabled lessons, the following will be available to support students with their studies:

Life Drawing

8 sessions (2 hours each), run after school during the Autumn Term.

Ceramics - every Monday 4 - 6pm

Trips and Visits

- ▷ London: Exhibitions, installations and permanent collections including Tate Modern, Barbican Art Gallery and The Curve and The Courtauld Gallery.
- ▷ UK: Drawing and research trip to The Yorkshire Sculpture Triangle (The Henry Moore Institute, The Hepworth Wakefield, Leeds Art Gallery and Yorkshire Sculpture Park)
- ▷ International: Drawing and research trip, Amsterdam in 2018 but 2019 TBC.
- ▷ These might vary year to year.

Visiting Speakers

Professional artists, designers, architects, curators and relevant academics

Career Pathways

The A Level Art and Design course provides an excellent foundation for students wishing to pursue exciting cutting-edge courses/careers that the UK Creative Economy and society needs in the twenty-first century:

Design (Fashion, Product, Graphics, Industrial, Furniture), Fine Art, Games, VR and Digital Media, Film, Video and Photography, Architecture, Animatronics, Engineering, Arts and Heritage Management and Curating.

Studying A Level Art & Design develops a number of transferable skills and fosters an ability to 'think outside the box'. The course provides and inspires opportunities for personal expression, critical thinking, personal understanding, creative and practical responses, promoting imaginative risk taking to provide solutions to our material, emotional, social and virtual worlds.

Please speak to any member of the Art and Design Department if you require any further information.



Please see
Mr Sanders
for more
information

Biology

Cambridge Pre-U

Cambridge Pre-U Biology course gives an excellent overview of the subject whilst thoroughly preparing the students for studying biosciences at university. The course not only covers the main areas of Biology, but also addresses the issues of independent study and research as well as collaborative work, skills that are becoming increasingly important for further study. The main advantage of this course over other linear courses is that it allows the students to gain the skills such as making links, essay writing and critical assessment of experimental evidence, which will be extremely useful as a preparation for university courses.

Whilst the course builds on the knowledge gained in IGSCCE Biology, it is significantly more challenging and contains elements of both Maths and Chemistry. Thus, students who intend to do this course will not only be expected to gain the highest grade in Biology, but should gain high grades in these subjects as well. As many of the exam questions will require detailed consideration of experimental results and biological concepts, ability to express yourself clearly in writing will also be essential.

The syllabus is divided into five underlying themes:

- ▷ Cell biology
- ▷ Origins and chemicals of life
- ▷ Animal physiology
- ▷ Plant biology
- ▷ Environmental biology

The pace at which Biology has developed over the recent years is astounding and the beauty of the Pre-U course is that it gives students an opportunity to explore the emerging fields within the subject, but also addresses the changes in perception of links between different fields of study, e.g. the increasing need to examine biological

processes from evolutionary point of view, but also to see evolution from cellular and molecular perspective, rather than at whole organism level alone.

The integral part of this syllabus is evidence-based thinking and students will often be expected to explore topics further, read critically around the topic and bring extra evidence to support class discussions.

Students will be examined after two years of study through four examination papers, with each paper contributing a different % of the final overall grade:

Paper 1: Structured **40%**

Based on the whole syllabus content and contains a mixture of multiple choice questions and short-answer questions. *(2hrs 30mins)*

Paper 2: Data Analysis and Planning **22.5%**

Questions based on source material as well as detailed planning of practical investigations. *(1hr 15mins)*

Paper 3: Case Study and Synoptic Essay **22.5%**

Structured questions based on source material as well as discursive essay that will be assessing the quality of written communication. *(1hr 45mins)*

Paper 4: Practical **15%**

Laboratory based examination that will involve both the bench practical and microscopy skills. *(2hr 30mins)*

This course will provide you not only with the detailed knowledge of Biology, but also with the transferable skills useful in all university courses. The emphasis on critical thinking and analysis and interpretation of data, as well as critical reading of sources and essay writing will be extremely useful for students preparing to read Medicine at university and requiring additional tests (UKCAT, BMAT).

An 8/9 at GCSE is strongly recommended for Sixth Form success.



Please see
Dr Pattison
for more
information

Chemistry

This course builds naturally on your Edexcel IGCSE Chemistry experience and develops your chemical knowledge and understanding of the different areas of the subject and how they relate to each other. You will acquire a deeper appreciation of the skills, knowledge and understanding of the scientific method and gain a greater competency and confidence in a wide range of practical and problem solving skills. We would hope that your interest in and enthusiasm for the subject will develop much further as the course progresses.

What will I study?

19 different topics will be studied over the course of the two years of study. A representative selection of these is shown below. A full list of these topics can be obtained from Mrs McCarthy in the Chemistry department.

- ▷ Atomic Structure and the Periodic Table
- ▷ Structure and Bonding
- ▷ Redox
- ▷ Formulae, equations and moles
- ▷ Organic Chemistry
- ▷ Rates of Reaction
- ▷ Equilibrium
- ▷ Energetics
- ▷ Advanced Organic Chemistry
- ▷ Modern Analytical Techniques
- ▷ Inorganic Chemistry and the Periodic Table

How much practical work is involved?

As always in Chemistry at CLS there will be a wide range of exciting practical work to be done across all the topics. The exam board will require us to assess each student for a 'Science Practical Endorsement'. This endorsement will not contribute to the overall grade but will be recorded on the student's certificate on a pass/fail basis. It is envisaged that, bar any unusual circumstances, all CLS pupils who carry out the general class practicals will gain this endorsement. The quality of their practical knowledge and appreciation of this area of Chemistry will mainly be assessed as part of the written Paper 3 as detailed below.

How is it examined?

The course will be examined by three written papers in the Summer Term of the Senior Sixth year:

Advanced Inorganic and Physical Chemistry (Paper 1)

1h 45m (30% of total mark)

Advanced Organic and Physical Chemistry (Paper 2)

1h 45m (30% of total mark)

General and Practical Principles in Chemistry (Paper 3)

2h 30m (40% of total mark)

Why should I choose Chemistry?

It is a fantastic subject and the A level is very well regarded by the universities. Those students who have both enjoyed and been successful in their Chemistry studies at IGCSE should consider Chemistry as one of their options in the Sixth Form. Anyone planning to study Medicine, Dentistry, Veterinary science, Pharmacy, Biochemistry, Biotechnology and of course Chemistry itself at undergraduate level needs to study A-level Chemistry.

How else will my studies be supported?

Each Chemistry set will be taught by two of the subject specialist teachers. At present those teachers are Mrs McCarthy (Head of Department), Dr Brookes, Mr Dawson, Mr Rogers, Mr Clifford, Miss Pollock, Dr Everard-Pennell and Mr Dharamshi. Boys will always have access to advice and help from their Chemistry teachers and the other members of staff in the department. In the run up to examinations there will be plenty of lesson time given over to revision and there will be a number of extra revision sessions after school or at lunchtimes available to those students who feel they need some extra guidance.

Throughout the two year course there will be opportunities for the boys to involve themselves in Chemistry related activities outside the syllabus material. For example we enter boys each year for both the Cambridge Chemistry Challenge and the Chemistry Olympiad competitions. At present we run a one day trip in the J6 year for all Chemists and also small groups of interested students attend evening lectures at the Royal Society of Chemistry.

An 8/9 at GCSE is strongly recommended for Sixth Form success.



Please see
Mrs McCarthy
for more
information

Classical Civilisation

A uniquely wide-ranging and fascinating course, combining elements of literature, art and history, Classical Civilisation is ideal for anyone with an interest in the world of ancient Greece and Rome. You do not need to have studied Latin, Greek or Classical Civilisation at GCSE level to take this subject in the Sixth Form. All literature is studied in translation rather than in the original language.

We follow the OCR A level specification, for which three topics are studied over the two years of the course. One of these is a “core” topic, whereas the other two are chosen from a list of options. In the final exam the the core paper is two hours twenty minutes, and the other two papers are each one hour forty-five minutes. All three are taken in the same session in the Summer Term of 2021.

The core topic is The world of the Hero, with reference to Homer and Virgil. As well as studying prescribed books of Greek and Roman epic, a close analysis is made of literary techniques, the characterisation of the hero, and the social, cultural and religious context in which the poems are set.

The first optional topic, which relates to Culture and the Arts, is chosen from

- ▷ Greek theatre
- ▷ Imperial image
- ▷ Invention of the barbarian
- ▷ Greek art

The second optional topic, which relates to Beliefs and Ideas, is chosen from:

- ▷ Greek religion
- ▷ Love and relationships
- ▷ Politics of the late Roman Republic
- ▷ Democracy and the Athenians

In practice the choice of optional topics will be made by those members of the department who are teaching the subject. However, the choice will be informed by the likely appeal of certain topics to Sixth Formers, and not just by teachers' preferences. It should be said, though, that all the topics listed above are engaging, stimulating and ultimately very rewarding.

A wide range of materials is studied. Ancient literature is of course of key importance, and, as said above, is always read in translation. Non-literary sources include Greek vases, Greek temples, Greek and Roman sculpture, Roman public buildings and coins. The opportunity to learn how these diverse sources contribute to our understanding of the ancient world is in itself a major attraction of the subject.

Classical Civilisation works very well when taken in combination with History, English Literature, Religious Studies or Politics, but it can be successfully combined with many other subjects. It is a subject valued by all universities, and many degree courses in Classical Studies are now available. In common with all other university arts and humanities subjects, these Classical degrees open up a wide range of career opportunities.

Please do not hesitate to consult any member of the Classics Department if you would like to know more. Remember that there is no need to have studied a Classical subject already in order to take this subject in the Sixth Form.



Please see
Mr Ellis-Rees
for more
information

Drama and Theatre

Who would benefit from this course?

- ▷ Those with a specific interest in Theatre
- ▷ Fine Arts students, giving them a wider view of important artistic movements of the 20th century
- ▷ English and Language students who seek to extend their knowledge of western Drama and Theatre and gain another perspective on plays
- ▷ History students looking to apply their knowledge of the social and political context of plays studied
- ▷ Science students looking for a broader culture base to their Sixth Form work

University and beyond?

This course guarantees the development of the following transferable skills which make you an attractive candidate for any graduate course and future employment:

- ▷ Confidence
- ▷ Communication
- ▷ Creativity
- ▷ Empathy
- ▷ Leadership
- ▷ Resilience
- ▷ Problem solving
- ▷ Project management
- ▷ Public speaking
- ▷ Taking direction
- ▷ Team work
- ▷ Time management

What will I study?

Component One

Written paper: 3h (40% of A level)

Live Theatre Production Seen and Prescribed Plays. Responding to live theatre seen during the course and the study of two set texts.

Component Two

Practical devised performance

30% of A level (moderated by AQA)

Presentation of devised drama. The assessment also includes candidates' preparatory and development work and the submission of a working notebook. Option offered to be examined as an actor, director or designer.

Component Three

Making Theatre

30% of A level (marked by AQA)

Practical exploration of three extracts each taken from a different play. Extract 3 will be performed as final assessed group piece. The assessment also includes a reflective report. Option offered to be examined as an actor, director or designer.

How else will my studies be supported?

- ▷ Numerous theatre trips throughout the duration of the course
- ▷ Regular homework set by both of your teachers
- ▷ The option to take Grade 7 and 8 Acting LAMDA Examinations (recognised by UCAS)
- ▷ Workshops with professional companies and theatre practitioners
- ▷ Extra-curricular option to be a cast or crew member involved in School Productions



Please see
Miss Dobson
for more
information

Economics

Economics is a dynamic and changing field of study and what students learn can be directly applied to the world around them. The City of London School is in a unique location to explore and study this exciting subject, being in the heart of the financial sector.

Why should I choose Economics?

Will the Eurozone survive? What are the economic implications of Brexit? Should the government raise taxes or reduce spending to tackle government debt? How should we approach global environmental problems? To what extent should the economy be driven by the 'market' or the government? Why do we need an inflation target? Is China a threat or an opportunity? If questions like these interest you, then economics may be an ideal A-level subject choice. Economics also neatly complements a wide range of other subjects, be it Mathematics, English, History, Geography, Politics, Philosophy, Science or Art. Economics will teach you to be analytical and critical; skills that are highly sought after by prospective employers.

What will I study?

You will study theoretical economics which will be applied to the real world. For example, you will learn why the 'market system' often leads to pollution and then study what can be done to ensure business takes account of the damage they do to the environment. Amongst the many areas covered you will explore:

- ▷ The role of economics in resource allocation
- ▷ How competitive markets work and why markets sometimes fail
- ▷ Measures of economic performance such as growth, inflation, the balance of payments and unemployment
- ▷ The changing role of the financial sector
- ▷ Different schools of economic thought

- ▷ Macroeconomic objectives and government intervention in markets
- ▷ Revenues, costs and profits of business and business objectives
- ▷ Market structures such as monopoly, oligopoly and perfect competition
- ▷ The Eurozone, the European Union and other trade blocs
- ▷ Comparing and contrasting emerging and developing countries

How is it examined?

We will be following the Edexcel linear course which will cover four ‘themes’ that will be examined in the summer of 2019.

Theme 1: Introduction to markets and market failure

This focuses on microeconomic concepts. Pupils will develop an understanding of the nature of economics, how markets work, market failure and government intervention.

Theme 2: The UK Economy – performance and policies

This focuses on macroeconomic concepts. Pupils will develop an understanding of measures of macroeconomic performance, aggregate demand, aggregate supply, national income, economic growth and macroeconomic objectives and policy.

Theme 3: Business behaviour and the labour market

This develops the microeconomic concepts learnt in theme 1 and focuses on business economics. Pupils study business objectives, revenues, costs, profits, market structures, the labour market and government intervention.

Theme 4: A global perspective

This develops the macroeconomic concepts introduced in theme 2 and applies these concepts in a global context. Pupils will develop an understanding of international economics, global inequality, development economics, the global financial sector and the role of the state in the macroeconomy.

How else will my studies be supported?

The department provides you with tailored course notes to aid your study, a subscription to the FT on-line and access to print copies of 'The Economist.' Students are also provided with the most up-to-date textbooks and access to an online learning platform in S6. We enter a number of external competitions such as the Student Investor competition and Young Enterprise. We offer Oxbridge economics preparation classes. The department has a very active Economics Society which invites external speakers and encourages pupils to get involved. We also encourage pupils to attend LSE public lectures each year. The department organises a day visiting City institutions during the Summer term. The department plan a trip abroad during the 2-year course.

University and beyond

A level Economics is useful for a wide range of University courses and for the future world of work. Those that decide to study Economics at University will open the door to a huge range of careers in business, finance and the government.

What makes an ideal economist?

An aptitude for Maths is desirable essential. Pupils who achieved a GCSE grade 7 or below in Maths should not study Economics A-Level. Instead they can opt for the finance certificate. You will not need to apply complex formula at A-level but you must have the ability to think logically and in the abstract. In the words of John Maynard Keynes: "Economics is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions". In essence, good economists must be able to think logically, express themselves clearly and have an interest in global issues.



Please see
Mr Rey
for more
information

English Language

Where does language come from? Is it taught, copied, conditioned or magically acquired? Do women really talk more than men? Does your sexuality influence your language? Do Germans think in a more orderly fashion to Italians? Does language affect national character or is language born out of national character? Who were the Grammarians and how can language be described as a crumbling castle? Do Eskimos really have 100 different words for snow? What is Sapir Whorf? What matters more, nature or nurture? What are idiolect and sociolect? Are you interested in Psychology?

These are just a handful of the issues that you will investigate in English Language A Level, questions that range from biology to sociology, from psychology to linguistics, from the Turkana tribe in East Africa to schoolboys from South London. You will learn how language makes us unique amongst the animals, and how and why English has changed so much over the centuries. You will learn about varieties of spoken language, social variation, regional dialects, slang, legal language, linguistic political tricks, advertising, journalism and the language of texting and email, amongst many other things.

What Will I Study?

You will have the opportunity to demonstrate your creativity and explain your methods and motives; you will learn about language and power and study the way language is used and abused by both society and the individual. Topics covered in the exams include:

- ▷ the language and images of advertising
- ▷ child language acquisition: why and how children learn to speak
- ▷ language and social/regional variation
- ▷ language, power and identity: how language shapes and is shaped by sex, class, ethnicity etc.
- ▷ the language of the law, politics, journalism and commerce
- ▷ multimodal texts: film, websites, viral video, radio, music videos etc.

How Is It Examined?

We follow the AQA course which consists of both exam and coursework, weighted towards the two exam papers. In your coursework, you will investigate and analyse a number of different texts of your choice, and frame them within current academic thinking. The exam topics are: Language and Representation, Child Language Acquisition, Language Diversity and Language Change.

University and Beyond

Studying English Language is not just interesting for its own sake but is also a way into studying other subjects at university, such as Psychology, Law, English Literature, Medicine, Journalism, or Sociology, to name just a few. A number of boys who have taken the A level have, of course, applied to study Linguistics at various universities including Cambridge, and Oxford (where Linguistics is studied with Psychology and Philosophy). The A level is highly relevant to careers in advertising, brand management, journalism, psychology, politics and the law, to name but a few. The course will enable you to manipulate language (and people!) and guard against falling victim to copywriters' linguistic tricks. The ability to communicate effectively is the most basic of professional requirements and yet employers are forever complaining about graduates' inability to do this. Give yourself a head start in the world of work and study English Language.



Please see
Mr Riggs
for more
information

English Literature

English Literature A level is where things get really exciting, opening up the study of contemporary and canonical literature through the integration of cultural theory, politics, history, gender studies and psychology.

What Will I Study?

English Literature is a broad subject, and much will depend upon the pathway chosen by your two teachers. However, you might engage with some of the following:

- ▷ Villainy and sexual politics in Shakespeare's plays
- ▷ Dystopian nightmares and speculative fiction from Mary Shelley to Margaret Atwood
- ▷ 21st century fiction by writers such as Jonathan Franzen and Donna Tartt
- ▷ Unreliable narrators in literature from *Huckleberry Finn* to *American Psycho*
- ▷ The canonical 'greats', such as Chaucer, Milton, Wordsworth, Dickens, Eliot and the Brontës
- ▷ Modern poetry from Sylvia Plath to Philip Larkin and T.S. Eliot
- ▷ The 19th century novel and the huge social and historical changes it set out to map, from Darwin, religion and sexuality to the inequities of industrial capitalism
- ▷ The break-up of the British Empire and depictions of colonialism in EM Forster and Joseph Conrad
- ▷ The influence of psychoanalysis and feminism on 20th century fiction...

... and so on. There are an infinite number of ways in which your teachers can combine texts and concepts to give you an intellectually stimulating two-year course.

How Is It Examined?

We will be following the new Edexcel linear course, in which you will sit three open book exams: 'Shakespeare and Drama', 'The Novel' and 'Poetry'. For each you will study a mixture of modern and canonical texts.

In addition, you will write a coursework essay on two texts under the supervision of your teacher. For this there are no predefined set texts: your teacher will select an area of study and teach within it, but able, self-motivated pupils may be given the option to adapt or pursue their own interests under their teacher's close supervision. Texts can be from any genre and any period; they may be linked by theme, author or historical period.

How Else Will My Studies Be Supported?

Weekly meetings of the Barnes-Amis Society provide extra support and practice in literary analysis and discussion. There is also a programme of author visits, theatre trips and lecture days that vary from year to year, depending upon the texts studied and availability of writers. For those applying to university English Literature courses we run a program of Extension Classes after school, as well as offering Oxbridge guidance.

Why Should I Choose English Literature?

You might think that studying English Literature will not help you get a job because it is not a 'vocational' subject, but the people who will one day be hiring you know better. What potential employers want most is someone with intellectual rigour, the ability to think independently and the capability to communicate clearly and effectively. All that reading is useful, too. Studying English Literature teaches you how to analyse complex information with the help of sophisticated ideas and theories. The ability to read, reflect and critique is essential to all kinds of work – as is the skill of constructing and defending an argument. Even if you want to work in finance, you will spend most of your time researching and compiling information and writing reports.

This course complements many other arts courses, and also makes a stimulating contrast to the study of technical, mathematical and science subjects. Indeed, some of our most outstanding students have combined English Literature with one or more sciences.

University and Beyond

As far as Higher Education is concerned, English Literature A Level closes no doors and opens many. Several students per year go on to read English at Oxford, Cambridge and other top universities. English Literature graduates develop successful careers in all areas. If you are interested in advertising, publishing, business, media, law, politics, journalism, the arts or education then you should choose English Literature A Level.



Please see
Mr Riggs
for more
information

Geography

Why Geography?

Geography is a multi-faceted, contemporary subject that is highly relevant and valued in today's society. As geographers, we thrive on learning about the world around us by examining the complex relationships between people and their environment and how we are affecting its very existence.

Geography at CLS will enable you to think critically through a variety of perspectives about a wide range of contemporary global issues and consider how these link to your own lives. We equip you with life-long learning skills that develop empathy and build respect for other people and the environment. As inspirational global citizens of the future, Geography helps prepare you for the possibilities that lie in an increasingly complex and dynamically changing world.

Specification

Pre-U Geography encourages students to become independent and reflective critical thinkers. The syllabus is written for a modern world through the study of contemporary global issues such as spatial inequality, the geographies of health, trade, and the provision of food, alongside traditional topics, such as glaciation, tectonic and atmospheric hazards. All the topics take a holistic approach through examining the myriad of complex factors that affect the world today.

Content and examination

The course assessment comprises of four written examinations focused on natural and human environments, and the interaction between the two. All examinations are sat at the end of the Senior Sixth

Paper 1: Global Environments

Students learn about Cold Environments, and the Atmosphere. These themes explore the interrelationships between people and their landscape, for example, how an increase in the global demand for energy is leading to exploitation of Alaska's oil leading to widespread environmental degradation and rising social inequality amongst indigenous societies. The topics are examined through a range of structured data response and essay questions.

Paper 2: Global Themes

The unit of 'Trade, Debt and Aid' examines the complex nature of global trade and how it impacts people across the globe. For example, we explore the role of the IMF, WTO, Trade, FDI and Aid in facilitating economic growth in some areas, while leading to catastrophic levels of debt and inequality in others, in order to question what possibilities the future may bring for a more globalised and uncertain world. 'The Shock Doctrine' and 'Confessions of an Economic Hitman' are essential books to get you warmed up for this fascinating topic. We also study 'The Provision of Food', where students explore the complex interrelationship between the geographical, historical, economic and political factors that have influenced the past, present, and future supply of food across a range of scales.

Paper 3: Geographical Issues

Four topics are studied for this paper; 'Spatial Inequality and Poverty Issues', 'Health Issues', 'Tectonic Hazards' and 'Meteorological Hazards'. All these topics are inextricably linked through continually evolving global issues that are seen as a threat to human well-being. Despite ground-breaking progress in reducing the vulnerability of millions of people to these threats, societies often appear to be caught unaware at what nature throws at us.

Paper 4: Research Topic

There is no assessed coursework, however, students are assessed on their ability to plan investigations and interpret theoretical data. To facilitate the development of these essential geographical skills and to enrich the course as a whole, students attend several field trips. This year, we are investigating spatial inequality in the East End of London, and visiting the mountains of Snowdonia to explore the incredible glaciated scenery, conduct a microclimate investigation, and think critically about the opportunities and challenges that have led to varying degrees of spatial inequality in the area.

Desirable qualities for success

While a genuine interest in Geography is the foundation for A-Level success, students should have a desire to challenge the 'status quo' through being open minded, reflective and critical in their approach to looking at their world. As subjects studied at A Level rarely work in isolation, students should be ready to draw upon their other subjects to support their ideas, while simultaneously thinking geographically when outside of the classroom. A willingness to follow global issues in the media is also essential. Due to the complexities of the issues that are covered, we ask for a minimum of a B grade at IGCSE.

How else will my studies be supported?

The Geography Department staff not only has an enormous wealth of knowledge and subject expertise, but through fieldwork and travelling, we have first-hand experience of many of the global issues and natural environments that we study. The department provides many opportunities for students to visit the Royal Geographical Society to hear the student lecture series, as well as attending talks organised by the local Geographical Association network. Within school, our Geogsoc encourages students to write about geographical issues that we send off to the student magazines – some of which have been published. For those wishing to continue their studies at university, the department offers comprehensive support to assist students in their applications.

Application beyond school

In a modern world where an estimated 80% of business decisions are underpinned by location, it is hardly surprising that the geospatial industry is growing rapidly and is of significant importance to the global technology base and international competitiveness. So whether working in risk analysis, financial services, auditing, as a lawyer for a commercial enterprise, a commercial location analyst, or running your own company, geographers have the capacity to excel in all areas of business.

Geography is an exceptionally popular degree at university level, and several CLS students continue to study Geography each year at top universities. Geographers are eminently employable, which is why, according to the latest information from the Higher Education Careers Services Unit, only 5.8% of geography graduates were still job-hunting six months after they graduated, against an average of 7.3%.



Please see
Mr Hadley
for more
information

History

History at Pre-U seeks to build on and develop the key skills that are learned during the IGCSE course. Pre-U History provides the opportunity for a wide breadth of study and offers students the chance to delve into and engage with many fascinating periods. The Department has an enviable track record in terms of both results and university entrance.

What will I study?

1. **British Outlines Paper:** A range of topics from British History between 1815 and 1991. Examples of topics include the Age of Lord Liverpool, British Foreign policy 1815-70, Chartism, Gladstone and Disraeli, Foreign and Imperial Policy 1878-1900, Growth of the Labour Party, Britain and the Origins of the First World War, Britain in the First World War, Party Politics 1924-31, National Governments 1931-40, Britain and the Second World War, the origins of the Welfare State, the Thatcher government.
2. **European Outlines Paper:** A range of topics from European History from 1774-1914. Examples of topics include the origins of the French Revolution, France 1789-99, Napoleon, Alexander II of Russia, German unification, the unification of Italy, the German Empire 1871-1914.
3. **Special Subject: Russia in Revolution 1905-1924:** This subject involves a close examination of Lenin's ideology and its progression, Russia 1905-1914, Russia and the First World War, The Revolutions of 1917, the consolidation of Power and the civil War late 1917-1921, economic and social changes 1917-1924.
4. You will also undertake an Individual Study of 3500-4000 words on any subject of your choice (the question must be approved by the exam board).

How is it examined?

The Pre-U is a linear course. There are three exams to sit. Firstly, the British Outlines Paper (2h 15m, 25%), secondly, the European Outlines Paper (2h 15m, 25%) and thirdly,

the Special Subject (2h, 25%). The Individual Study counts for 25%. All exams are taken in the summer of the Senior Sixth.

How else will my studies be supported?

The History Department is manned by many long serving and experienced teachers who have a wealth of knowledge and experience to draw on. Two members of the Department mark components of the Pre U which provides invaluable insight. The Department has a broad range of resources at its disposal, including relevant books, online subscriptions and periodicals. In addition to regular classes, Reading Groups are held for both the Junior Sixth and Senior Sixth during lunch times to assist with Oxbridge and wider university preparation. Staff are friendly and approachable and always willing to give up extra time to provide further help if required.

Why should I choose History?

History teaches and equips students with many valuable skills which are well-valued by universities and employers. Amongst other things, students acquire the ability to assimilate large amounts of information and knowledge, how to analyse this in light of questions asked of it, how to weigh up and critically interrogate evidence, how to formulate an argument and support it, how to debate effectively, as well as how to write succinctly, critically and analytically.

University and beyond

Many students leave CLS every year to pursue History or History related degree programmes. It is also a useful entry subject for PPE, HSPS, Politics, International Relations and Law degree programmes.

Beyond university, History opens doors to a huge range of career paths, including journalism, law, politics, banking and finance, accountancy, business (one third of the current chairmen of FTSE 100 companies have a History degree) and civil service, academia and teaching, amongst others. It is extremely well-respected by employers.



Please see
Mr Bracken
for more
information

Latin and Greek

Latin and Greek at A level

Latin and Greek are offered as separate A level subjects: either may be taken with or without the other by anyone who has the appropriate GCSE qualification. Those who took Latin GCSE a year early in the Fourth Form should not hesitate to consider Latin as an A level choice, as experience has shown that the “gap” of a year before starting Sixth Form work does not normally present any difficulties to those beginning the A level course.

The pattern of study is the same in the two subjects: each involves both language and literature, two elements which depend on each other and are inseparable, and which carry equal weight in the final assessment. We follow the OCR A level course, which leads to two language and two literature papers. The language papers are one hour forty-five minutes and one hour fifteen minutes, and the literature papers two hours each. Candidates will take all four papers in the same session in the Summer Term of 2021.

Throughout the course you will find yourself developing the linguistic skills acquired at GCSE, and a high level of language competence will be achieved. This is in preparation for the A level language papers, which call for unseen prose and verse translation and prose composition. Whereas unseen translation is always from Latin or Greek into English, composition is from English into Latin or Greek. Acquiring and refining the skill of writing in a Classical language is extremely rewarding and enjoyable.

In both A levels four set texts—two prose and two verse—will be studied over the two years of the course. The authors studied will be chosen from the major literary genres: epic and other poetry, verse drama, history, philosophy and oratory. The roll call of authors is impressive: Euripides and Plato, Cicero, Virgil and Horace and others. You will certainly be reading some of the acknowledged masterpieces of world literature, which have proved thought-provoking for centuries. The study of these texts is broadly similar to the approach taken at GCSE, and Sixth Formers will acquire not only a detailed knowledge of language content but also a sophisticated appreciation of such aspects of literary style as characterisation, rhetorical technique and the presentation

and development of narrative or argument. The literature papers in the A level exam are based on passages taken from the texts, with questions calling for translation or critical comment.

As well as reading and studying in school, we aim to make the most of our position in central London by encouraging attendance at lectures, conferences, and performances of relevant plays, as well as visits to museums and archaeological sites.

Latin and Greek are challenging subjects with fine literatures. As A levels they command considerable respect, and they offer great personal rewards to students who have an aptitude for ancient languages and are prepared to work hard. Latin and Greek make excellent supporting subjects for History, English, Modern Languages—indeed all other arts and humanities subjects—and they are often combined with Mathematics and science subjects to produce an intellectually stimulating Sixth Form programme.

Apart from those who consider a Classics course at university, others may find that Classical A levels improve their chances of a successful application in other subjects. Satisfactory grades in Latin and Greek are a welcome qualification for degree courses in Law, Philosophy, Business Studies, Asian and Middle Eastern Studies, Linguistics and many other arts and humanities subjects. Surveys of graduate recruitment regularly show that Classicists are actively welcomed by a wide variety of professions. Publishers, industrialists, accountants, bankers, civil servants and many others all praise the qualities shown by those who study Latin and Greek.

Please do not hesitate to ask any member of the Classics Department for further information if you are considering Latin and/or Greek as an A Level course.



Please see
Mr Ellis-Rees
for more
information

Mathematics

Mathematics proves a popular choice for many boys but, contrary to popular belief, it is not a compulsory subject. Results and recruitment data (see below) suggest that more and more boys are choosing to study mathematics but not necessarily achieving the results they hope for. Mathematics is a requirement for university courses such as science, economics, engineering, accounting, computing and, of course, mathematics, as well as philosophy. That being said, mathematics is essentially an abstract discipline without practical applications and many boys struggle to focus their thoughts on the demanding level of algebra since it doesn't apply to everyday life. When Andrew Wiles (1953-), the mathematician who solved the 400-year-old Fermat's last theorem, was asked "what does it feel like to do mathematics?" he answered that to study mathematics one "must accept the state of being stuck." If you are ambitious to achieve a top grade in Pre-U Mathematics (and maybe Pre-U Further Mathematics) you must be ready to disconnect yourself from social networks and practicalities, and commit your time to solitary thinking about engaging abstract problems.

Single Maths

Qualification: Pre-U Mathematics.

Time: Eight periods per week with two teachers.

Curriculum: See www.cambridgeinternational.org

Admissions: We do not set a strict admissions criteria but in the past students with a grade 7 at GCSE have struggled with the algebra required in Pre-U Mathematics.

Double Maths

Qualifications: Pre-U Mathematics and Pre-U Further Mathematics

Time: 16 periods per week with three teachers (This is our intended timetable allocation at the time of publication but is subject to change)

Curriculum: See www.cambridgeinternational.org

Admissions: Given that this course will mean that half of your timetable will be spent studying mathematics you need to have a love of the subject coupled with demonstrable mathematical ability. Indicators of mathematical ability are a high GCSE score (probably a 9), high maths set (probably alpha), high UK Maths challenges (usually gold certificates) coupled with a recommendation from your maths teacher.

Note: Further Mathematics is a requirement for courses such as Engineering and Economics at the most competitive universities e.g. Cambridge, Oxford, Imperial. If you aspire to such a course you will need to make an honest assessment of your aspirations and mathematical ability before taking on Double Maths.

How to learn mathematics

To learn mathematics a student needs to understand worked examples and then use that knowledge to solve problems. In general the more problems you solve the greater your understanding becomes. Here is an example of an A Level problem which uses knowledge from GCSE Mathematics with a slight extension. If you become stuck possible hints could be: draw a diagram, find the algebraic equation of the circle, a tangent cuts a circle at only one point, how can you establish that a quadratic equation only has one root ...

Given that the straight line $y=mx-2$ is tangent to the circle with radius 3, centre (0,3). Show that the two possible values of the gradient, m , are $\pm\frac{4}{3}$.

An 8/9 at GCSE is strongly recommended for Sixth Form success.



Please see
Mr Eade
for more
information

Modern Languages

French, Spanish, German, Russian and Mandarin Chinese

Overview (all languages)

The Modern Languages Department offers the Cambridge Pre-U in the Sixth Form, following on from the Cambridge IGCSE which boys will have taken at the end of the Fifth (or Fourth) Form.

The Pre-U course offers traditional academic rigour, certainly, but combined with a deep insight into the fascinating and hugely varied cultures of French-, Chinese-, German-, Russian- and Spanish-speaking countries and a clear emphasis on developing practical linguistic skills to a high standard.

A Pre-U course in any of the languages we offer would make an excellent complement, of course, to another language (modern or classical), but also to an English Literature qualification or one in a humanity, such as History or Philosophy, which explores the shared heritage of the European tradition. A Pre-U course could also make an impressive contrast to STEM subjects.

Pupils continue to work on the four skill areas covered at IGCSE (listening, reading, speaking and writing) but develop these rapidly over the course so that, by the time they leave school, they are able to understand native speakers confidently in a wide range of situations, both face-to-face and via the media, read a variety of demanding texts from quality newspapers to literary works, converse with ease and spontaneity and write persuasively and incisively in the foreign language. Added to these skills, the increased focus on translation and grammatical understanding develops high-level analytical skills and the requirement to write one of the two literary essays in English brings excellent communication skills in one's own language.

As well as the extensive opportunities for practice in normal lessons, pupils have the chance to develop their speaking skills further in classes with our excellent native speaker assistants, as well as on long-established trips abroad.

Pre-U qualifications, of course, make an excellent preparation for further study of languages (either those we teach or others less commonly studied at school) at university but will also provide a suitable basis for practical use of the foreign language in a professional context in the future.

An 8/9 at GCSE is strongly recommended for Sixth Form success.

Papers

The Pre-U (French, German, Russian, Spanish) comprises four papers, as detailed below.

1. **Speaking** (15m) - discussion of a newspaper article; discussion of a chosen prepared topic.
2. **Reading and Listening** (2h15m) - comprehension questions in the foreign language and in English; re-translation into the foreign language; summary in English of a listening passage.
3. **Writing and usage** (2h15m) - discursive essay in the foreign language; grammatical exercises.
4. **Topics and texts** (2h30m) - critical essay in the foreign language on a literary topic; critical essay in English on a literary text.

- | | |
|--------------------------|-------------------------------|
| ▷ Family | ▷ Work and leisure |
| ▷ Generation Gap | ▷ Equality of opportunity |
| ▷ Young people | ▷ Employment and unemployment |
| ▷ Patterns of daily life | ▷ Sport |
| ▷ Urban and rural life | ▷ Travel and tourism |
| ▷ The media | ▷ Education |
| ▷ Food and drink | ▷ Cultural Life/heritage |
| ▷ Law and order | ▷ War and peace |
| ▷ Religion and belief | ▷ The developing world |
| ▷ Health and fitness | ▷ Medical advances |

- ▷ Scientific and technological innovation
- ▷ The environment
- ▷ Conservation
- ▷ Pollution
- ▷ Contemporary aspects of the country or countries where the language is spoken

Topics - French, German, Russian, Spanish

The Pre-U allows for an enormously wide-ranging and flexible programme of study as is evidenced by the list of topics below.

For a summary of topics covered in Mandarin, please see next section.

Further information

Any boy or parent wishing for further information may either consult the CIE website (www.cie.org.uk) or contact Mr Edmundson on re@cityoflondonschool.org.uk.



Please see
Mr Edmundson
for more
information

Mandarin

Exam papers

1. **Speaking** (15 minutes) - conversation on a prepared topic; general conversation.
2. **Listening, Reading and Translation** (2 hours 30 minutes) - Listening: identification of tones and pinyin, comprehension questions in English, summary in English; Reading: objective questions, comprehension questions in English; Chinese sayings: Chengyu sayings to identify, translate into English and explain; Translation: translation of a short passage of vernacular Chinese into English.
3. **Writing and Usage** (2 hours) - radical and stroke order skills, use of grammar markers, aspect markers and measure words; letter; opinion essay.
4. **Chinese Culture** (2 hours 30 minutes) - two essays in English, one on Topics in Chinese Culture (historical, socio-economical), one on a literary work or a film.

Candidates are allowed use of a Chinese-English dictionary (provided by the school) for Papers 2 and 3.

Topics covered

- ▷ Family
- ▷ Young people
- ▷ Education
- ▷ The media
- ▷ Work and Leisure
- ▷ Equality of opportunity



Please see
Mrs Bunnage
for more
information

Music

Music in the Sixth Form at CLS provides a stimulating and exciting course of study for the able musical enthusiast. At CLS, it is frequently taken by boys who gain amongst the best GCSE and A Level scores in the school. Boys are divided equally between those pursuing arts and sciences. Indeed in 6J EJ, we have had boys taking every other subject offered at CLS. For the mathematician, music is full of patterns, rules governing harmonic progressions and juicy chords to categorise. For those of a literary and linguistic bent, the ability to describe and explain music, to engage with set works – both orchestral and vocal – and analyse their compositional techniques will be particularly stimulating. Boys with particular interests in German, Latin, English Literature and History have brought interesting insights to bear on the set works studied. Students will develop compositional skills and produce their own compositions as well as developing as performers in their own right. They will study harmony and counterpoint and complete examples of Bach Chorales and Early Romantic Piano Writing.

Pre-U Music is a prerequisite for boys wishing to apply to read Music at University or to apply to Music College. CLS has a strong reputation for successfully preparing boys for entry to Russell Group Universities, Oxbridge Choral Scholarships as well as Music Colleges in the UK and USA.

Component 1: Listening, Analysis and Historical Study 30%

Paper 11: Listening (written), 1h30m

60 marks

Section A : The Classical Symphony c.1740-c.1802 (24 marks)

The examination requires students to compare two performances from the repertoire of Classical symphonies. Different interpretive approaches are studied alongside symphonies by Haydn, Mozart and Beethoven, and their precursors. A full score is provided.

Section B : Opera in the Nineteenth Century c.1803-1900 (36 marks)

A skeleton score of the extract will be provided. Candidates answer aural questions, which included melodic and rhythmic dictation, recognition of

chords and the identification of errors. Other questions require a commentary on matters of texture, instrumentation, phrase structure, form or style. Candidates will need to relate the extract to the repertoire from which it is taken.

Paper 12

60 marks

Section C

(36 marks)

A set topic work will be studied, within which a Prescribed Work will be analysed. Candidates will answer two questions, one relating to the topic and one requiring analysis of the Prescribed Work. Candidates will have an unmarked copy of the work in the examination.

Section D

(24 marks)

Candidates will write one essay from a choice of five. The scope of the questions will cover general musical matters and will allow candidates to make links between all of the topics that they have studied for this paper.

Component 2: Performing (*externally assessed*)

22.5%

Section A

(60 marks)

A recital on ONE instrument or voice, lasting 15-20 minutes.

Section B

(30 marks)

A recital on a second instrument or in an ensemble lasting 6-10 minutes.

Component 3: Composing

22.5%

Written paper (2hrs) and coursework

90 marks

Section A: Stylistic Exercises Written, 2hrs

(30 marks)

One exercise in either: Chorale harmonisations in the style of JS Bach *OR* One exercise in Baroque two-part counterpoint.

Section B: Stylistic Exercises Coursework

(30 marks)

Five exercises in each category of two categories.

Section C: Commissioned Composition Coursework

(30 marks)

One composition, based on a commission (set by CIE), which may be in any style.

Component 4: Personal Study of candidate's choice 25%

Submission can be in the form of a dissertation, advanced recital or free composition.



Please see
Miss Jones
for more
information

Philosophy and Theology

From September 2015, the Religion and Philosophy department have offered the Theology and Philosophy Pre-U course. This is an exciting opportunity for students to follow an intellectually rigorous course that is specifically designed for a linear approach to post-16 study.

The course covers a wide range of exciting and engaging topics. It also offers the opportunity to engage with primary texts from influential scholars, as well as developing the key skills of sophisticated critical thinking and evaluative writing, through a wide range of topics.

The course begins with the Ancient Greek origins of modern philosophy and examines thinkers and concepts up to the modern day. With an opportunity to explore epistemology, read Sartre and Mill, and debate the ethics of business and medicine, there is a real breadth and depth to the study; it is a superb grounding in both Theology and Philosophy. We are delighted to be offering this, and hope that you will be keen to study it!

How is it examined?

The course is examined through three papers:

- ▷ **Paper 1: Introduction to Philosophy and Theology**
2h15m, 30% of total grade
- ▷ **Paper 2: Philosophical and Theological Language**
2h, 35% of total grade
- ▷ **Paper 3: Ethics**
2h, 35% of total grade

A detailed breakdown of each papers is provided on the following pages.

Paper One: Introduction to Philosophy and Theology

This paper is designed to introduce candidates to some of the key areas of Philosophy and Theology. It is also designed as an introduction to some key ethical approaches. Candidates should be able to apply their reason and critically assess the views put forward by key philosophers and theologians.

Topic	Content
Foundational debates in Philosophy	<p>Plato: Theory of the Forms; the analogies of the Sun, the Divided Line, the Cave, the nature of body and soul and their inter-relationship; the Charioteer, the Good.</p> <p>Aristotle: empirical understanding of the nature of body and soul; the nature of causation – the doctrine of the Four Causes; the Good; the Archer; the Prime Mover.</p>
Foundational debates in epistemology	<p>Rationalism: the view that all knowledge starts with the mind; the role of the a priori, innate ideas and deduction.</p> <p>Empiricism: the view that all knowledge starts with the senses; the role of the a posteriori, the mind as initially tabula rasa, and induction.</p>
Ethics	<p>The contrast between moral absolutism and moral relativism.</p> <p>Divine command theory and Euthyphro’s dilemma: the extent to which moral duty can be defined by God’s will.</p>
The Nature of Belief	<p>The roles of the following as sources of authority within religion:</p> <ul style="list-style-type: none"> ▷ Strong rationalism as an approach to faith contrasted with fideism ▷ Revelation: propositional and non-propositional ▷ Sacred texts: the extent to which scripture is inspired by God and authoritative for believers, e.g. Judaeo-Christian concepts of God.
Conscience, free will and determinism	<p>Augustine and Aquinas on the nature and source of the conscience; psychological understandings of the conscience; Butler and Freud.</p> <p>The debate between libertarianism, hard determinism and soft determinism about whether the universe is determined and whether humans are free; theological determinism; Calvin.</p>

Paper Two: Philosophical and theological language

This topic is designed to introduce candidates to the study of philosophical and theological language, and to encourage them to explore the implications of different theories.

Topic	Content
Language, meaning and truth	<ul style="list-style-type: none">▷ The verification principle and its implication for the ethics and philosophy of religion.▷ The falsification principle and its implication for the ethics and philosophy of religion.▷ The responses of philosophers of religion to the verification and falsification challenges; debates about whether religious language is cognitive or noncognitive; the extent to which religious language can be said to be true.
Understanding ethical language	<p>The debate about the meaning of the word 'good' in moral statements:</p> <ul style="list-style-type: none">▷ The view that good is a factual property: ethical naturalism; ethical non-naturalism▷ The view that good is non-cognitive: emotivist interpretations of ethical language; prescriptivist interpretations of ethical language▷ The implication of meta-ethics for normative ethics.
Understanding of God	<ul style="list-style-type: none">▷ The use of myth, symbol and analogy to express human understanding of God.▷ Concepts of God as omnipotent, omnibenevolent, omniscient, creator, sustainer, both transcendent and immanent, perfect, simple; can these descriptions be applied coherently to God?▷ Wittgenstein's concept of language games, and its significance for understanding religious language.

Set texts for study of Paper 2

- ▷ **Basil Mitchell: The Philosophy of Religion**
- ▷ **A J Ayer: Language, Truth and Logic**

Paper Three: Ethics

This topic is designed to introduce candidates to some of the key ethical theories and their application in relation to selected contemporary issues.

Topic	Content
Christian Ethics	<p>The ethics of the Sermon on the Mount (Matthew 5–7).</p> <p>Paul on ethics, with particular reference to his Letter to the Romans.</p> <p>Natural Law ethics: Aquinas' formulation of Natural Law and its subsequent development in the teaching of the Catholic Church.</p> <p>Fletcher's situation ethics as a challenge to traditional Christian ethics.</p>
Other Ethical theories	<p>Utilitarianism, including the theories of Bentham and Mill; Act and Rule Utilitarianism; Preference and Interest Utilitarianism.</p> <p>Kantian ethics: Kant's theory of duty; hypothetical and categorical imperatives.</p> <p>Virtue ethics; its background in Aristotle; modern developments of virtue ethics.</p> <p>Existentialist ethics: Sartre's theory of choice.</p>
Applied Ethics	<p>The application of ethical theory to issues of:</p> <ul style="list-style-type: none">▷ war and peace▷ abortion and euthanasia▷ embryo research and genetic engineering▷ environmental ethics▷ business ethics

Set texts for study of Paper 3

- ▷ **John Stuart Mill: Utilitarianism (including 'Essay on Bentham')**
Pages 78–123 and 251–321
- ▷ **Jean-Paul Sartre: Existentialism and Humanism**

Who is this course for, and why is it useful?

The course is for everyone, and you do not need to have studied Religious Studies at GCSE to choose this course. The disciplines of Philosophy and Theology provide an extremely good set of thinking skills. They allow you to think in a clear and objective manner, digest information, evaluate arguments and spot flaws in them, reach balanced judgements and advance your own argument in a lucid fashion – quite a set of skills for any profession or university course!

In the last three years, at least 10% of boys have applied to read a course that has had a philosophical or theological component. Boys intending to read the following subjects have benefitted from reading this subject: PPE, PPL, Physics and Philosophy, Maths and Philosophy, Computer Science and Philosophy, Theology and Philosophy, Theology and Religious Studies, Law, Philosophy and Modern Languages.

Medics should certainly think carefully about this as a subject choice – the ethical component of the course is of direct relevance to medical applications and to future medical practice. The opportunity to study Modern Medical Ethics in a structured fashion is a distinct advantage for prospective medics.

Beyond university, Philosophy and Theology is valued as a springboard into many different professions. Lawyers benefit from the clarity of thinking that it provides, so do many city firms. Consider the following:

"I asked the Board why I was chosen above the other candidates. Without blinking an eye, the Head of the Committee stated a list of reasons, the first of which was: 'Of all the people we considered, you were the only one who had studied Philosophy...that told us you can think outside the box...' I have come to realise the answer to the question perpetually posed 'Philosophy? What are you going to do with that?' The answer is 'Absolutely anything you want.'"

Jordan Kotick
Vice-President
J.P. Morgan, Wall Street

Please see
Mr Fenton
for more
information

Physics

Qualifications in this subject are highly sought after in the scientific & engineering community, but they are also very marketable in many governmental and commercial activities and the A-level would be a strong supporting subject for those who intend to study medicine. The syllabus content justifies the high regard in which the subject is held, but should also help to satisfy the curiosity of all who take an intelligent interest in the workings of the universe around us. Students learn about physical phenomena, how they have been modelled theoretically and how the theories of Physics have been applied in our technological society.

The examination board is OCR, and we follow the B specification “Advancing Physics”. The subject places an emphasis on experimentation, and we expect students to spend a significant portion of their lessons in practical work. The assessment of practical skills is completed over the two years through a series of key experiments.

In the first year, the fundamental topics of Electricity, Light, Mechanics, Materials and Quantum Physics will be studied. We aim to connect this work with practical applications as much as possible. Throughout the course, students are also taught the highly sought-after problem solving skills that Physicists are renowned for.

Topics such as Nuclear & Particle Physics, Fields, Circular Motion, Thermal Physics and Astrophysics are taught in the Senior 6th, as they build upon the first year course. The final assessment is through three theory examinations, and is separated from the Practical Endorsement.

An 8/9 at GCSE is strongly recommended for Sixth Form success.



Please see
Mr Wood
for more
information

Politics and Government

Politics is a subject new to students at A Level. It builds on many of the subjects studied and the skills that will have been developed during IGCSE History. There is a strong contemporary flavour to the subject which allows for up to date engagement with the latest developments in the world of Politics, which is fast moving and dynamic. The Department has an enviable track record in terms of both results and university entrance.

Politics went linear as of September 2017. Details of the programme of study can be found below.

What will I study?

The 3 components outlined in the the table below will be divided up over the two year teaching programme.

Component	Content
Component 1 UK Politics	<p>Political Participation</p> <ul style="list-style-type: none"> ▷ Democracy and Participation ▷ Political parties ▷ Electoral systems ▷ Voting behaviour and the media <p>Core ideas</p> <ul style="list-style-type: none"> ▷ Liberalism, Conservatism, Socialism <p>ASSESSMENT: <i>A range of short and long answer questions</i></p>

Component	Content
<p>Component 2</p> <p>UK Government</p>	<p>UK Government</p> <ul style="list-style-type: none"> ▷ The Constitution ▷ Parliament ▷ The PM and Government ▷ Relations between the branches <p>Options:</p> <ul style="list-style-type: none"> ▷ <i>(one of)</i>: anarchism, ecologism, feminism, multiculturalism and nationalism <p>ASSESSMENT: <i>A range of short and long answer questions</i></p>
<p>Component 3</p> <p>Comparative Politics</p> <p><i>(one part of the paper will contain questions comparing UK and US Politics or UK and Global Politics)</i></p>	<p>US Politics</p> <p>Constitution, Pressure Groups, Political Parties, Congress, Supreme Court, Presidency, Elections, Race and Ethnicity</p> <p><i>OR</i></p> <p>Global Politics</p> <p>ASSESSMENT: <i>A range of short and long answer questions</i></p>

There will be three exams in total sat during the summer of the Senior 6. These exams will count for all of the marks available for the qualification. Each is two hours long and comprise one third of the available marks per paper.

How will my studies be supported?

The Politics Department is manned by many long serving and experienced teachers who have a wealth of knowledge and experience to draw on. The Department has a broad range of resources at its disposal including relevant books, online subscriptions and periodicals. In addition to regular classes, History Reading Groups (very relevant to Politics) are held for both the Junior and Senior Sixth during lunch times to assist with Oxbridge and wider university preparation. Staff are friendly and approachable and always willing to give up extra time to provide further help if required.

Why should I choose Politics?

Politics teaches and equips students with many valuable skills which are well-valued by universities and employers. Amongst other things, students acquire the ability to

assimilate large amounts of information and knowledge, how to analyse this in light of questions asked of it, how to weigh up and critically interrogate evidence, how to formulate an argument and support it, how to debate effectively, as well as how to write succinctly, critically and analytically.

University and beyond

Many students leave CLS every year to pursue Politics or Politics related degree programmes. It is a useful entry subject for PPE, HSPS, Politics, History and Politics, International Relations and Law degree programmes.

Beyond university, Politics opens doors to a range of career paths, including journalism, law, politics, banking and finance, accountancy, business and civil service, academia and teaching amongst others.



Please see
Mr Bracken
for more
information

Certificate in Informatics

IT and Computing

This exciting new course has been written to meet the demands of the digital age. It teaches IT, digital literacy and computing and consists of four core modules with the option of additional modules, chosen by the student. This is a bespoke course designed by City of London School, together with Dulwich College and St Alban's High School for Girls, approved by the British Computer Society.

It is a one year, certificated course.

Core Modules

- ▷ **Module 1** Computational Thinking
- ▷ **Module 2** Software Skills
- ▷ **Module 3** Safe Use of Digital Technologies
- ▷ **Module 4** Device Management

Optional Modules

- ▷ **Module 5** Digital Humanities and the Internet
- ▷ **Module 6** Control and Programming
- ▷ **Module 7** Business Entrepreneurship
- ▷ **Module 8** Mobile App Development
- ▷ **Module 9** Creative Technologies

Core Module Summaries

Module 1 – Computational Thinking

Introduction to programming constructs (decomposition of a problem, data and pattern identification, hypothesis testing, algorithms) Use of flowcharts. Writing algorithms. Text-based programming. Writing a program to solve a given problem.

Module 2 – Software Skills

Use of technology for presentation, Word for report writing, stylesheets, endnotes, footnotes, references. Use of email, calendar, contacts, meeting schedules. Basic web page development using HTML. Use of spreadsheets. Cloud technology for note taking and collaborative work.

Module 3 – Safe Use of Digital Technologies

Appropriate use of social media, understanding digital footprints, Data Protection Act and Computer Misuse Act.

Module 4 – Device Management

Basics of maintaining a device in good working order (virus check, back-up, disaster recovery, Cloud for file management, installing software).

It is likely that the further, optional modules will become available during the course of the year. For further information, please see Susy Ralph, Head of IT&C (slr@cityoflondonschool.org.uk)



Please see
Mrs Ralph
for more
information

Extended Project Qualification (EPQ)

An EP is a major piece of individual project work, in which a boy explores a topic or question that is of interest to him. He might make an artefact, write a dissertation, put on a performance or carry out a laboratory or fieldwork investigation. It is designed to broaden skills, widen perspectives and deepen understanding. It enables boys to develop the skills that are crucial for university life and beyond; execute a substantial project from start to finish, gather information, annotate, footnote and acknowledge other peoples' ideas, produce a reasoned argument, organise themselves to meet deadlines, present their thoughts with clarity on paper and in front of a critical audience, and reflect on the process. We envisage that the Extended Projects will be submitted by the end of the Spring Term in the Junior Sixth. Preparation will be supported by teaching in the Junior Sixth and by individual supervision as the Projects are being researched and drawn up.

The Edexcel Extended Project is graded A* to E and requires 120 Guided Learning Hours.

Grade	UCAS points	GCE (A level) equivalence
A*	70	No AS equivalent
A	60	Better than A at AS
B	50	Equivalent to A at AS
C	40	Equivalent to B at AS
D	30	Equivalent to C at AS
E	20	Better than E at AS

"We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education."

University of Cambridge

Please see
Mr S J Brown
for more
information

Cyber Security Extended Project Qualification

(EPQW)

AN EPQ in Cyber Security has a similar format to other EP qualifications. Students follow an online course, supported by IT&C staff at CLS, and study topics including Intrusion, Incident and Digital Forensics and Risk Management. There is a degree of assessment throughout the course. Students will submit a final piece of project work, exploring a topic or issue relating to Cyber Security. Students will develop research and analytical skills and the course is designed to encourage curiosity and creativity.

The major project work is likely to be completed by the end of the Spring term in the Junior Sixth year. Individual supervision is offered as students research, produce and present their project. Students have the opportunity to present their work to others and to be part of a critical audience evaluating the work of their peers.

The Extended Project is graded A* to E and requires 120 guided learning hours. Please see the table below for UCAS points and GCE (A Level) equivalence.

Grade	UCAS points	GCE (A level) equivalence
A*	70	No AS equivalent
A	60	Better than A at AS
B	50	Equivalent to A at AS
C	40	Equivalent to B at AS
D	30	Equivalent to C at AS
E	20	Better than E at AS



Please see
Mrs Ralph
for more
information

Introduction to Securities and Investment

(CERTIFICATE)

The introduction to securities and investment certificate is a nationally recognised qualification offered by the chartered institute for securities and investment (CISI). The course content aims to provide a basic introduction to the financial services industry with a focus on investments. Students learn the nature and purpose of the retail and professional sectors, the main products they sell to customers and market structures for the trading of equities, debt, commodities and derivatives. The certificate is Ofqual approved and is recognised by UCAS.

How is it examined?

To qualify, students must pass a computer based exam (70% pass rate) and write a 3,000 – 4,000 word extended project. A range of essay titles are offered by the CSII. The qualification is equivalent to one AS-level or 60 UCAS points. Students will receive a recognised external qualification for submission in their UCAS application. The 2017 essay titles were;

- ▷ Is the UK taxation system fair?
- ▷ Has increased regulation helped to reduce financial crime?
- ▷ Evaluate the strengths and weaknesses of the UK as a financial centre.
- ▷ I'm only young, I don't need life assurance. Discuss.
- ▷ Is the UK government doing enough to encourage saving?
- ▷ Financial Services discriminate unfairly in favour of those with internet access. Discuss.
- ▷ Are the higher fees for active investment funds justified? Discuss.
- ▷ Is a pension the most appropriate way to save for retirement?
- ▷ Consider the advantages and disadvantages of investing in alternatives
- ▷ Consider the advantages and disadvantages of investing in equities and bonds.
- ▷ Is it too difficult for young people to get onto the property ladder? Discuss.

How long will it take?

The course will be delivered from September to June, with exam and essay submission in April. This will be a timetabled course and will require 4 timetabled lessons each week. This will consist of 2 structured lessons a week covering course content and practise questions (for the exam) and 2 guided lessons each week tackling the extended essay. In June there will be mock papers to prepare for the exam.

Who is the course aimed at?

This course is suitable for both A-level economics pupils and those not taking economics A-level but who are interested in the field of finance, accountancy and law. It is not necessary to take Economics A Level to do this course. Therefore it should attract both economics and non-economics pupils. Priority is given to those pupils who choose to undertake this course rather than the Economics A-Level.

The course content chapters:

The chapters to be covered in class are as follows:

- ▷ **The financial services industry** – The financial services industry and key investment distribution channels within it, distinguishing between retail and professional business.
- ▷ **The economic environment** – Understanding how the economic environment influences financial assets and markets.
- ▷ **Financial assets and markets** – How a company is formed and the differences between private and public companies.
- ▷ **Equities** – The main types of equities and the advantages and disadvantages of investing in different types of equities.
- ▷ **Bonds** – The main types of bonds and their characteristics.
- ▷ **Derivatives** – The main types of derivatives and their characteristics.
- ▷ **Investment funds** – The different types of investment funds and their characteristics.
- ▷ **Financial services regulation** – Financial services regulation and its application.
- ▷ **Taxation, investment wrappers** – An overview of investment wrappers, taxation and trusts

These chapters are examined at the end of June through an online multiple choice exam. The exam represents 40% of the qualification and the entry 60%.



Please see
Mr Rey
for more
information

Frequently Asked Questions

How many A Levels will my son leave CLS with?

We anticipate that most boys will end up with three A Levels and an EPQ (or other course) or four A Levels. The vast majority of University offers are for three A Level grades.

Can my son do five subjects?

They must submit a choices form with four choices. For full details of available subject options and combinations, turn to *page 6*.

What is the EPQ?

An EPQ is a major piece of individual project work, in which a boy explores a topic or question that is of interest to him. He might make an artefact, write a dissertation, put on a performance or carry out a laboratory or fieldwork investigation. It is designed to broaden skills, widen perspectives and deepen understanding. It enables boys to develop the skills that are crucial for university life and beyond; gather information, think and reason about information, organise themselves to meet deadlines and organise their ideas with clarity, present their ideas both on paper and verbally and execute a project from start to finish. We envisage this being done and submitted in the Spring Term of Junior Sixth or by November of the Senior Sixth.

What is the Pre-U?

This is an A Level equivalent qualification offered by the CIE Examination Board. It has a different grading system but is fully recognised by the universities.

What should he choose for Medicine?

Medical Schools generally like Chemistry, Biology and Maths – these choices are likely to hit the entry requirements for the majority. Use www.ucas.com to see individual course requirements or contact Mr Rogers (kpr@cityoflondonschool.org.uk) for Careers advice. There is information for boys on the intranet.

What should he choose for Engineering?

Maths and Physics are crucial but other than that, it is less prescriptive, but check individual course requirements on www.ucas.com.

If my son did not study a subject for GCSE can he pick it for A Level?

Boys can take Classical Civilisation, RS or Drama if they have not studied it for GCSE and there are the 'new' subjects of Economics and Politics. Heads of Department for Geography and History can be approached regarding this.

Can my son sit an A Level at CLS that he has studied for outside of school?

No. We cannot accept responsibility for A Levels unless we have prepared the boys for them, so we are unable to help in this matter. Please e-mail the Assistant Head Academic if you need guidance in finding an Exam Centre or use Google.

Can my son change his mind once he has handed in the form?

Yes he can, but once the Blocking Scheme is complete, then changes must fit in with this. The Blocking Scheme is arranged on the basis of choices made now and will go on the portal around Easter, and a boy must have one subject in each block. We do not revisit this scheme for later changes – changes must fit into it! We also allow boys to change up to the 1st October in Junior Sixth, as long as they fit the timetable slots.

Does he need a particular grade at GCSE to take the subject in Sixth Form?

We would recommend that a boy has **at least** an A grade or 7 or above. There is a strong correlation between GCSE success and A Level; university offers tend to be ABB and above and a boy should not be embarking on an A Level that is one of his weaker GCSE grades. Boys picking Economics need a decent grasp of Maths, preferably a 7 or above, and boys picking Politics should aim to have a 7 or above in English Language and/or History. For the Sciences, Maths and Languages, where the conceptual leap is particularly great, an 8/9 is recommended.

Can my son drop an A Level during the Junior Sixth?

Boys should be starting courses that they have picked for the right reasons. Any boy picking four A Levels should think seriously about why he is doing four and not an alternative qualification. We hope to have some flexibility in our timetable to consider reasonable and valid requests, but we will do this on a case-by-case basis. We recognise that we have a significant minority of boys who relish doing four.

What subjects are set by ability for A Level?

Maths is self-set, via the option of Maths and Further Maths but nothing else is. For a boy to seriously consider Further Maths, then he should have an 9 or 8 at GCSE. If you have a 7 at GCSE Maths you might well have got nearly a third of the paper wrong.

Why don't you do IB?

The level of compulsion in IB is contrary to the liberal ethos underpinning our curriculum and we believe that the opportunities provided by the curricular and co-curricular at City permit boys to sustain a very broad academic experience.

See next page for a detailed rejection of the IB.

Rejection of The International Baccalaureate

CLS does not offer the IB and we are not planning to offer it. The reasons for this are:

1. The vast majority of boys go to English Universities and therefore the A Level serves them very well – we see over 80% going to their first choice university and over 90% to first or second. Our success rate with Oxbridge is consistently high and so is our hit rate with the Medical Schools. If boys wish to apply to US Universities, then they should visit Careers on a Tuesday.
2. CLS covers much of what is in Creativity, Action, Service (CAS) as boys are offered a plethora of opportunities to get involved in artistic pursuits, sports, charity work and community service, which develops their awareness of life outside the academic arena. They do this without totting up the hours and logging all their pursuits. There is no compulsion at CLS to do voluntary work but this allows boys to decide for themselves and to develop the independence crucial for university.
3. We are introducing the EPQ, so the need for the Extended Essay is negated. Also boys can enter various essay competitions and are encouraged to do so by Heads of Department. There is plenty of scope to develop the independent research and writing skills expected at university. Other competitions are also published to boys, covering a wide range of departments. Again, these are not compulsory and this leads to boys choosing what it is they wish to devote time to.
4. IB has a level of compulsion that many boys would find restrictive. **They have to study Maths, English, a Foreign Language, and a Science.**
5. We offer one of the most flexible and challenging A Level Maths programmes in the country and this would be diluted. If the IB were offered, our pupils could not do three sciences or three languages at higher level. They could not do History, Politics *and* Geography. Classical Civilisation is not available and the separation between English Literature and Language is not as sharp. The creative subjects can be squeezed.

Please contact the Assistant Head Academic Miss Noeleen Murphy if you have any further questions (nm@cityoflondonschool.org.uk).

How to submit your choices

You will get an email to your school address with full details of how to input your choices via an online form.

We will send this to you in late January 2019

Please see Assistant Head Academic Miss Noeleen Murphy if this is problematic (nm@cityoflondonschool.org.uk) but do check your email properly.



| City of
London
School

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