

City of
London
School

Sixth Form

Curriculum Booklet



A concise guide to all your
subject and course options

2022 edition

Welcome from the Head

The choice of your A-level 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 pupils 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 over 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

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Key Dates

Fifth Form Programme for Junior Sixth starting September 2022

Tuesday 30 November: Sixth Form Assembly and booklet distributed

Wednesday 8 December: Curriculum Drop in Day (Virtual)

Parents will be sent a presentation to watch and there will be Q+A sessions.

Do look on the Parent Portal for the **Sixth Form Curriculum Video** (*School Information > School Documents*) for you to watch ahead of the Q&A on Thursday 8 December at 1pm or 7pm. You can join the one that suits your schedule. Teams Invites will follow for this. Please add the date to your diary. Do read the Friday Comms from 5 November.

Tuesday 11 January onwards: Mock GCSE Examinations

The mock GCSE examinations take place from Tuesday 11 January. Please note that you are on exam leave and will only be required at school for the actual examinations. We will confirm the end date in November.

Last Day of Mocks (1.45–4pm): Fifth Form Forum

On the afternoon of the last mock, all Fifth Formers will attend a forum on the Sixth Form. The Head will be fielding questions along with the Senior Mistress & Director of Studies (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.

Tuesday 1 February (5–7.30pm): Fifth Form Parents' Evening (Virtual)

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. You are welcome to attend this with your parents.

Monday 7 February (9am): 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 Monday 7 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, and in the Parent Portal

May to June: GCSE & IGCSE Exams & Book Return

All details and arrangements for the GCSE examinations will be published in Teams 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. There will be an Exam Contingency Day (date TBC). You must be available for this.

Revision Advice

There is advice available from many subjects in Teams. 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 25 August: GCSE & IGCSE Results Day

Depending on the circumstances this might be a virtual results day with results to the pupil portal by 9.30am. We will update you on this as events unfold.

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 pupil 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 their 9 best GCSEs above refer to subjects **for which a pupil has received formal tuition at school from a member of the CLS teaching staff either on or off the timetable.**

Pupils 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 or Russian) 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 pupil should have at least a 7/A 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 2022-2024

Sixth Form at CLS has the ambitious but achievable aims of ensuring that pupils 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 you; 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 pupils 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 pupils, 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 and City+ is 2 periods.

- ▷ 37 periods per week: 4 subject choices + Games + City+
- ▷ 33 periods per week: 3 subjects + one from Other Courses + Games + City+

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

The Extended Project

An EPQ is a major piece of individual project work, in which a pupil explores a topic or question that is of interest to them. They 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 pupils 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 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

City+

The City+ programme presents an opportunity to explore topics outside of the subject curricula. It is comprised of a mixture of large group talks (with the content reflecting topics in the PSHE programme) and smaller 'seminar-style' course sessions, delivered by staff from CLS and CLSG. Each term, pupils choose two 4-week courses, and with topics ranging from Photography to Psychology, there's guaranteed to be something to pique everyone's interest. Both the large group talks and the smaller seminar-style sessions, are conducted in a mixed environment, with pupils from both Schools coming together to discuss, debate and deliberate.

Advice to pupils on choosing their subject combination:

- ▷ Four A Levels is offered as a path.
OR
- ▷ Three A Levels and EPQ is a fulfilling and valuable path and all pupils should strongly consider this; the merits of an EPQ 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 pupils with a substantial piece of individual research to talk about. **You are not allowed to choose Maths, Further Maths, one other subject and EPQ/IT+C.**
- ▷ You should choose Sixth Form subjects in which you are likely to get **at least a 7/8** at GCSE, and we strongly recommend an 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 pupil takes Double Award Science and wishes to take a Science subject A level they need to achieve 8/7 in Double Award as a minimum.
- ▷ You 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 pupils 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 you 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 2022.

A Level Subjects

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

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 (Senior Mistress & Director of Studies: nm@cityoflondonschool.org.uk).

Pupils 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 pupils 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.

Pupils at CLS will be applying to university having taken either four A Levels, three A-levels, or three A Levels and an EPQ. 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, 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 pupils 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 pupils should be doing the research for their undergraduate courses.

There is also a wealth of information available on the Higher Education Hub on the Pupil Intranet, including advice about choosing courses, taster and open day information, guidance for personal statements and help with interviews (cityoflondon.school.sharepoint.com/sites/HigherEducation). 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.

Jono Santry

HEAD OF HIGHER EDUCATION

The Sixth Form at CLS

From the Head of Sixth Form:

Curriculum

- You will study either four A levels or three A levels and an EPQ. All formal assessment takes place in the Summer Term in the Senior Sixth.
- Wednesday afternoon Games remain compulsory.
- Sixth formers 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.
- All pupils join the City+ enrichment programme run with CLSG.

Expectations and Opportunities

The Sixth Form exists very much as culmination of your school career at City and, as such, you are expected to make the very most of it.

There are a wealth of academic opportunities in the Sixth Form, away from your studies in your core subjects. There are team competitions in subjects, essay competitions, talks and innumerable other opportunities to add both breadth and depth to your knowledge and understanding.

Sixth Formers are also 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 pupil to leave CLS not only going on to the course of their choice at the university of their choice, but also as a mature, responsible and well-rounded young adult, ready to take their place in society.

Facilities

The Sixth Form has a large and well-resourced Common Room with a variety of recreational facilities as well as morning papers, hot drinks and toast, open computer access, and space for collaborative work-all with a river view. 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.

Chris Webb

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 Mr Beresford-Zahra, 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 (TBC).

Trips and Visits

Over the course of the two years pupils will attend day trips to exhibitions in and out of London. Pupils will visit exhibitions, installations and permanent collections including Tate Modern, Barbican Art Gallery and The Curve, and The Courtauld Gallery.

Each year we arrange a residential visit. In previous years pupils have visited Venice, Athens and attended a tour of Yorkshire and Staffordshire.

All trips and visits are subject to change in light of UK government guidance.

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 Beresford-
Zahra**
for more
information

Biology

A Level Biology

The A Level Biology course provides students with an excellent overview of the subject whilst also preparing them for further study at university and beyond. The course that we have chosen covers the main areas of Biology but also addresses the issues of independent study and research as well as collaborative work, skills that are important for further study.

The course builds on the knowledge gained in IGCSE Biology and deepens your understanding of many biological concepts and how they relate to each other. You will learn how many of these concepts have elements from Chemistry and Maths. Therefore, to study the subject not only requires the highest grade in Biology but in these subjects as well. Biology is a subject where new findings are occurring almost daily and through our extra-curricular offerings, IGEM and BioSoc we are able to take your level of knowledge to a higher level than the course expects.

What will I study?

Biology A-level will give you the skills to make connections and associations with all living things around you. Being such a broad topic, you're bound to find a specific area of interest. These topics include the following, but for more information speak to either Dr Pattison or one of the Biology teachers:

- ▷ Biological molecules
- ▷ Cells and their ultrastructure
- ▷ Biochemical pathways including respiration and photosynthesis
- ▷ Genetic information, variation and relationships between organisms
- ▷ Organisms respond to changes in their internal and external environments
- ▷ Genetics and control of gene expression

The role of practical work

Biology, like all sciences, is a practical subject. Throughout the course you will carry out practical activities including:

- ▷ using microscopes to see cell division
- ▷ dissection of animal or plant systems
- ▷ aseptic technique to study microbial growth
- ▷ investigating activity within cells
- ▷ investigating animal behaviours
- ▷ investigating distributions of species in the environment.

These practical activities will give you the skills and confidence needed to investigate the way living things behave and work. It will also ensure that if you choose to study a Biology-based subject at university, you will have the practical skills needed to carry out successful experiments in your degree.

The exam board require us to assess each student for a 'Science Practical Endorsement'. Although this does not contribute to the overall grade, it is recorded on the student's certificate as a pass/fail. We expect that all CLS pupils who carry out the practical tasks will gain this endorsement.

How is Biology examined?

There are three exams at the end of the Senior Sixth, all of which are two hours long. At least 15% of the marks for A-level Biology are based on what you learned in your practical lessons.

Why should I study Biology?

Biology is an interesting and enjoyable subject and is well respected by all universities. Studying A-level Biology gives you all sorts of exciting career options, including: Medicine, Dentistry, Biochemistry, Veterinary Science, Pharmacy, Biotechnology and Bioengineering. Biological research is predicted to be the main part of science through the Twenty-First Century and many new discoveries will be made.

How will my studies be supported?

Each Biology set will be taught by two of the subject specialist teachers. These are currently Dr Pattison (Head of Department), Mr Zivanic, Mr Browne, Mr Boney, Miss Babb, Mr Robinson and Mr Hall. Pupils will always be able to seek support from any of the Biology teachers and extra sessions will be provided during the run up to the exams. All pupils in both J6 and S6 will be entered into the Royal Society of Biology Olympiad and pupils at present spent two days in Epping Forest developing their ecological and sampling skills.



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), Mr Clifford, Mr Dawson, Mr Dharamshi, Dr Everard-Pennell, Mr Rogers, Miss Pollock, Miss Babb and Mr Wardrop. Pupils 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 revision sessions for those students who need some extra guidance.

Throughout the two year course there will be opportunities for the pupils to involve themselves in Chemistry related activities outside the syllabus material. For example we enter pupils 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

Why should I choose Classical Civilisation?

- ▷ In short, because you want to find out about the history, literature, politics and art of ancient Greece and Rome but without the need to translate the original language. Classical Civilisation is one of the broadest subjects on offer at A-Level and you cover a vast swathe of time and culture in your lessons.
- ▷ You also learn about the Classical heritage and how it has affected our modern-day world – how have Roman oratory and politics shaped the actions at Westminster today? How have the Greek tragedies and Homer's epic poetry affected what is happening at the Globe or National Theatre across the river? What influence have artists at the Tate Modern taken from the Greeks?
- ▷ You get taught in small classes by several teachers – we have a department of six teachers who all teach the subject. On each year of the A-Level course you would have three teachers and so you get a chance to experience different teaching and learning styles. Furthermore, due to the usually small sets, we can offer individual and personalised feedback on a much more regular basis.
- ▷ Success rate at studying at Oxbridge and Russell Group universities – several pupils every year apply successfully to top universities to read Classical Civilisation, Ancient History, Classical Archaeology and Ancient History, Ancient and Modern History etc.
- ▷ There is also no need to have studied Classical Civilisation previously so this is an opportunity for a fresh start in a new subject.

Will Classical Civilisation help me in later life?

- ▷ YES! Of course, nobody will ever ask you at a job interview to list all the emperors or discuss the full works of Euripides! But what they will be testing at any interview is what skills you have learnt during the course.

- ▷ Universities and employers look at how pupils can apply what they have learnt and what skillsets they have. Classical Civilisation hones your memory skills, sharpens your ability to summarise and prioritise large amounts of data, teaches you to analyse and unpick key aspects, encourages you to question rather than accept everything, drives you on to present your ideas articulately, shows you how to formulate an argument with evidence and finally how to write in a coherent and critical way.
- ▷ Many alumni have studied Classical Civilisation and then pursued all manner of careers including Law, management consultancy, banking, civil service etc. The point is that choosing Classical Civilisation can be used as a springboard for any career.

What will I study?

- ▷ OCR Classical Civilisation A-Level is split up into three areas that are taught over the course of two years.
- ▷ The core topic (40%) 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 (30%), which relates to Culture and the Arts, is chosen from:
 - » Greek theatre
 - » Imperial image
 - » Invention of the barbarian
 - » Greek art
- ▷ The second optional topic (30%), 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.

There are three papers for each part of the course, all taken in the summer of Senior Sixth Form.

How will my studies be supported?

- ▷ Each teacher is available at any point during the school day and we encourage pupils to drop in to the Department Office and discuss anything to further their understanding.
- ▷ The department runs several trips – including to Rome and Greece as well as regular museum and theatre trips closer to home.
- ▷ We also make pupils aware of outreach days at certain universities as well as lectures or talks that might help their studies.
- ▷ The department also runs a Senior Classics Club – designed for boys to learn about aspects of the Classical World not discussed in class. This is aimed at those applying for Classical courses and we encourage boys to do their own presentations and we have guest speakers.



Please see
Mr Swann
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. 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 2022.

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 core textbook, and a revision book, as well as subscription to the Financial Times. Students receive access to an online learning platform covering all aspects of the syllabus. We enter external competitions such as the Student Investor competition and Young Enterprise. We provide a support group for pupils that need additional

help. The department has an active Economics Society which invites external speakers and encourages pupils to get involved. We also encourage pupils to attend LSE public lectures each year. Through the Economics Research Group (ERG), we encourage pupils to read the news and relate what they read to the syllabus. The ERG prepares a weekly email highlighting select news topics.

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, but not essential. Pupils who achieved a GCSE grade 7 or below in Maths may find the subject more challenging. Pupils 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 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?

Regular 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 Bryant
for more
information

Geography

Why Geography?

World aware - 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 we become aware of the many challenges and opportunities facing the planet.

Future ready - 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. It will help equip you to be for the 21st century with life-long learning skills that develop creative, analytical and critical thinking, while also developing kinder students who respect other people and the environment. As global citizens of the future, Geography helps prepare you for the possibilities that lie in an increasingly complex and dynamic world.

Specification

The OCRA Level specification provides a methodical framework to understand the most important human and physical systems that shape the planet. The most pressing debates of the 21st century are at the heart of its contemporary and exciting content. It is evaluative and analytical in nature, requiring you to understand both the underlying mechanics of change and the nuances of geographical debate surrounding these issues.

Content and examination

The course assessment is comprised of three written examinations and one independent investigation, the Non-examined Assessment (NEA).

Paper 1: Physical systems

The topics studied include Earth's Life Support Systems which explores how the water and carbon cycles link to most processes affecting life on earth. It also covers Landscape Systems, where a specific physical environment is examined in depth to understand how it functions as an integrated system.

Paper 2: Human interactions

The topics studied include Global Connections, in which the roles of globalisation, global trade, and contemporary geo-politics are leading to unprecedented social and economic change globally. It also covers Changing Spaces, where the concepts of cultural geography, placemaking, and inequality help us understand what makes places unique and contested spaces.

Paper 3: Geographical debates

This exciting paper looks at a series of contemporary world issues, from Disease Dilemmas, to Climate Change, and to the Future of Food. It links these topics holistically to the core content of the course allowing students to think synoptically across the different disciplines of Geography. Debate is at its heart, with students exploring the social, political, and scientific fault lines that cross these complex topics. This paper really should be a stimulating prospect for any intellectually astute and globally minded student. All papers also assess a range of numerical, graphical, and cartographical skills which will be integrated across your learning.

Independent investigation (NEA)

Fieldwork is a core tool for any Geographer to understand the world. As part of the course you will be given the opportunity to carry out fieldwork to evaluate how knowledge is tested and shaped by real world observation. The resulting experience will give you the tools to craft your own independent investigation which can link to any part of the course. As well as the potential for excellent results, the project can be a real milestone in terms of developing a more mature understanding of academic study.

How else will my studies be supported?

The Geography Department will provide you with multiple opportunities to study the subject in the field through a series of trips, giving you first-hand experience of the topics you are studying in lessons. 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 Geography Society and the City Geographer magazine encourages

students to write about geographical issues close to their heart. 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. So whether working in strategy consulting, risk analysis, financial services, or running your own company, geographers have the capacity to excel in all areas of business. Furthermore, Geography opens up more specialist roles that can contribute to the greater good of society, such as work in development, sustainability, and public health. 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, but most importantly they are well placed to be the people that shape the world for the better.



Please see
Mr Innes
for more
information

History

History at A Level seeks to build on and develop the key skills that are learned during the IGCSE course. OCR A Level History provides the opportunity for a wide breadth of study and offers students the opportunity 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 Period Study and Enquiry. A range of topics from British History between 1846 and 1918. These include the formation of the Liberal Party, Gladstone, Disraeli, Salisbury and the Conservative Ascendancy, Political issues 1900-14 including the Growth of the Labour Party, Social issues 1900-18 including the introduction of welfare measures by the Liberal government and Britain at war 1914-18. One of the topics is a designated specialist enquiry topic.
2. A non-British period study worth 15% of the overall marks. This will be on the development of British hegemony in America, the Causes of the American Revolution, the American Revolution 1774-1783 and the early American Republic 1783-1796.
3. A Thematic study and historical interpretations, Russia and its Rulers 1855-1964. The unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme. Students will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues. This study focuses on the nature of Russian government and its impact on the Russian people and society. Students should understand the similarities and differences between the autocratic rule of the tsars to 1917 and the subsequent Communist dictatorship.
4. A topic based essay of 3,000 to 4,000 words on a topic of own choice, which may arise out of content studied elsewhere in the course and must be approved by

the Board. The essay should explain and analyse different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. This is submitted and marked in the Senior Sixth and this is non-examined assessment.

How Is It Examined?

This is a linear course. There are three exams. Firstly the British Period Study and Enquiry (1 hour 30 minutes, 25%), secondly the Non-British period study (1 hour, 15%) and thirdly the Thematic Study and historical interpretations (2 hours 30 minutes, 40%). The Topic Based essay counts for 20%. All exams are taken in the summer of the Senior Sixth.

How Else Will My Studies Be Supported?

The History Department is manned by teachers who have a wealth of knowledge and experience to draw on. The Department has a broad range of resources to draw on, 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 highly 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

Large numbers of pupils 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 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 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: both subjects require the appropriate GCSE qualification.

All pupils, whether they have done the two-year GCSE or the quick “Latin and Greek” option, are very welcome on the course and the linear nature of the A-Level gives ample time to catch up and revise any unfamiliar GCSE material.

Why should I choose Latin and/or Greek?

- ▶ In short, because you want to find out about the history, literature, politics, philosophy and overall culture of ancient Greece or Rome through the eyes and words of those that lived at the time.
- ▶ In addition, you will get the time and opportunity to revisit, absorb and sharpen your knowledge of Latin and/or Greek. If you liked the linguistic elements of the course at GCSE and want to have the space to learn more, then this is the course for you.
- ▶ You also learn about the Classical heritage and how it has affected our modern-day world – what Roman oratory techniques are still used today to captivate an audience? What opinions did the Greeks and Romans have on justice, the soul or love and how have they shaped philosophers since? What did ancient authors have to say on the range of human emotions and psyche and just how true are their ideas today?
- ▶ You get taught in small classes by several teachers – we have a department of six teachers who all teach Latin, with four of us teaching Greek too. On each year of the A-Level course you would have up to four teachers to teach you and so you get a chance to experience different teaching and learning styles. Furthermore, due to the usually small sets, we can offer individual and personalised feedback on a much more regular basis.

- ▷ Success rate at studying at Oxbridge and Russell Group universities – several pupils every year apply successfully to top universities to read Classics (with both languages), Classics (with one language), Latin or Greek with a modern language, Latin, Latin with English Literature etc.
- ▷ It is unusual – not many people study either of these subjects as they are not offered the opportunity at school. In any event, it does mean that it is eye-catching on any CV.

Will Latin and/or Greek help me in later life?

- ▷ YES! Of course, nobody will ever ask you at a job interview to decline a Latin noun or recite in Greek the works of Homer! But what they will be testing at any interview is what skills you have learnt during the course.
- ▷ Universities and employers look at how pupils can apply what they have learnt and what skillsets they have. Latin and/or Greek hones your memory skills, sharpens your ability to spot minute details amongst a plethora of other information, teaches you to analyse critically, encourages you to understand different perspectives, drives you on to present your ideas articulately, shows you how to formulate an argument with evidence and finally how to write in a coherent and structured manner.
- ▷ Many alumni have studied Latin and/or Greek and then pursued all manner of careers including Law, management consultancy, banking, civil service etc. The point is that choosing Latin and/or Greek can be used as a springboard for any career.

What will I study?

- ▷ OCR Latin and Greek A-Level are exactly the same in how the course is set out.
- ▷ Both courses are split up into two equal areas that are taught over the course of two years: language and literature.
- ▷ The language element of the course breaks down into two papers: Unseen Prose and Verse translation (33%) and Prose Composition (17%). Whereas pupils will be used to translation from their GCSE course, they will get a chance to tackle the works of a famous poet in the verse section whilst acquiring a new skill of writing in the original language: both thoroughly rewarding tasks.
- ▷ The literature element will be split between Verse Literature (25%) and Prose Literature (25%). Two different authors are usually studied in each section of the course to give extra breadth to the Classical education. Pupils will be familiar with the types of questions asked from the “set text” side

of the GCSE but there is also opportunity for more expansion on their own ideas via extended writing tasks.

- ▷ These “set texts” change every few years but range from Homer to Virgil, Euripides or Sophocles to Cicero, Xenophon to Tacitus and Plato to Cicero amongst others.

All four papers are taken in the summer of Senior Sixth Form.

How will my studies be supported?

- ▷ Each teacher is available at any point during the school day and we encourage pupils to drop in to the Department Office and discuss anything to further their understanding.
- ▷ The department runs several trips – including to Rome and Greece as well as regular museum and theatre trips closer to home.
- ▷ We also make pupils aware of outreach days at certain universities as well as lectures or talks that might help their studies.
- ▷ The department also runs a Senior Classics Club – designed for pupils to learn about aspects of the Classical World not discussed in class. This is aimed at those applying for Classical courses and we encourage pupils to do their own presentations and we have guest speakers.



Please see
Mr Swann
for more
information

Mathematics

“Mathematics is not about numbers, equations, computations or algorithms: it is about understanding.”

– William Thurston (Mathematician)

Mathematics is a subject that is hard to quantify and define, which is ironic since quantifying and defining are two important parts of Mathematics. “Show your working!” is something that you may have heard us cry when returning a homework in your younger years. There is good reason for this. There are two parts to Mathematics: the topics and the reasoning. The topics are number, algebra, geometry, measure, probability etc. and the links between them. The reasoning is the glue that holds the subject together. It is the proof, thought processes, algorithms and algebraic or numeric explanation to a problem. A-Level Mathematics is as much about the reasoning, with which you used to arrive at your answer, as about the answer itself. A-Level Mathematics builds on the algebra and geometry from GCSE.

A Level Mathematics

Should I choose Mathematics?

To choose Mathematics we would expect that you have a good grasp of algebra and geometry and have the perseverance to tackle a problem, trying the methods that you have been taught in class. Success in Mathematics comes from an innate enjoyment of the challenge of problem-solving rather than a perceived need or expectation of the course. This course complements many choices at university particularly if applying for medicine, finance, economics, PPE or sciences.

What will I study?

The Pure Mathematics course starts by building on algebraic expressions, quadratics, sequences, coordinate geometry. It also reintroduces trigonometry more rigorously and in much more depth and introduces the topics of vector geometry, parametric functions, binomials and calculus.

One third of the course is Applied Mathematics: Mechanics and Statistics. Mechanics covers the mathematics behind forces and motion and uses Newton's three laws and equations of motion. Statistics covers calculating statistics for averages and spread of data, probability and introduces discrete random variables, the binomial and normal distributions and hypothesis testing.

Specification: OCR Mathematics A (H240)

Total number of lessons/teachers: 8 lessons, 2 teachers

A Level Further Mathematics

Should I choose Further Mathematics?

Further Mathematics is a fast-paced and substantially more challenging course than A-Level Mathematics. We would expect that you can manipulate algebraic expressions and equations with ease and have a natural aptitude and determination for problem-solving. Further Mathematics requires you to grasp abstract topics quickly, work independently and study around the topic. This course is first and foremost recommended with those that can cope with both the fast pace and the complexity of the course. It is required for Mathematics, Engineering and Economics for some of the top universities, but not necessarily all.

What will I study?

The first year will be spent covering the A-Level Mathematics course at a fast pace. At the end of the first year you will begin to study the Further Mathematics course.

Further Pure Core makes up half of the course and delves into the topics of matrices, complex numbers, proof by induction and more calculus techniques.

There are then 2 optional units, which are Mechanics, Statistics, Discrete Mathematics and Additional Pure. The final decisions on the options to be studied will take place during the Junior 6th.

Specification: OCR A Mathematics (H240) and OCR A Further Mathematics (H245)

Total number of lessons/teachers: 16 lessons, 4 teachers



Please see
Mr Broadhurst
for more
information

Modern Languages

FRENCH, SPANISH, GERMAN, RUSSIAN AND MANDARIN CHINESE

Overview (all languages)

The Modern Languages Department offers A-Level in the Sixth Form, following on from the Cambridge IGCSE which pupils will have taken at the end of the Fifth (or Fourth) Form. French, German and Spanish use AQA. Russian uses Edexcel. (Please see the separate entry for Mandarin, which is Edexcel A Level).

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

An A Level 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. An A Level in a modern language 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 two literary essays in English brings excellent communication skills.

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 assistants, as well as on long-established trips abroad.

A-Level qualifications, of course, make an excellent preparation for further study of languages at university (either those we teach or others less commonly studied at school) 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 AQA A-Level (French, German, Russian, Spanish) comprises three papers, as detailed below.

Reading and Listening, Writing (2h30m) - listening comprehension, reading comprehension, translation to and from the foreign language.

Writing (2h) - two essays on either a literary work and a film or two literary works.

Speaking (21-23 minutes, including 5 minutes' preparation) - discussion of a stimulus card and discussion of an independent research project

Topics

- Aspects of Francophone, Germanic, Hispanic society
- Artistic culture in the Francophone, Germanic, Hispanic world
- Multiculturalism in the Francophone, Germanic, Hispanic world
- Aspects of political life in the Francophone, Germanic, Hispanic world

The format of the exam and the topics differ only very slightly for Russian.

Further Information

Any pupil or parent wishing for further information may either consult the AQA website (<https://www.aqa.org.uk/subjects/languages/as-and-a-level>), the Edexcel website (Russian only) (<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/russian-2017.html>) or contact Mr Edmundson re@cityoflondonschool.org.uk



Please see
Mr Edmundson
for more
information

Mandarin

Exam papers

- ▷ **Paper 1: Listening, Reading and Translation Transcript** (2 hours)- Listening: multiple choice questions, answer short questions, summarise key information and answer questions; Reading: choose correct statements, read passage and answer question in characters; Translation: translate a short passage (Chinese character into English).
- ▷ **Paper 2: Written response to works and translation** (2 hour 40 minutes) - Translation: translate from English to characters; Written response to either literary texts or film: write 225-300 characters.
- ▷ **Paper 3: Speaking** (21-23 minutes, including 5 minutes' preparation time) - Task 1: 5 minutes preparation time + 6-7 minutes discussion time, including 2 questions posed by examiner & follow-up questions on the broader theme; Task 2: Independent Research Project (IRP): 10-11 minutes. A presentation referring to at least two written sources used as part of research (2 minutes) + follow-up questions based on presentation + broader discussion based on research as a whole.

Themes covered

- ▷ Changes in contemporary Chinese society
- ▷ Chinese culture
- ▷ Evolving Chinese society
- ▷ The impact of reform and opening up in 1978 on China
- ▷ Prescribed Literary works & prescribed list of films



Please see
Mrs Bunnage
for more
information

Music

A Level Music in the Sixth Form at CLS provides a stimulating and exciting course of study for the able musical enthusiast. At CLS, Music is frequently taken by pupils who gain amongst the best GCSE and A Level scores in the School. Pupils have the opportunity to develop their own musical interests alongside learning key skills and knowledge in the subject. Music attracts students with a wide range of academic interests across the curriculum offered at City. It is usual to have pupils studying a wide range of other subjects in the class, as well as a broad range of musical passions, all of which make for fascinating different perspectives. The Sixth Form is a crucial time in the development of musicians and the department contains staff with a very broad range of musical skills. This enables us to provide targeted support to enable students to attain their ambitions successfully.

A Level Music is a prerequisite for pupils wishing to apply to read Music at university or to apply to music college. CLS has a strong reputation for successfully preparing students for entry to Russell Group Universities, Oxbridge choral and organ awards, as well as music conservatoires in the UK and USA.

AQA 7272 A Level Music

Component 1: Appraising Music

40%

This component tests listening, musical analysis and essay-writing.

Candidates will study music from the Western classical tradition 1650–1910 and then two more topics from a broad range including music for media, music for theatre, jazz, pop music, contemporary traditional music and art music since 1910.

Component 2: Performance

35%

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology). A minimum of ten minutes of music is required.

Component 3: Composition

25%

Composition 1: Composition to a brief

AQA provide an exciting range of musical stimuli to act as a starting point for compositions.

Composition 2: Free composition



Please see
Miss Jones
for more
information

Religious Studies

Religious Studies A-Level: Philosophy of Religion and Ethics

The new A-Level in Religious Studies follows the OCR Specification and promises to be a challenging and wide-ranging study of Philosophy, Theology and Philosophical Theology. The course will suit students who are interested in exploring different ways in which thinkers have tried to make sense of the world and the place of humans in it. Another benefit of this course is the opportunity it offers students to engage with primary texts, from Plato's *Republic* to Bonhoeffer's *Discipleship*; this is excellent preparation for university level study. Students will develop skills of analysis and evaluation, and insight into the nature of existence. Assessment is via examination (three 2 hour exams). There is no coursework.

Paper 1. Philosophy of Religion:

This paper explores philosophical issues and questions raised by religion and belief.

- ▶ Ancient philosophical influences provide important foundational knowledge for the study of philosophy of religion. This and Soul, Mind and Body enable the exploration of philosophical language and thought through significant concepts and the works of key thinkers.
- ▶ Students will critically analyse three contrasting arguments regarding the existence of God. Such arguments are a fundamental element of philosophy of religion, as well as key to the personal beliefs of many individuals.
- ▶ Students will also be introduced to different types of religious experience and will be encouraged to discuss and debate the significance and meaning of such experiences, as well as reflect upon how they can shape religious belief.
- ▶ The problem of evil and suffering will also be explored. Debated for millennia, this issue is still relevant and problematic for many today.
- ▶ Through studying the nature of God, students will explore how ideas within philosophy of religion have developed over time and make comparisons between the ideas presented in works of key scholars.

- ▷ Religious Language gives students the opportunity to delve into the complexities of language itself and to test what kind of language religious language is.

Assessment is by a 2 hour written paper which constitutes 33.3% of the total A Level.

Paper 2. Religion and Ethics:

- ▷ In this paper, students have the opportunity to study key concepts related to religion and ethics.
- ▷ As part of their study, students will study four normative ethical theories, providing a range of approaches: deontological and teleological, religious and non-religious. These theories will then be applied to two issues of importance: euthanasia and business ethics. This allows learners to explore contemporary issues and deepen their understanding of the ethical theories.
- ▷ Within Meta-ethics, students will explore how ethical language has changed over time and been interpreted by different individuals.
- ▷ To develop students' awareness of the importance of significant concepts within the study of ethics, they will be required to examine the significant ethical concept of conscience, through a comparison of the works of two key thinkers: Aquinas and Freud.
- ▷ Finally, in Developments in Ethical Thought, students will examine areas of sexual ethics, a highly relevant and interesting area of study. Students will explore how attitudes to extra marital sex and homosexuality have influenced and been influenced by developments in religious beliefs, and how the four normative theories they previously studied can be applied to these areas.

Assessment is by a 2 hour written paper which constitutes 33.3% of the total A Level.

Paper 3. Developments in Religious Thought:

- ▷ This paper offers students the opportunity to undertake an in-depth and broad study of Christianity.
- ▷ This includes a study of religious beliefs, values and teachings, in their interconnections and as they vary historically and in the contemporary world, including those linked to the nature and existence of God, the role of the community of believers, key moral principles, beliefs about the self, death and afterlife, beliefs about the meaning and purpose of life.
- ▷ Students also have the opportunity to conduct an in-depth study into two scholars and their major intellectual and social contributions.

- ▷ Students will also have the opportunity to study the relationship between religion and society, for example: the relationship between religious and other forms of identity; religion, equality and discrimination; religious freedom; the political and social influence of religious institutions; religious tolerance, respect and recognition and the ways that religious traditions view other religions and non-religious worldviews and their truth claims.

Assessment is by a 2 hour written paper which constitutes 33.3% of the total A Level.

- ▷ Ancient philosophical influences
- ▷ The nature of the soul, mind and body
- ▷ Arguments about the existence or non-existence of God
- ▷ The nature and impact of religious experience
- ▷ The challenge for religious belief of the problem of evil
- ▷ Ideas about the nature of God
- ▷ Issues in religious language
- ▷ Normative ethical theories
- ▷ The application of ethical theory to two contemporary issues of importance
- ▷ Ethical language and thought
- ▷ Debates surrounding the significant idea of conscience
- ▷ Sexual ethics and the influence on ethical thought of developments in religious beliefs.
- ▷ Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- ▷ Sources of religious wisdom and authority
- ▷ Practices which shape and express religious identity, and how these vary within a tradition
- ▷ Significant social and historical developments in theology and religious thought
- ▷ Key themes related to the relationship between religion and society in the context of Christianity

"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 renown 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> <ul style="list-style-type: none"> ▷ Constitution ▷ Pressure Groups ▷ Political Parties ▷ Congress ▷ Supreme Court ▷ Presidency ▷ Elections ▷ Race and Ethnicity <p><i>OR</i></p> <p>Global Politics</p> <ul style="list-style-type: none"> ▷ The state and globalisation ▷ Global governance: political and economic ▷ Global governance: human rights and environmental ▷ Power and developments ▷ Regionalism and the EU ▷ Comparative theories <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 Sixth. These exams will count for all of the marks available for the qualification. Each is two hours long and comprises 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

Extended Project Qualification (EPQ)

An EP is a major piece of individual project work, in which a pupil explores a topic or question that is of interest to them. They 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 pupils 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

Extended Project Qualification (IT&C focus) (EPQW)

IT EPQ

The IT EPQ has a similar format to other EP qualifications. Students are supported by the IT&C department in choosing either a dissertation or artefact creation, which can include writing a computer programme for a given purpose. The course is enhanced by a series of outside speakers on topics ranging from Cyber Security and Artificial Intelligence to careers in Computing.

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.

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

Frequently Asked Questions

Frequently Asked Questions

How many A Levels will my child leave CLS with?

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

Can my child 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 pupil explores a topic or question that is of interest to them. They 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 pupils 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 should they 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 pupils on the intranet.

What should they 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 child did not study a subject for GCSE can they pick it for A Level?

Pupils 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 child sit an A Level at CLS that they have studied for outside of school?

No. We cannot accept responsibility for A Levels unless we have prepared the pupils for them, so we are unable to help in this matter. Please e-mail the Senior Mistress & Director of Studies if you need guidance in finding an Exam Centre or use Google.

Can my child change their mind once they have handed in the form?

Yes they 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 pupil must have one subject in each block. We do not revisit this scheme for later changes – changes must fit into it! We also allow pupils to change up to October half-term in Junior Sixth, as long as they fit the timetable slots.

Do they need a particular grade at GCSE to take the subject in Sixth Form?

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

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

Pupils should be starting courses that they have picked for the right reasons. Any pupil picking four A Levels should think seriously about why they are 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 pupils 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 pupil to seriously consider Further Maths, then they 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 pupils 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 pupils 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 pupils wish to apply to US Universities, then they should visit Careers and talk with Mrs Hill.
2. CLS covers much of what is in Creativity, Action, Service (CAS) as pupils 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 pupils 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 pupils 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 pupils, covering a wide range of departments. Again, these are not compulsory and this leads to pupils choosing what it is they wish to devote time to.
4. IB has a level of compulsion that many pupils 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 creative subjects can be squeezed.

Please contact the Senior Mistress & Director of Studies, 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 2022**

Please see Miss Noeleen Murphy, Senior Mistress & Director of Studies (nm@cityoflondonschool.org.uk) or Mr Wacey, Timetabler (mjw@cityoflondonschool.org.uk) if this is problematic, but do check your email properly.

City of London School

107 Queen Victoria Street
London EC4V 3AL

cityoflondonschool.org.uk
020 3680 6300

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