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INTRODUCTION

The Sevenoaks School Curriculum in Years 10 and 11 is designed to develop the life of the mind, to encourage learning, to be exciting and challenging, academically ambitious, as well as fun.

The key aims are as follows:

1. To establish a coherent curriculum with a clear *set of values*
2. To equip students with the relevant knowledge, understanding and skills to prepare them for the Sixth Form
3. To ensure *depth* through subject-specialism and *breadth* through student choice
4. To ensure that assessment is rigorous and consistent
5. To forge a genuine continuum from the Lower School to the Sixth Form IB diploma

The key values and principles of the curriculum in Years 10 and 11 include:

- Enquiry
- Creativity
- Independent learning
- Problem solving
- Critical thinking
- Team work
- International awareness

All Sevenoaks students follow a broad programme of (I)GCSEs. The compulsory core subjects account for the majority of a student's time in these years.

The criteria used to select the appropriate courses are based on a consideration of what best prepares our students for study in the Sixth Form.

Compulsory subjects at GCSE or IGCSE are:

- English Language
- English Literature (school-based syllabus)
- Maths
- Biology }
- Chemistry } Triple Science Award
- Physics }

Compulsory subject areas

- A Modern Language (one of French, German, Spanish or Russian)
- A Humanity (one of History, Geography, Classical Civilisation)

Free Choice

- } Two further subjects from Creatives, Humanities or Languages
- } One of these should, but does not have to be, a creative subject.

- It is recommended that students choose at least one creative subject: Art, Design (Resistant Materials or Systems & Control), Drama, IT or Music.
- All students study RS and International Studies, but these will not be taken for GCSE.
- With the introduction of IGCSE, French is no longer available for early taking.
- Students may select Latin as a second language. Those selected for the accelerated Greek/Latin set will sit an additional GCSE.
- Some students who are considered particularly able in Maths may be entered for the Additional Maths course or the Further Pure Maths IGCSE.

A straw poll takes place to establish student preferences before Christmas, and then final choices are made in the Lent term. Any subsequent changes are only enacted at the beginning of Year 10. The aim is to resolve most clashes following the straw poll.

Other points:

1. Students who take three languages in Year 10 must include Latin and or Classical Greek as one of their choices. No foreign language can be taken up as a new subject in Year 10.
2. Generally speaking, it is expected that students will have taken a subject to GCSE if they wish to read it in the Sixth Form. Economics and Philosophy, amongst others, are available as new subjects in the Sixth Form.
3. All coursework marks are subject to internal and then external moderation.
4. All students are expected to adhere to the school's policy on Academic Honesty and to avoid the temptations of plagiarism.

Towards the end of the booklet you will find information about the implication of GCSE subject choices for the Sixth Form and at university. These may have a bearing on choices to be made now, so do please study them carefully.

Please do not hesitate to contact one of us if you have any questions. Alternatively you may wish to contact your son or daughter's Tutor or Divisional Head.

In the following pages some departments provide details of trips or excursions they regularly offer to students. Whilst we may encourage students and parents to consider participation, we should stress there is no element of compulsion.

Whilst all the information contained in this booklet is accurate and up-to-date on publication, subsequent and unforeseen changes may occur. We make every effort to give students their preferred choice, but factors beyond our control occasionally make it impracticable. Please contact one of us if necessary.

Chris Greenhalgh
Deputy Head Academic

Audrey Franks
Director of Administration

October 2011

ART: Visual Arts & Media
Head of Department: Mr C Thomas

Awarding Body: Edexcel Art & Design GCSE

Aims

1. Developing creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meaning in art, craft and design.
2. Encouraging investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
3. Gaining an understanding of codes and conventions of art, craft and design, and awareness of the contexts in which they operate.
4. Building knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

Content and structure of the course

The course is designed to teach students a procedure for developing imaginative and informed art. It is therefore based upon sequences of work which we call units. These may take half of a whole term, and in the case of the Externally Set Test, eight weeks of preparatory time, before the final work is completed in a ten hour invigilated exam. The course covers gallery trips, Art History, drawing, painting and printmaking, ceramics and sculpture, photography and ICT. These are covered in the following way:

1. Recording observations, experiences and ideas.
2. Analysing and evaluating images and artefacts, showing understanding of context.
3. Developing and exploring ideas.
4. Presenting a personal response and making informed connections with art.

Methods of Assessment

This subject is essentially a coursework subject based upon the building of a Personal Portfolio worth 60% of marks. The other 40% is reserved for the Externally Set Test mentioned above.

Beyond GCSE

A GCSE Art & Design course and a high grade in the examination is the best possible preparation for the IB Visual Arts course, either at Standard Level or at Higher Level. We regularly send students to study Fine Arts, Art History, Architecture and Arts Courses in the USA and Europe.

CLASSICAL CIVILISATION

Head of Department: Mr S Carr

Awarding Body: GCSE AQA

Aims

Classical Civilisation at GCSE provides an opportunity to study the Greek and Roman worlds from a non-linguistic standpoint. Students are not expected to know beforehand, or study in the course, any Latin or Greek. As a result we welcome on the course any student with an interest in the Ancient World, irrespective of what she or he might or might not have studied previously. The course is essentially cross-curricular in that it includes literature, art, archaeology, social history, religion and politics.

Content and structure

Over the course of the two years, students study four units:

1. Greece and Rome: Stories and Histories
2. Greece and Rome: Drama and Life
3. Greece and Rome: Conflict and Carnage
4. Greece and Rome: An Evaluative Study

Within each unit there is a wide choice of material for study, but it is likely we would study Homer's Odyssey in Unit 1, Social Life in Rome in the First Century AD in Unit 2 and The Ancient Olympic Games and the Panathenaia in Unit 3.

Controlled Assessment

This is the Evaluative Study which forms Unit 4 and is the end product of studying one of eight prescribed topics. Each topic is based on the study of primary classical sources on a particular theme. Students must produce a piece of work of about 2000 words in a period of three to four hours in response to the controlled assessment task.

Field Trip

Students are very much encouraged to take part in the Field Trip to Pompeii, which normally takes place in the Easter holiday.

Beyond GCSE

Classical Civilisation is an option at Standard Level in Group 3 (Humanities) of the IB hexagon. While the GCSE course is not a requirement for entry to the IB course, it would be of undoubted benefit.

DESIGN TECHNOLOGY

Head of Department: Mr G Lawrie

Awarding Body: IGCSE Cambridge

Aims

This course provides opportunities for candidates to foster awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with media, materials and tools. The course encourages the acquisition of a body of knowledge applicable to solving practical and technological problems operating through processes of analysis, synthesis and realisation.

Content and Structure

The content of the specification provides a coherent, satisfying and worthwhile course of study for candidates, whether they wish to pursue the study of Design Technology in the future or whether it be their last experience of studying the subject.

Resistant Materials Specialism

Resistant Materials is concerned with developing the skills within the context of materials and their processing. It is intended that practical experience be used to create a broad understanding of materials and their processing rather than an in-depth knowledge of any particular material, technology or process.

Systems & Control Specialism

Systems and Control is concerned with developing skills and knowledge within the context of a group of related technological resources areas; namely Structures, Mechanisms and Electronics.

Methods of Assessment

Students will be expected to sit two examinations at the end of the course. The first of these will be a core element and the second will be more specific to the area of specialism.

Beyond IGCSE

Design Technology is a Group Four (experimental Sciences) subject for the IB Diploma. It is available at both Standard Level and Higher Level. Although a pass at IGCSE is useful when studying the IB course, it is not necessary and a significant number of students joining the sixth form from Year 11 at Sevenoaks, or from other schools, undertake the IB course successfully without having studied IGCSE Design Technology.

DRAMA

Director of Drama

Mr G Henry

Awarding Body: GCSE AQA

Aims

This course aims to develop students' understanding of theatre and performance skills, including an appreciation of the ways in which playwrights achieve their effects and the ability to communicate their intentions to an audience. It aims to introduce students to a wide range of play texts and theatrical practices, and through this to develop an awareness of social, historical and cultural contexts and influences.

Content and Structure

The course involves a variety of practical work aimed at developing performance skills, theatrical awareness and confidence, which candidates then apply to three or four group-based assessed projects spread throughout the two years of study. Candidates keep a reflective journal of their practical work, and are required to undertake a range of reading and research. There are regular theatre visits to supplement the course.

Methods of Assessment

1. Coursework (60% of the total marks).

Candidates present three or four group performances from a range of options, from which they offer their best two marks for assessment. The practical options cover a broad range of theatrical activity, including scripted work, improvisation, and devised material. Whilst most candidates offer their performance for assessment, there is also the option of offering a design or technical skill as the candidate's contribution to the presentation.

2. A two hour written paper (40% of the total marks). The written paper comprises 3 sections.

A. Practical work completed during the course.

B. Study and performance of a scripted play.

C. Response to live productions seen during the course.

Beyond GCSE

The GCSE course provides an excellent preparation for the IB Theatre syllabus, but it is not necessary to have completed GCSE Drama in order to study the subject in the Sixth Form. As an alternative to IB Theatre, the school offers 'Literature and Performance', which combines the Standard Level English course with aspects of Theatre Arts.

ENGLISH

Head of Department: Mrs C Henshaw

Awarding Body: IGCSE Edexcel

ENGLISH LANGUAGE

During this two year course students will prepare for the Edexcel IGCSE English Language examination. This course comprises both coursework and two terminal examinations.

Examination (70%)

All candidates will be entered at the Higher Tier. Papers require candidates to undertake comprehension questions on two non-fiction passages and to write in a series of directed responses, i.e. a newspaper article or a formal letter.

Coursework (30%)

Two pieces of coursework are required; one personal and one as a response to a prescribed anthology. There is an orally assessed component.

ENGLISH LITERATURE

In line with an increasing number of independent schools students will study for a course prescribed by the English Department. The course comprises both coursework and terminal examination.

Examination (50%)

The examination consists of two essay questions. The first requires a response to an unseen poem, the second an essay on texts studied during the course.

Coursework (50%)

During the two years candidates are required to study five texts across all genres and historic periods with one text from another culture. The coursework folder comprises of five essays including one on Shakespeare. There is a compulsory oral component and personal reading journal, both of which will contribute to the final grade.

GEOGRAPHY

Head of Department: Mr P Thompson

Awarding Body: IGCSE Cambridge

The **aims** are to encourage students to develop:

- a sense of place and an understanding of relative location on a local, regional and global scale;
- an awareness of the characteristics and distribution of contrasting physical and human environments;
- an understanding of some of the processes affecting the development of such environments;
- an understanding of the spatial effects of the ways in which people interact with each other and their environments;
- an understanding of different communities and cultures throughout the world and an awareness of the contrasting opportunities and constraints presented by different environments.

The **curriculum** is divided into three themes which are collectively designed to develop an understanding of both the natural and human environment: Population and Settlement, The Natural Environment and Economic Development and the Use of Resources. Units studied include Population dynamics, Plate tectonics, Landforms and landscape processes, Weather, climate and natural vegetation, Energy and water resources and Environmental risks and benefits: resource conservation and management.

The four **assessment objectives** in Geography are: Knowledge with understanding, Analysis, Judgment and decision making and Investigation (enquiry skills, practical skills and presentation skills). All candidates sit three papers. Paper 1 is worth 45%. Paper 2 is worth 27.5%. Paper 4 is the 'Alternative to coursework'. The questions involve an appreciation of a range of techniques used in fieldwork studies. This paper is worth 27.5% of the final mark. As such, there is no coursework element to IGCSE Geography.

During the IGCSE course, there are two one day 'local' **field trips** and one six day residential fieldtrip. The focus is on data collection, data analysis and geographical awe and wonder:

- A field trip to investigate local river characteristics, processes and landforms;
- A local urban study;
- A six-day expedition to Iceland, in the first week of the summer holidays at the end of Year 10. Activities will include climbing volcanoes, visiting glaciers, geysers and waterfalls, coastal field work, snorkelling between the plates at the mid ocean ridge, touring a geothermal power station and swimming in natural hot springs.

GREEK

Head of Department: Mr S Carr

Awarding Body: GCSE OCR

Aims

The aims of the GCSE Greek course are to encourage students to:

1. develop an appropriate level of competence in the Classical Greek language
2. make an informed, personal response to the literature studied
3. actively engage in the process of enquiry into the Classical Greek world
4. develop an awareness of the continuing influence of the Classical Greek world on later times

Content and Structure

The course is made up of four units. There are two compulsory units:

1. Classical Greek Language 1 – comprehension exercise and translation from Greek to English. The subject matter will be either mythological or related to Greek domestic life.
2. Classical Greek Language 2 – comprehension exercise and translation from Greek to English. The subject matter will be historical.

We choose to study the following two units:

1. Classical Greek Prose – candidates prepare approximately 135 lines of Herodotus' Histories or of a dialogue of Plato.
2. Classical Greek Verse – candidates prepare approximately 135 lines of Homer's *Iliad* or of Euripides' Helen.

Coursework

There is no coursework for GCSE Greek.

Beyond GCSE

It is necessary to have studied Greek to GCSE to take the subject in the Sixth Form. Greek is an option at both Higher and Standard Level in Group 2 of the IB hexagon. It is possible to study both Greek and Latin if the second language is taken from Group 6.

Field Trip

The department endeavours to organise every other year a trip to Greece. Students are also welcome to join the annual Year 10 trip to Pompeii, which normally takes place in the May half term.

HISTORY

Head of Department: Mr G Parker-Jones

Awarding Body: GCSE OCR

The Modern World Course

Aims

The course is designed to give an understanding of the main events of 20th century world history, and to develop the written skills of analysis, explanation and evaluation.

Content and Structure

The course is a broad survey of international relations during the 20th Century, from the early 1900s through to the Second World War. The main topics include peacemaking after the First World War, the League of Nations, the Great Depression, the origins of the Second World War, and the rise and fall of the apartheid regime in South Africa.

Two countries are also studied in depth, Britain 1890-1918, and the USA 1919-1941. The depth studies examine political, economic and social changes within the specified countries. A Controlled Assessment task on an aspect of apartheid South Africa is written in Year 11.

Methods of Assessment

There are two written papers, both of which are taken at the end of Year 11.

Paper 1 Questions on international relations 1919-39, and the USA 1919-1941. The paper length is 2 hours. (45% of the total mark)

Paper 2 A source-based examination on Britain 1890-1918. The paper length is 1 hour, 30 minutes. (30% of the total mark)

Controlled Assessment:

One written task will be completed by all pupils in Year 11, to be written under examination conditions. (25% of the total mark)

Beyond GCSE

The GCSE course is an excellent preparation for the study of IB History.

Study Trips

In the autumn term of Year 10 there is a trip to the battlefields of northern France and Belgium, including Ypres and The Somme.

LATIN

Head of Department: Mr S Carr

Awarding Body: GCSE OCR

Aims

The aims of the GCSE course in Latin are to encourage students to:

1. develop, at an appropriate level, competence in Latin
2. read, understand, appreciate and make a personal response to some of the literature in the original language
3. acquire some understanding of Roman civilisation
4. develop a sensitive and analytical approach to language by seeing English in relation to a language of a very different structure and by observing the influence of Latin on English
5. develop a sensitive understanding of the motives and attitudes of people of a different time and culture, while bearing in mind Rome's legacy to the modern world.

Content and structure

At the end of the course students will sit four papers for the exam:

1. Latin language 1 – passages of Latin for translation and comprehension based on mythology and Roman domestic life.
2. Latin language 2 – passages of Latin for translation and comprehension based on Roman history.
3. Paper 3 – appreciation and understanding of prose set texts.
4. Paper 4 – appreciation and understanding of verse set texts.

Each paper is worth 25% of the total marks.

Coursework

There is no coursework for the Latin GCSE

Beyond GCSE

It is necessary to have studied Latin at this level in order to take it in the Sixth Form. Latin is an option at both Higher and Standard Level in Group 2 of the IB Hexagon.

Field Trip

Although by no means compulsory, students are encouraged to join the field trip to Pompeii which normally takes place in the May half term. This gives the students the opportunity to study the town of Pompeii and the surrounding area, both of which play such a large part in the Latin course.

MATHEMATICS

Head of Department: Mr T Jones

Awarding Body: IGCSE EdExcel

Aims

The Department aims to provide enthusiastic and patient help, encouragement and advice to individuals and to groups to enable all students at Sevenoaks to experience something of the enjoyment and sense of achievement that comes from a fluent and confident understanding of Mathematics. Sevenoaks mathematicians have flexible approaches to problem-solving and an appreciation of Mathematics as a tool with which to communicate, describe, explain and predict.

Content

Pupils are encouraged to push their Mathematics as far as they possibly can, both for their own satisfaction and so that they are properly prepared for the demands of the IB course. All students take the Edexcel IGCSE in Mathematics (Specification A) (4MA0) at Higher Tier. Roughly half the year group take an extra qualification as well – either Edexcel IGCSE in Further Pure Mathematics or the Additional Mathematics FSMQ (Free-standing Mathematics Qualification.)

Assessment

Assessment of all three examinations takes the form of written papers towards the end of Year 11. All papers allow the use of calculators; the division of material between papers being arbitrary. There is no coursework component to any of the three qualifications.

Beyond IGCSE

Pupils wanting to study Mathematics at Higher level are expected to gain an A* at IGCSE and an A or B at Additional Maths in Year 11. Those wanting to study Mathematics at Standard Level are expected to gain an A* at IGCSE and grade A-C at Additional Maths. All others are advised to join the Maths Studies Standard Level course.

MODERN LANGUAGES (French, German, Russian and Spanish)

Head of Department: Mr D Mott

Awarding Bodies:

IGCSE with Cambridge International Examinations (French, German and Spanish)

GCSE with Edexcel (Russian)

Aims

1. To develop students' ability to understand and communicate effectively in the target language
2. To help them develop a solid understanding of the grammar and syntax of the language they are studying.
3. To offer insights into the culture and civilisation of the countries where the language is spoken; this may include the study of literature.

Content and structure

We lay considerable emphasis on promoting our students' ability to speak and write accurately in the target language as well as to understand both native speakers and authentic texts. A sound command of grammar is an indispensable element in the four skills and an essential requirement for the study of languages beyond (I)GCSE.

The programme of studies explores areas of experience such as everyday activities, the world around us, personal and social life and the world of work. The IGCSE offers another dimension: the international world which allows students to explore cultural aspects of the target language society and to keep up to date with current affairs in the countries where the language studied is spoken. It is designed to help students build the expected cultural knowledge for the study of IB language courses.

Methods of Assessment

IGCSE (French, German and Spanish): Students are entered for the Extended Curriculum. The four skills of listening, reading, speaking, writing are given equal weighting in the final examination. No dictionaries are allowed. Papers and instructions are all in the target language. There is no coursework element.

Edexcel GCSE (Russian): Students are entered for the full GCSE course. In the final examination, the listening and reading papers are weighted 23% each, while the speaking and writing papers are weighted 27% each. There is no coursework element.

Common to all awarding bodies: In listening and reading comprehensions, students must be able to understand and identify main points as well as details in a variety of types of spoken messages or authentic texts. They need to be able to recognise points of view, attitudes and emotions and to draw conclusions.

In speaking and writing students must be able to initiate and develop conversations and discussions, and narrate events both factually and imaginatively. They need to speak confidently, with good pronunciation. They must be able to express and justify ideas and points of view using a variety of vocabulary, more sophisticated structures and verb tenses. Finally, the style must be appropriate and the script generally accurate.

Exchanges and trips

Spending time in the target-language country is of paramount importance. It gives a huge boost to students' confidence, particularly in their speaking and listening skills. Staying with a family as part of an exchange or a study trip is the most effective means of enhancing linguistic skills and of experiencing the culture.

Those who study French will have had the opportunity to go on a French exchange in Year 9. When in Year 11, students have the opportunity of going on a Y11 French Ski Trip over the October half Term.

Those who study German go to Ibbenbüren in Year 10 during the last week of the Lent Term and the first week of the Easter holidays. Partners then return ten days later for two weeks in the UK. Students of Spanish have the opportunity to take part in an exchange to Malaga in Year 10 in February half term. A study trip to Santiago takes place at the same time and is an alternative to the exchange option. Students who choose Russian for GCSE go to Moscow and St Petersburg on an exchange during the Lent Term of Year 10 and their partners come to England a few weeks later.

Beyond IGCSE

In the Sixth Form, students have the opportunity to continue studying the language(s) they sat at (I)GCSE at Standard or Higher Level and/or to start another language as an ab Initio course at IB Standard Level in either: Italian, Japanese, Mandarin, Spanish (Spanish ab Initio is not open to those who have studied Spanish before as part of their school curriculum). For the study of all other modern languages in the Sixth Form a GCSE, or the equivalent, is a necessary qualification.

MUSIC

Head of Department: Mr C Dyer

Awarding Body: IGCSE Cambridge

Aims

1. To develop the musical instincts of students through listening, performing and composing.
2. To foster students' aesthetic development and creative skills.
3. To encourage an appreciation and enjoyment of all forms of music.
4. To develop a perceptive and critical response to music and appreciate the cultural similarities and differences.

Content and structure

Paper 1: Unprepared listening exam based on excerpts of classical and world music (24%)

Paper 2: Prepared listening exam based on the study of a set non Western culture and a classical set work (16%)

Portfolio of two compositions (30%)

Portfolio of two performances, one solo and one ensemble (30%)

Methods of assessment

Papers 1 and 2 are assessed externally.

The portfolios are assessed by the subject teacher.

Coursework

The main coursework requirement is that the students work on two or more original compositions over the two years. Candidates usually work on up to three pieces in Year 10. Some choose to work intensively on these in Year 11 as well, and design their portfolio around them; others work on a new one together with their best Year 10 submission or two completely new ones.

The other coursework requirement is that the candidate records two performances on an instrument (or voice) of their choice. One should be solo and one should be ensemble.

Beyond IGCSE

Music is in Group 6 of the IB. IGCSE Music is an excellent preparation, though it is not essential. Previous candidates have found the exposure to world music and the study of classical music at IGCSE level to be of great benefit. Additionally, candidates who take IGCSE Music are at an advantage at Associated Board grades 6, 7 and 8, as these concepts are covered by the course and are needed to study music at university.

SCIENCES

Head of Faculty: Mr G Lawrie

Triple Science:

Biology

Chemistry

Physics

Awarding Body: IGCSE Edexcel

Aims

It is the aim of the Science Department to create a learning environment which makes the study of Science a positive and enjoyable experience for all students. We aim to provide, through well designed studies of experimental and practical Science, a worthwhile experience for all students to acquire sufficient understanding and knowledge, and enable them to become confident citizens in a technological world. They will be able to take or develop an informed interest in matters of scientific import, and will be suitably prepared for further studies in and beyond the Sixth Form.

Course Content and Structure

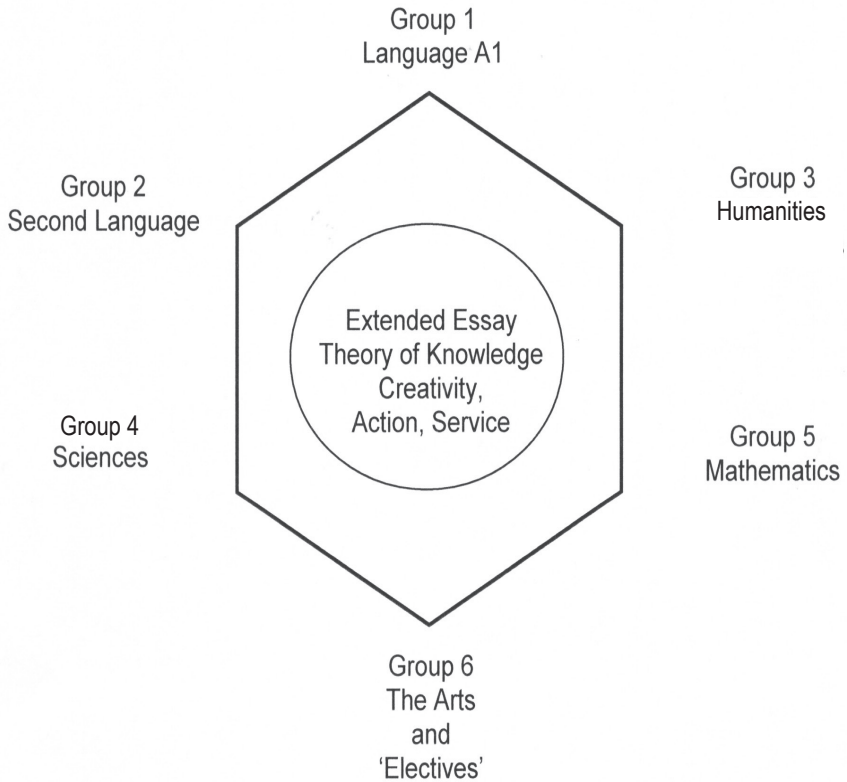
Each Science set is taught Physics, Chemistry and Biology separately. We follow the Edexcel International Examinations syllabus for IGCSE in all three Sciences. This leads to three separate grades at GCSE. The 'real-world' applications of all three sciences are stressed throughout the course; in addition, students are introduced to topics which are relevant to current scientific research. From the courses we follow, students are made aware of the importance of science in the 21st Century.

Methods of Assessment

Each Science is assessed at the end of the course. Assessment comprises a core paper and an extension paper. There is no coursework in IGCSE Science.

BEYOND I/GCSE

The International Baccalaureate hexagon



The International Baccalaureate Diploma

When choosing I/GCSE subjects students and parents should also consider the implication for subject choices in the Sixth Form and even beyond.

There are no pre-conditions to study an IB subject if it is NOT offered at Sevenoaks for I/GCSE (e.g. Economics), but there are some subjects for which previous study to I/GCSE level is necessary.

Please see the note on page 13 relating to requirement for the study of Maths at IB.

Beyond the Sixth Form, successful applications to certain university courses require completion of a study of the relevant subject, or a closely related subject as part of the IB, usually at Higher Level.

In order for students and parents to see the implications for university as well as Sixth Form careers, a table is produced on the following page.

In general we have constructed our selection of I/GCSE courses with the aim of keeping as many options open as possible without over-loading students with too heavy a burden.

GCSE	IB GROUP	REQUIREMENTS TO STUDY IN THE SIXTH FORM	REQUIREMENTS FOR UNIVERSITY
HUMANITIES			
History	3	GCSE History - recommended	History IB HL
Geography	3	Advisable, but not essential	Geography IB HL
Classical Civilisation	3 (SL only)	None	None
CREATIVES			
Art	6	Art GCSE advised but not always essential	Portfolio, Art IB SL/HL recommended
Drama	6	No formal requirement but evidence of interest and commitment needed	Involvement and interest in Drama and Theatre
Design	4	Maths GCSE	IB Maths SL preferably
Music	6	Music GCSE - very useful	Music IB HL and co-curricular commitment to Music
LANGUAGES			
Latin	2	Latin GCSE	Latin IB (HL preferably)
Greek	2	Greek GCSE	Greek IB (HL preferably)
French	2	French GCSE for IB HL and SL	Usually TWO foreign (one of which may be Classical) languages required at IB HL
Spanish	2	Spanish GCSE (ab initio course also available at IB SL)	
German	2	German GCSE for IB HL and SL	Russian GCSE or equivalent
Russian	2	Russian GCSE or equivalent	