



# FOREST SCHOOL

2022



*‘Forest is a power-house with a heart.  
The pupils exude purpose – modern,  
dynamic youngsters with an eye on  
what’s happening next’*

The Good Schools Guide









# Contents

**How to use this guide:** we hope you will use this booklet to help you find out more about the Sixth Form at Forest School. This guide provides you with information about all aspects of Sixth Form life and we hope that you will use it as a reference guide throughout Year 11 and into Year 12.

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# Warden's Welcome

The Sixth Form is always the start of an exciting new chapter for everyone. As a new person in a new environment there are also challenges, including a fresh level of academic engagement from GCSE, and a willingness to throw yourself into the life of a busy, ambitious school - albeit a wonderfully friendly, supportive school, where you will be looked after superbly. We have the highest expectations of our students at Forest. We see our job as seeing something in a student that they can't necessarily see for themselves and helping them exceed their own perception of their potential.

In the classroom we need to ensure every student makes significant academic progress, so you will be in smaller groups, with teachers who adopt a different approach befitting your age and maturity. The mission at Forest is to ensure that each pupil makes the best academic progress they are capable of, and has the opportunity to develop into the best possible version of themselves. This mission drives everything we do here. It creates a distinct school where students are very busy, where learning takes place inside and outside the classroom and where students' academic achievement and personal development are absolutely integral to one another.

So, Forest is a place where people grow, and right now it is a very good school in a very good place, brimming with excellent practice. We are widely recognised as a bold, innovative school offering an all-round education we are proud of, educating more pupils than ever on the same site in Snaresbrook where it started out in 1834. In that time, education has never been so challenging and changeable as it is today but Forest is determined to remain at the forefront of day school education in the country.

**Marcus Cliff Hodges**  
Warden









# Welcome to Forest Sixth Form

Some of you reading this will have been at Forest since you were four years old, others of you will have joined the School in Year 7, and some will be completely new to Forest and eager to find out what we offer. All of you will recognise the importance of post-16 education. It is an exciting time for students as they exercise increasing freedom and independence in their education. I hope this guide will give you a sense of what life in the Sixth Form involves. I want you to consider your decision to apply or transition to the Sixth Form at Forest carefully, be sure that we are a good fit for you and your aspirations, understanding what we do and why we do it.

The Sixth Form is very much part of the wider Forest community and lives out the values of the whole School. The quintessential aspects of Forest are very much part of the Sixth Form identity: you will be part of a diverse community, pursuing excellence across many different areas and you will be known, liked and valued. The DNA of Forest School is hard wired into the Sixth Form. However, there are features of the Sixth Form that are distinct. So, much of what we do in the last two years of the School is about setting you up for life beyond the White Gates, ready to take on what the world has in store.

We want you to leave exceptionally well qualified, with a strong sense of who you are, carrying values which enable you to be kind and fair-minded. To do that, you need more independence; you need help to make decisions, not decisions that are made for you. You need to learn how to think and not what to think. You will not only be participants in the life of the School, but leaders. It is an exciting and thrilling time.



You will know that A-level reform has meant that schools and colleges have had to think hard about what they offer pupils in the Sixth Form. Our response is The Forest Diploma. Year 11 students and their parents will have been reminded constantly that we live in a world of exponential change, and that the opportunities and challenges that our Sixth Formers now face are different from the ones that their parents faced. Clearly, it is our responsibility to ensure that our pupils leave Forest with flexible intellectual skills that will allow them to adapt deftly to a rapidly changing world. Our students are clever, confident and hungry to succeed. The Forest Diploma is a bold expression of what we value and ensures that we prepare our Sixth Formers for the future.

Over the next two years, you will grow intellectually, physically and emotionally. We know that it will be busy, and we know too that it is vital that you are well supported in all you do. If you have any questions, please do not hesitate to contact us – we are always happy to discuss our provision with students and their families.

**Kate Spencer Ellis**  
**Head of Sixth Form**



# Who's Who?

Like many schools, Forest is a complex institution. At first it might be difficult to see how all these people fit into Sixth Form life. Below are the people who are essential to Sixth Form life:



**Mr Marcus Cliff Hodges**

The Warden is the Head of Forest School. He has oversight of everything.



**Mr Grove du Toit**

Mr du Toit is the Deputy Warden and is responsible for the smooth running of the school.



**Mr Matthew Key**

Mr Key is Deputy Head Academic and is responsible for all academic matters in the Senior School.



**Mr Jeff Kayne**

Mr Kayne is Director of Pupil Welfare and is responsible for safeguarding and child protection, mental health and equality, diversity and inclusion for the whole school.



**Mrs Natassja Milton**

Mrs Milton is Deputy Head Pastoral and is responsible for all pastoral matters in the Senior School.



**Miss Gemma Van Praagh**

Miss Van Praagh is the Deputy Head Co-curricular and is responsible for the co-curricular in the Senior School.





**Ms Harriet Dyke**

Ms Dyke has oversight of the pupils in the Middle School (Year 9-11). If you're at Forest you'll know her well.



**Ms Kate Spencer Ellis**

Ms Spencer Ellis has oversight of the pupils in the Sixth Form.



**Mrs Liz Adshead**

Mrs Adshead is the Deputy Head of Sixth Form (Personal Development).



**Mr James Stevenson**

Mr Stevenson is the Deputy Head of Sixth Form (Academic).



**Mr Matthew Clifford**

Mr Clifford co-ordinates, advises and supports university entrances, including overseeing UCAS.



**Mrs Sue Coates**

Mrs Coates is the Careers Manager, providing careers advice and support.



**Mrs Debbie O'Brien**

Mrs O'Brien is the main administrator for the Sixth Form.



**Mrs Emma Campbell**

Mrs Campbell is another administrator. She keeps track of attendance (amongst many other things).



# Senior Student Leadership Team

Like many schools, one of the opportunities in the Sixth Form is to lead the rest of the school. Our Senior Student Leadership Team is made up of: a Head Boy, a Head Girl, two Deputy Head Boys, two Deputy Head Girls, and fourteen Heads of House. They apply for their positions and undertake a rigorous application process.

Here's what Louis and Cydney (2021-22) Head Boy and Head Girl) have to say about the Sixth Form:

## **Louis** HEAD BOY

Centred at the core of Forest is the community, care for the individual and endless possibilities that encourage pupils to be and find themselves. The Sixth Form creates a fun and friendly environment that allows every student to succeed and fail as well as reaching their full potential, giving you freedom to lead your own learning. The strong sense of community welcomes your uniqueness and differences allowing you to learn from others and collaborate, whether it's on a football team or a leadership team. No matter the interests, the Sixth Form will offer something for you, with its varied number of societies, events, and co-curricular activities. On an academic note, Forest provides you with at least two specialist subject teachers per subject, with small classes, meaning that you get a wide range of experience and a rigorous approach to learning. Sixth form can be a stressful place, but with the numerous study periods inserted into the timetable you are able to relieve that and focus on individual study, allowing you to catch up on missed work or further your understanding of a certain topic. The Sixth Form's main goal is to prepare you for life beyond the white gates, one way in which they do this, is by offering a carousel of classes, such as adult life skills and professional skills. These help students to gain a better understanding of a life without school so that you can leave Forest confident in yourself and your skillset. In my opinion, Forest offers it all, and is the best environment in which anyone could hope to learn in, providing a wealth of support and encouragement.

## **Cydney** HEAD GIRL

Transitioning into Sixth Form can be a daunting process wherever you are, but for me one of Forest's selling points has always been how well that process is facilitated. I am sure prospective students are all too familiar with balancing the difficulty of becoming your own individual and keeping up with the standard of work expected of you. At Forest, this is very much catered to within what feels like a genuine community. Whether you're seeking help because you're stuck or you want someone to push you that extra step, there are people around you and structures in place to help you maximise your potential. Engaging with the co-curricular and discovering where your strengths and passions are is a key part of the Forest Sixth Form process. Meanwhile, it offers an impressive academic experience which enables success as a result of both incredible teaching by staff and that of your own initiative, encouraged in the form of study periods, societies and more. There is a real emphasis on refining your learning according to your interests and ambitions for the future. The best part about the Sixth Form experience is, for me, the environment of growth and encouragement. There is excellent pastoral support on offer if and when it's needed while you are never short on support which promotes you going beyond your comfort zone. The Sixth Form focuses on what you, as a person, need in order to make the most of your two years, but its influence undoubtedly extends well into whichever future you choose beyond the white gates.





**Front row:** Cydney Stedman (*Head Girl*) & Louis Lodder (*Head Boy*) **Back row:** Bahar Shahkamrani (*Deputy Head Girl*), Petra Webb (*Deputy Head Girl*), Tommy Dunn (*Deputy Head Boy*) & Uriel Ogunlaja (*Deputy Head Boy*)





# Recent Leavers

What do the newest Old Foresters say about their experience in Forest Sixth Form.

*'With a lot of support, I got the university place of my dreams. Forest made sure that I gained academic confidence and ensured that I managed the pressure of a demanding Year 13'*

**Recent Leaver, Girl**



*'I have a lot of good memories of Forest – from the House highlights, like House Music and Drama, to playing football on the field at lunch time. I also made progress across all my subjects, which has meant that I got into my first choice university'*

**Recent Leaver, Boy**









# Life in Forest Sixth Form

Life in Forest Sixth Form is busy and, at times, intense. It's also an exciting time to grow, nurture and discover talents, and to plan for your future beyond Forest. Sixth Formers become effective time managers. At Forest, Sixth Formers must be in school from 8.30am – 3.55pm. However, they are allowed off site at lunch time.

## Here's a day in the life of Zoe, a Year 13 student:

Before School	Chamber Orchestra Rehearsal
8.30am – 8.55am	Registration and assembly
9.00am – 9.50am	History lesson
9.55am – 10.45am	
10.45am – 11.05am	Break
11.05am – 11.55am	Study period
12.00pm – 12.50pm	Religious Studies lesson
12.50pm – 2.05pm	Lunch time – lunch and meeting with History teacher about coursework
2.10pm – 3.00pm	Music lesson
3.05pm – 3.55pm	Religious Studies lesson
After School	Symphony Orchestra

## Here's a day in the life of Charles, a Year 12 student:

Before School	Elite Players' Programme
8.30am – 8.55am	Registration and Chapel
9.00am – 9.50am	Personal Decision-Making lesson
9.55am – 10.45am	Economics lesson
10.45am – 11.05am	Break
11.05am – 11.55am	Economics lesson
12.00pm – 12.50pm	
12.50pm – 2.05pm	Lunch time
2.10pm – 3.00pm	Study period
3.05pm – 3.55pm	Mathematics lesson
After School	Football fixture – home

## Here's a day in the life of Charlotte, a Year 12 student:

Before School	
8.30am – 8.55am	Registration and tutor time
9.00am – 9.50am	Adult Life Skills lesson
9.55am – 10.45am	English lesson
10.45am – 11.05am	Break
11.05am – 11.55am	Lookout! Lecture
12.00pm – 12.50pm	
12.50pm – 2.05pm	Lunch time – House Drama rehearsal
2.10pm – 3.00pm	Mathematics lesson
3.05pm – 3.55pm	
After School	Netball fixture – away

*‘Highly efficient and effective teaching backed up by excellent results’*

The Good Schools Guide

# Joining Forest in the Sixth Form

Every year between 10-20 new students join Forest from a range of local (and not so local) schools. These students thrive at Forest and become essential parts of Forest life. In recent years, Foresters new to the Sixth Form have gained top results, represented the School in a range of co-curricular activities, and become leaders (including Head Boy).

Although new students may well experience a certain amount of nervousness about joining a new school, we do a great deal to support students to feel like Forest is a second home as soon as possible.

- Before they start at Forest, students are invited to a one-to-one interview to help them choose their A levels.
- All new students participate in the transition programme to help them get to know Forest and help confirm their A level choices.
- Students new to Forest have their own induction programme before the start of the Michaelmas (Winter) term in September. This helps them navigate around the site and get to know the essentials.
- Students are placed in small tutor groups within Houses. This enables them to feel part of the Forest community. There are lots of opportunities to get involved with the activities through their Houses.
- Regular lunches are held to celebrate new students' achievements and contributions to the school, as well as to answer any lingering questions and take feedback on all aspects of Forest life.

## What steps do you need to take to join Forest Sixth Form?

- It's important that you come (if you can) to the Sixth Form Open Evening. Details can be found on the School website.
- If you're not able to make the Open Days, or you have further questions, please contact the Admissions Office.
- Fill in the online registration form.
- In November you will sit the Sixth Form entrance examination. You will take a Critical Thinking paper and respond to two short essay prompts to give us insight into your intellectual development.
- If you do well in the examinations, you will be invited back to Forest to have either a scholarship interview or an interview for a fee-paying place.
- In December we send out offer letters and responses are required by January.



## What do students say?

Highlights of the Forest Sixth Form Experience – at the end of the two years, we asked Year 13, who were new to Forest, to reflect on their experiences.

- Making some very good friends.
- House Music.
- The availability of co-curricular activities such as sport.
- Duke of Edinburgh's Gold expedition.
- The whole experience of being able to attend this school. The support I received with my medical application including practice interviews, UKCAT / BMAT preparation and general advice.
- Being treated like adults, but still 'looked after'.
- The whole experience of Forest as a school is very welcoming.
- All the staff.
- The ability to access the support of our teachers with ease.
- The facilities available, the community and pastoral care.
- The fact that Sixth Formers have their own area in the school.
- The freedom and responsibility that we are entrusted with.
- Getting free birthday cookies from the Sixth Form tuck shop.



# The Forest Diploma

## The Sixth Form Curriculum for the 21st Century

The Forest Diploma is our expression of the education we believe Sixth Formers require to thrive in a world of exponential change and exciting challenges.

Following the announcement of major educational reform, Forest School seized the opportunity to improve and restructure the Sixth Form experience. The Forest Diploma was developed following extensive consultation with a wide range of university academics and employers from the City of London and beyond.

At the heart of the Forest Diploma are the three A levels and the EPQ. Students who take Further Maths A level are able to take four A levels. Supporting the academic core is a bespoke curriculum which offers space for the development of independence, depth of intellectual experience, communication skills and engagement with the world beyond the White Gates.

Ultimately, our Sixth Formers leave Forest School as independent, informed, proficient, experienced and aware young citizens, ready to make a positive difference in the world.

We are proud that the Forest Diploma reflects the individual and very distinctive ethos of excellence and opportunity in education that characterises Forest School.

*‘The students were particularly impressive in their obvious maturity - not just intellectual and emotional intelligence - but strikingly in their unpretentious confidence. Each of them had appreciated the co-curricular elements of the Diploma programme as much as the academic’*

**Comment by a Barrister on Year 13 Viva interviews**



*‘The Diploma is very comprehensive and covers a vast variety of skills and experience; it was positive and reassuring to look back and actually see how much I achieved in one year’*

**Year 13 Student**

# The Super-Curriculum

Super-curriculum is a term coined by academics at the University of Oxford. The super-curricular element of the Diploma is what takes our sixth formers above and beyond the bare requirements of their A level studies. Students choose from a vast range of opportunities laid on by Forest's staff, as well as initiating their own projects and activities.

Whether it is attending (or even setting up!) an academic student society, preparing for further studies in Medicine or Law, completing a MOOC (Massive Open Online Course), or attending outside talks and lectures, we expect our students to delve deeper into their areas of interest.



*Students really must explore their subject outside the classroom. For many students this will involve a range of ambitious reading (and thinking!)... Why are super-curricular activities important? To do well at a top university, it is important to have two things: passion for your subject [and] a capacity for independent study.*

*Staircase 12, University College, Oxford*

*Admissions tutors often stress the importance of 'super-curricular' work not 'extra-curricular' work. This means focusing on depth... in your Sixth Form study: exploring and reading around your key subjects.*

*The Sutton Trust*



## What the students say:

- One of the best things was the incentive to expand my knowledge of my subjects outside the curriculum (through super-curricular activities) and engage with my interests more fully outside a classroom setting.
- Doing super-curricular activities forced me to go out to lectures which I would otherwise not have done.
- I am more confident and assured in my abilities... I now know I am actually pretty competent and capable in the things that I care immensely about!



# Competencies

The Competencies component of the Forest Diploma has been designed to help our Sixth Formers prepare for life outside the classroom. Students have a weekly timetabled Competencies lesson, and over the course of Year 12 will complete four eight-week courses in: Adult Life Skills, Mindfulness, Personal Decision-Making and Professional Skills.



## Mindfulness

The mental health and wellbeing of our students is of primary importance, which is why every Forest Sixth Former takes the highly-regarded Mindfulness course in Year 12. Mindfulness is a set of practical techniques and practices which help promote good breathing, a sense of calm and focus in an increasingly over-stimulating world.

## Adult Life Skills

In this lively, enjoyable and hands-on module, students learn new skills which will help them thrive in their future lives: DIY, cooking well-balanced meals, managing a budget, even learning to iron a shirt! These are the kind of 'real-world' skills which schools rarely get the chance to teach.

## What the students say:

- Professional Skills has enhanced my leadership skills and taught me ways to be a more efficient and effective leader, which in turn has boosted my confidence.
- I learnt about relaxation in Mindfulness, and techniques to avoid stress, which were useful when I attended interviews the next year for University entrance.
- Because of the Competencies, I have more awareness of how beneficial it is to be well-rounded.
- Learning how to actually manage finances has been a huge positive!

## Personal Decision-Making

We want our Sixth Formers to leave school as confident, well-qualified young adults who can make good decisions. PDM gives them the opportunity to discuss potential situations and the possible decisions that can be made in a safe environment, using accurate circumstantial information. Students critically evaluate and debate issues and apply this to real life situations.

## Professional Skills

This module seeks to provide opportunities to develop the skills, confidence and independence that Sixth Formers require to succeed in their future professional lives. Throughout the course students will continually reflect upon their strengths and weaknesses and improve their own professional skillset accordingly. They will also develop leadership, teamwork, public speaking and other key skills.





# Communication

## The Vivas

A key aim of the Forest Diploma is to encourage our Sixth Formers to reflect profoundly on their progress and experiences. All our students participate in two formal one-to-one 'Viva' interviews, during which an interviewer poses questions which require students to evaluate their personal development - one with a senior member of staff in the final term of Year 12, and one with a specially-invited external professional in the second term of Year 13. The students are challenged by their interviewer, asked to reflect on their progress and to articulate the challenges they have faced in Year 12. They are required to think deeply and flexibly to get the most out of it, but in turn they gain an amazing experience of an invaluable real-life skill.

## Communication Activities

The Forest Diploma aims to help our Sixth Formers develop the kind of clear, coherent and persuasive communication that universities and employers value. We all need to be able to explain who we are and adjust our communication to suit its purposes; the Forest Diploma provides students with a multitude of opportunities to achieve just that: from performing on the stage to leading a House Meeting, from regular tutor group presentations to the final EPQ presentation. Students are expected to actively seek out ways to sharpen their communication skills throughout the course of the Sixth Form at Forest.

## What the external, professional interviewers say:

- I was very impressed with the overall standard presented by those I interviewed... they were all articulate and intellectually sound. Some stood out, of course, but all gave a good account of themselves. I saw a number of rising stars... the students were a credit to the care and assiduity with which they are taught and nurtured at Forest. Very impressive!
- They were charming and interesting young people and have clearly had an excellent experience in the Sixth Form. They have a really good attitude to working and learning and I would have been delighted to have any of them in my medical school.
- All the candidates I met were articulate, thoughtful, creative and self-aware. They responded to questions with honesty and in discussion were confident and engaging. They spoke freely about their experiences in the Sixth Form.

## What the students say:

- I now have more confidence in myself; I think that, through the Viva, I realised all the things I can do and am good at.
- During my Forest Viva interview, I really enjoyed talking to an expert in the field that I might choose for my future career.
- The amount of interview practice has made me much more confident and prepared.
- I've gained the ability to speak with confidence in front of a large group of people.



# Community

We are determined to make the most of our location at the heart of one of the world's truly great cities. London offers countless opportunities for our Sixth Formers, who show commitment and independence by arranging internships and work experience. We want our students to be fully engaged in the world around them, which is why we expect them to engage with Community Action projects or peer mentoring. Students have engaged in a myriad of projects, from NCS to working in local charity shops, from running food banks to volunteering in clinics abroad. Moreover, all Sixth Formers attend fortnightly 'Look Out!' lectures - a prestigious programme of inspiring talks and lectures given by some of the most significant figures in local, national and international affairs.

## What the students say:

- With Community Action I was forced to go out of my comfort zone and do things that usually I wouldn't put myself forward to do.
- I gained the independence and confidence to seek opportunities for myself rather than having them spoon fed to me.
- I have gained knowledge of thought-provoking topics through the 'Look Out!' lectures. I regularly watch TED talks so this complemented that well and generally increased my awareness of what's happening in the world beyond the academic education that school provides.
- Completing work experience definitely gave me a better idea of what I wanted to do in the future.



*'The School communicates a palpable ethos of teamwork and service'*

**The Good Schools Guide**











# Co-Curricular

Music, sport and drama all play an integral part in students' lives, both within the curriculum and beyond, and never has it been more important as a means to relax and unwind from the daily pressures Sixth Formers face.

In fact, we believe that the co-curricular is so important that all Sixth Formers do a double lesson of games each week and a double lesson of activities. These are compulsory.

While the classroom remains central to School life, we see co-curricular activities as vital to a rounded education. There are many opportunities and every Sixth Former is given the support and encouragement to make the very most of what is on offer. The ever-changing and expanding list of clubs and societies within the School is proof of the success of our guiding policy that every student should find themselves and be who they want to be. Some of the best ideas come from the students themselves and they are real flag-wavers for the tagline "Never Be Bored".





# The Academic Core

## A levels

Everyone in the Sixth Form knows that good grades are important, but it is just as important to enjoy challenge, to nurture intellectual curiosity and to grow in independence.

### How are A levels different from GCSEs and IGCSEs?

When reflecting on their transition between Year 11 and Year 12, many Sixth Formers will talk about the 'leap' between GCSEs and A levels. So, what does this mean? When moving from GCSEs to A levels there are several things that you should bear in mind.

### Conceptual Challenge

There is no question that A levels are challenging. Typically, most specifications take as a starting point the expectation that the content is known and understood. A levels assess the analysis, application and evaluation of content – whether that's applying a theory in Physics to a new context, or synthesising complex ideas across a Shakespeare play in English.

### Pace of Work

The pace of learning increases in the Sixth Form – content that may have taken a week to cover in Year 11 may only take one lesson in Year 12. This quick pace means that students have to be organised and consolidate their work regularly (as well as ensure they catch up on any missed work).

*'You have to do a lot more independent research and work at A level'*

**Sixth Form Student**

*'There's a lot more trust in you to do the work'*

**Sixth Form Student**



### Time

In Year 12, you have 11 lessons per fortnight for each subject. In Year 13, you have 12 lessons per fortnight in each subject.

### Detail

A levels promote a depth of knowledge that takes you far beyond the content of GCSE.



*'At A level, you look at everything in a lot more depth and expand your understanding'*

**Sixth Form Student**

### **More Independent Work**

Through Years 10 and 11 you will have been expected to do regular consolidation and research away from the classroom (as well as homework). Throughout the Sixth Form you will be expected to undertake substantial work outside the classroom. GCSE is often highly structured with very specific requirements for homework, whereas at A level there is an expectation that you will take the initiative and go beyond the set reading to read around and consolidate your understanding.

### **Smaller Classes**

In most cases, classes at A level are smaller than those at GCSE which means that you may have more opportunities to contribute to class discussion.

*'The pace of study at A level picks up'*

**Sixth Form Student**

### **Teaching and Learning Styles**

Students will be taught by subject specialists who love teaching Sixth Formers and take the opportunity to share their passion for their area of expertise. Many Forest Sixth Formers remark that they enjoy the relationships with teachers that they have at A level as they take increased responsibility for their learning. Teachers are always willing to help students outside lesson time either in department clinics or through sessions organised when specific needs arise.

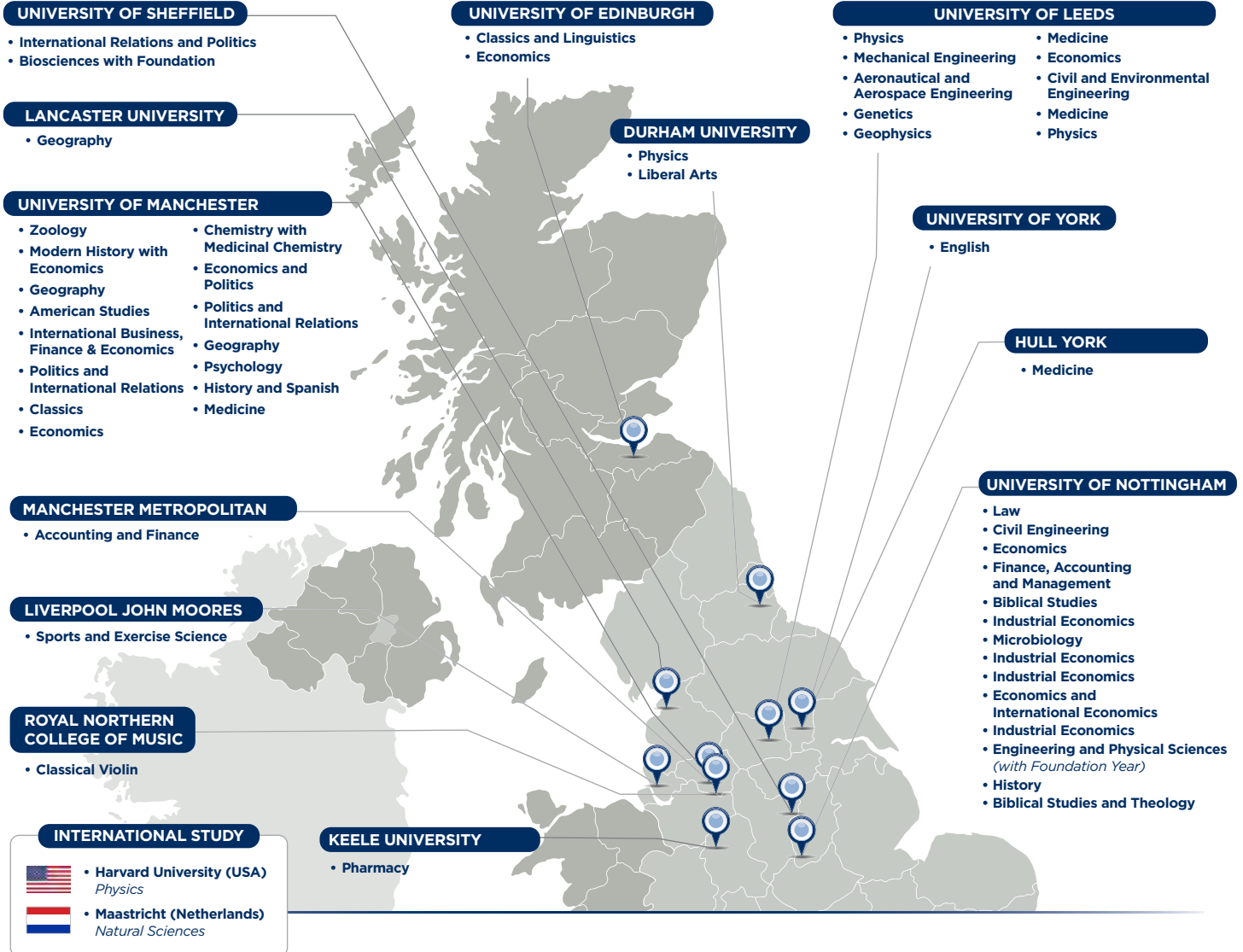
### **How many A levels can you take at Forest?**

All students at Forest take three A levels. You will do four subjects if you choose to study Further Mathematics. Most students will leave with three full A levels and an EPQ. There is not a single university whose entry requirements couldn't be met by students following the Forest Sixth Form curriculum. When we worked with universities in developing our curriculum, they were very clear: they believe students are far better served by taking three A levels, an EPQ and doing the other things built into the Forest Diploma than taking an additional A level.

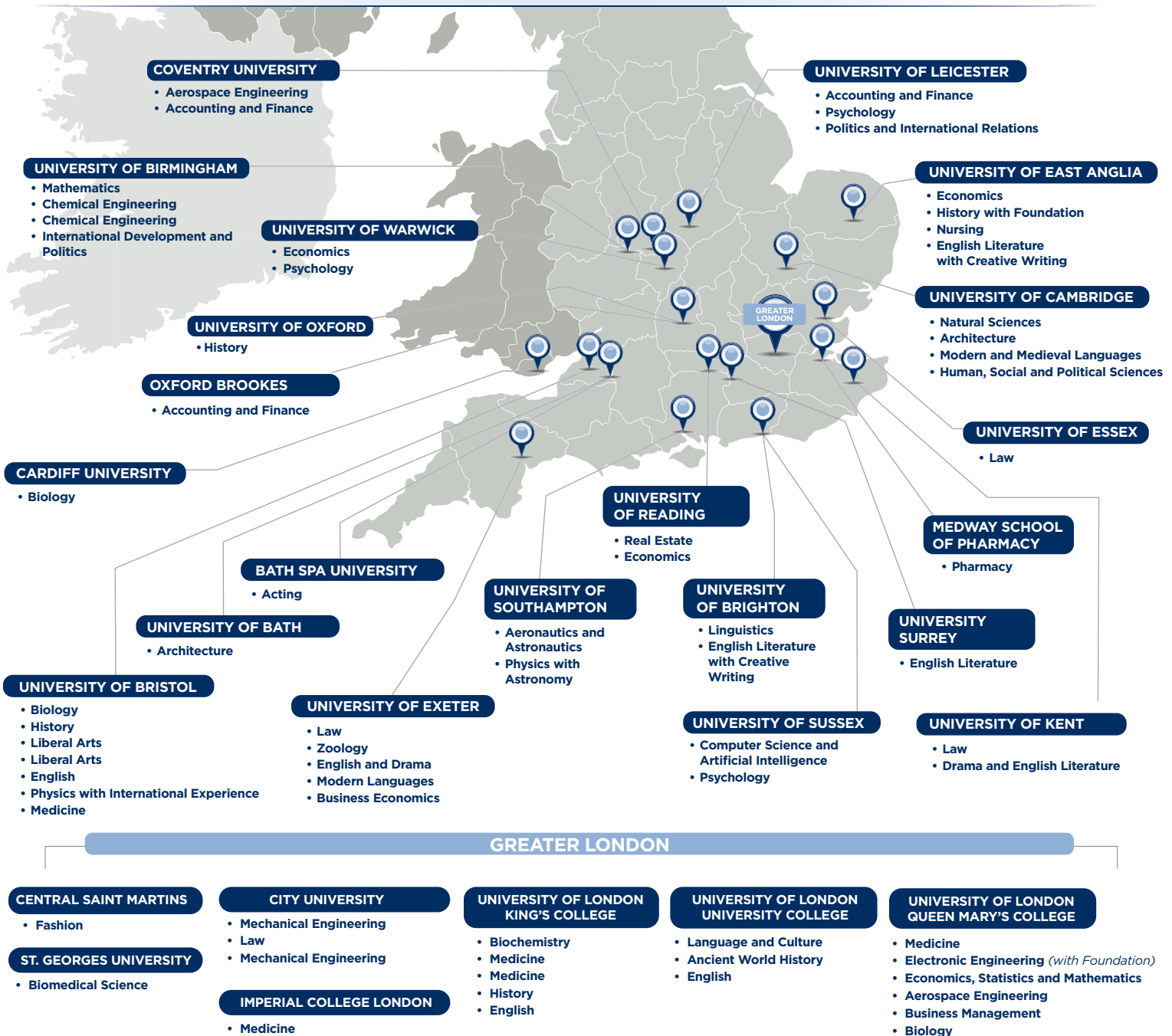


# UNIVERSITY DESTINATIONS OF SIXTH FORM STUDENTS 2020

## SCOTLAND & THE NORTH OF ENGLAND



# WALES & THE SOUTH OF ENGLAND





# A Level Results

Summer 2020's A level results may well be remembered for all the wrong reasons by some young people and their families up and down the country. The downgrading of 40% of Centre Assessed Grades (CAGs) by Ofqual's statistical model for standardization were ultimately resolved by an eleventh-hour Government U-Turn, announcing that students would receive CAGs after all - the grades that Forest submitted to the exam boards which we worked exceptionally hard to ensure were fair, objective and evidence-based for a year group we knew to be an outstandingly strong one.

We are therefore especially proud that, against this backdrop, 78% of our one hundred and forty Y13 pupils were awarded grades A\*-B, meeting the published School's internal academic target set for them at the start of the year. In addition, 88% of this extremely talented Y13 cohort's Extended Project Results (which they received before lockdown) were A\*/A.

These excellent results also mean Forest students will now be leaving us to study Natural Sciences, Human Political Sciences, Modern and Medieval Languages, Architecture and History at Oxford and Cambridge; a wide range of other courses including Medicine, PPE and Law at top Russell Group institutions; as well as others travelling further afield to study at Maastricht University in the Netherlands and Harvard, USA.

Meanwhile, one of our Y13 students won a scholarship to the Royal Northern College of Music in Manchester to study classical violin, making it the ninth year in a row for a Forest pupil to have won a scholarship to a prestigious musical conservatoire. Another student has chosen to pursue his passion and take up the offer of a place at Central Saint Martins for Fashion Design – again embodying the true Forest Learner spirit.

## **The Warden, Marcus Cliff Hodges, said:**

*'This very impressive set of results in this most difficult of years confirms ever-growing academic momentum at Forest. These thoroughly deserved results were waiting to happen. They show both the resilience and character of Forest pupils in sticking to the task, as well as the dedication and commitment of their teachers.'*



*'Highly efficient and effective  
teaching backed up by  
excellent results'*

**The Good Schools Guide**



# A level Choices

## Myths and misconceptions

### Some subjects at A level are 'better' than others

There is quite a lot of myth and misleading information on this subject, so please be careful when you are reading around. The Russell Group of Universities has a booklet entitled Informed Choices which lists subjects which they believe provide either effective preparation for their courses or which are, at least, commonly studied in the Sixth Form by students who go on to their institutions – these include Mathematics, Further Mathematics, English Literature, Physics, Biology, Chemistry, Geography, History and Languages (both classical and modern).

However, they **do not** say that applicants shouldn't be taking other subjects.

If you have any concerns about your choice of subjects, then you should contact a member of the Sixth Form Team or the Deputy Head Academic who will advise you.

Recruitment and training have come a long way in the last decade. More and more graduates are accessing jobs that appear unconnected to their A levels or degree subject. More and more businesses are selecting candidates based on their transferable skills and their performances during assessment days and psychometric tests. Graduates who are happy, confident and enthusiastic about their time in education stand the best chance of securing employment.

*'Make sure you do what you like,  
not just what you're good at'*

**Sixth Form Student**

### Students should do a 'contrasting' subject to keep their options open

The advice about students doing subjects which match their interests, aptitudes and future aspirations stands. If students genuinely want to do a mix of arts, humanities and science subjects, they can – of course – do this. However, they shouldn't do a contrasting subject for the sake of it.

Likewise, some students will feel that they should do a science subject because this is a 'good' thing. A science A level (like any subject) is only a good thing if it matches a student's aptitudes and interests.





# Choosing the right A levels for you

Making the right choice of A levels is crucial to the success of your Sixth Form experience. How do you ensure that you make the best possible selection of A levels?

- Choose subjects that you **enjoy** and you are **interested in**. Which classes do you look forward to? Which homework do you always seem to end up doing first? Which subjects give you a buzz or sense of satisfaction when you make connections, solve a problem or complete an assignment? Remember: you're going to be spending about a third of your curriculum time doing each subject and enjoyment is key to keeping you motivated.
- Choose subjects for which you have an **aptitude**. A levels are challenging, and it is important that you are able to make the conceptual leap to ensure that you transition successfully from GCSE to A level. Students should ask themselves whether their performance in their chosen subjects matches their ambition. Low grades are as much a barrier to entry to university as choosing unsuitable subjects for a chosen degree can be.

- Make sure that you make an **informed choice**. Research your A level choices carefully. Read the course descriptions in the back of this booklet carefully. Ask teachers of this subject further questions. Talk to Sixth Formers who already take the A level – they will be able to provide you with a no-frills account of what it is like doing the A level.
- It is particularly important that students research subjects that haven't been studied before. Students need to check that the subject is what they think it is and will suit their strengths. They must avoid taking uninformed risks.
- If you have a **specific career** or **university course** in mind, you should check to see if they have any specific A level requirements. You can investigate specific courses yourself on university admissions pages. Any member of the Sixth Form Team will help you to check the specific requirements of certain courses. If in doubt, do ask. Even for very similar courses entry requirements can vary from one university to another so you should only use the information below as a general guide.

Degree Course	Usually Required	Sometimes Required	Useful – You may want to think about these subjects...
Accountancy		Maths	Economics, Business
Architecture		Maths	Physics, Art, DT (Many courses will require Art Portfolio)
Archaeology			History, Geography, Sciences
Art History			History, Art, RS, Philosophy, Languages, Classical Civilisation, Politics
Biology	Biology		Chemistry, Physics, Maths
Business		Maths	Economics, Business
Chemistry	Chemistry	Maths	Biology, Physics
Classics		Latin or Greek	Classical Civilisation, English Literature, History
Computer Science	Maths		Computer Science, Further Maths, Physics
Creative Writing	Most courses will require a portfolio		English
Dentistry	Chemistry	Biology	Physics, Maths
Drama			English, Drama

Economics		Maths	Economics, Further Maths
Engineering (Chemical)	Maths	Chemistry, Physics	Further Maths, DT
Engineering (General)	Maths	Physics	Further Maths, DT
English	English Literature		History, RS, Philosophy, Languages, Classical Civilisation
Finance		Maths	Business, Economics
Forensic Science		Chemistry, Biology	
French		French	History, English Literature, Politics, Languages
Geography	Geography		Chemistry, Biology, Physics, Maths, Politics, Economics
Geology	Two from: Maths, Physics, Chemistry, Biology		Geography
German		German	History, English Literature, Politics, Languages
History	History		Politics, Classical Civilisation, Languages, English Literature, Philosophy, RS
Land Management		Maths, Geography	
Law			English, History
Marketing			Business, Economics
Materials Science	Maths, Physics		Chemistry
Maths	Maths	Further Maths	Physics, Philosophy
Medicine	Chemistry	Biology	Maths, Physics
Midwifery and Nursing	Biology		Chemistry
Music	Music (some courses will allow Grade 8 in instrument or Music Theory)		History, English Literature
Nutrition	Biology	Chemistry	
Optometry	Chemistry, Biology		Physics
Pharmacy	Chemistry	Biology	Physics, Maths
Philosophy			Philosophy, RS, Classical Civilisation, Maths, History, English Literature
Physics	Physics, Maths		Further Maths, Chemistry
Physiotherapy	Biology		PE, Chemistry, Maths, Physics
Politics			Politics, History, Philosophy, RS, English, Economics
Psychology		Biology, Maths	
Spanish	Spanish		History, English Literature, Politics, Languages
Sports Science	Biology	Another Science	PE
Theology and Religious Studies			RS, Philosophy, History, English, Politics
Veterinary Science	Chemistry, Biology		Physics, Maths



# Entry requirements for apprenticeships

Like university courses, A level requirements for higher level apprenticeships also vary. Each apprenticeship vacancy will specify the entry requirements, and qualities the employer is looking for. For higher and degree apprenticeships, employers are generally asking for A levels.

You also need to check the job description for any essential and desirable skills they're looking for, and specific qualifications required. It is important to remember that – as well as A levels – apprenticeships use a variety of methods to find the right candidates including situational and aptitude testing, as well as interviews.

*‘Do A levels that you want to learn about’*

**Sixth Form Student**

## Examples

The accountancy firm **KPMG** offers apprenticeships and its literature says the following:

*So, what do we look for in you? Well, being a high-calibre student with a good academic record is always a good start. But there's much more to it than that.*

*Our decision to offer you a place will be based on a well-rounded view, taking several factors into account. Naturally, your application form will play an important part in the first stage of our decision. Here we'll be looking at three key areas: your academic results, experiences and interests – and of course, how you perform in our exercises.*

The **Dyson Institute** (which offers a degree apprenticeship) requires:

*For September 2019 entry, you will need at least AAB at A level (or equivalent), including an A grade in Mathematics and one other Science, Technology or Engineering-related subject.*

Of course, many students will have no idea what their futures hold. This is perfectly normal and a good way to enter the Sixth Form. There will be numerous opportunities to investigate degree courses and careers that match the subjects you have picked.







# Support to help you make your choices

These are vitally important decisions which will affect the rest of your life, and you cannot afford to make them on a whim or without careful consideration of the consequences. A great deal of help is available, so please do take advantage of this.

In the **Michaelmas Term** (Winter Term), Year 11 students and their parents will have the opportunity to discuss subject choices at the Sixth Form Open Evening. In the autumn, students will also receive a careers interview from an outside provider which will help them put their current choices into the longer perspective. Parents and students will receive a written report following this interview.

Remember that teachers and Heads of Department will always be happy to talk about their subjects – they will provide informed, realistic advice on an individual basis.

It is well worth talking to Sixth Formers who are already taking the subject – they will be able to give you a valuable student perspective. In the Lent Term Forest students have access to information sessions about subjects which are new to A level (Classical Civilisation, Politics, Business, Economics and Philosophy). If you think that there might be a chance of you doing these subjects, then you should attend these.

*‘Don’t just choose what your friends are choosing. And don’t choose based on your Year 11 teachers’*

## Sixth Form Student

Students who are new to Forest and have accepted places, receive a one-to-one interview in the **Lent Term** (Spring Term) to help them make good A level choices.

After your GCSEs are over (in late June), both students new to Forest and Foresters are invited to taster lessons. These will give you experience of lessons in the Sixth Form and will help you make your subject decisions.

In Year 11 all Foresters will be given access to **Unifrog** which is an online database that will enable you to find out more about course requirements for universities and apprenticeships.

It is worth knowing that the Heads of House, Sixth Form Team and Heads of Departments will review all subject choices to check for potential problems; we have considerable experience of identifying unwise choices, and want to help you choose subjects in which you are going to excel.





*'Do think about how useful your A levels are and how they connect'*

**Sixth Form Student**

## Changing your mind

### **Can I change my mind after my initial choices?**

It is essential you do everything you can to get your choices right on the first attempt – so please do give this as much thought as you can. The building blocks of the School's very complex timetable are determined by your initial choices, so although you can – in theory – change later, some combinations of subjects will not then be possible, and some subjects may also be full. Only if you can show that you have given detailed and thorough consideration to the decision will changes be considered.

### **Can I change my subjects after the beginning of the Michaelmas Term?**

You should not assume that permission to change course once the term has begun will be granted, though we are normally keen to ensure you are doing courses you will do well in, and which you will enjoy. Talk to the Sixth Form Team if you are serious about changing your options after the courses have begun.

## Deadlines

### **What is the deadline by which I need to have made my choices?**

You will submit your choices online and you will also be given guidance on how to do this by your tutors. You will receive an email receipt indicating which courses you have selected. You should not submit your choices until you have discussed them with your tutor, parents, teachers and anyone else who can advise you.

### **Will I be guaranteed my first choice of options if I meet this deadline?**

Whilst we will do everything we can to ensure all students are able to follow their first-choice combination of courses, it is sometimes impossible for us to create a timetable that allows this for every single student. Usually only a small handful of students' choices are constrained by what is possible in the timetable, but in these circumstances, it may be necessary to ask you to choose again. You will be given time and guidance should this come to pass.



# GCSE Requirements for A level Study

**Entry Requirements:** to ensure that you are ready for the demands of A level it is important that you have a strong foundation.

Art & Design	Art & Design or Textiles (6)	
Biology	Biology (7) and Chemistry (7) or Double Award Science (7/7)	and Mathematics (7)
Business	English (6)	and Mathematics (6)
Chemistry	Chemistry (7) or Double Award Science (7/7)	and Mathematics (7)
Classical Civilisation	Any long essay-writing subject, or Latin or Greek (6)	
Classical Greek	Classical Greek (7)	
Computer Science	Computer Science (7)	and Mathematics (6)
Design Technology	Design Technology (7)	
Drama & Theatre Studies	Any long essay-writing subject (6)	
Economics	Mathematics (7)	and any long essay-writing subject (7)
English Literature	English and English Literature (7/6, either way around)	
French	French (7)	
Geography	Geography (6)	or any two sciences / Double Award (7/7)
German	German (7)	
Government & Politics	Any long essay-writing subject (7)	
History	History (6)	
Latin	Latin (7)	
Mathematics	Mathematics (7)	
Further Mathematics	Mathematics (8)	
Music	Music (7) and Grade 6 on instrument or voice and ongoing instrumental / singing lessons	or Grade 6 Theory and Grade 6 on instrument or voice and ongoing instrumental/singing lessons
Philosophy	Any long essay-writing subject (7)	and Mathematics (6)
Physical Education	Any long essay-writing subject (6)	and any science (6)
Physics	Physics (7) or Double Award Science (7/7)	and Mathematics (7)
Religious Studies	Any long essay-writing subject (7)	and English Literature (6)
Spanish	Spanish (7)	
Textiles	Art & Design or Textiles (6)	

## A level Subjects studied at Forest

Art  
Biology  
Business  
Chemistry  
Classical Civilisation  
Classical Greek  
Computer Science  
Design and Technology  
Drama and Theatre Studies  
Economics  
English Literature  
Further Mathematics  
Geography  
History  
Latin  
Mathematics  
Modern Languages  
- French  
- German  
- Spanish  
Music  
Philosophy  
Physical Education  
Physics  
Politics  
Religious Studies  
Textiles





# Extended Project Qualification

The EPQ is an independent research project on any subject of the student's own choosing – a Sixth Form level development of the HPQ studied by students at Forest in Year 10 and Year 11. You will be advised and supported in small groups by a 'supervisor', who will also give you training in research skills and project management.

However, you will conduct most of the research and produce your 'project' entirely independently. At the end you'll get a grade (it's an A level standard qualification, so an A\* is available) that has a slightly higher UCAS tariff value than the reformed AS level.

Whilst many students choose to produce a long, formal research essay as their EPQ, the project outcome can take a huge number of different forms. Films, creative 'artefacts', musical or dramatic performances and all sorts of other outcomes can make excellent EPQs.

You can approach your EPQ in two different ways: one is to use it to broaden your learning in a new area – perhaps a subject or topic you weren't able to take at A level, or that isn't usually offered in schools. Alternatively, you might choose to specialise even more in a subject area related to something else you are studying. Either is fine: it's up to you.

The advantages of the EPQ are obvious: it's a great way of demonstrating to universities or employers that you are an independent learner, intellectually curious and that you have the sticking power to see something like this through.

Universities are so enthusiastic about the EPQ that they have frequently reduced their offers to applicants who offer one. Most universities ask students to undertake research projects throughout degree courses: students who have experience of the EPQ are clearly far better prepared to meet this course requirement.

*'The EPQ gives A level students excellent preparation for university-level study and may help boost their UCAS application... The skills that students develop through the Extended Project are directly relevant to and useful for university-level study'*

**University of Manchester**

## Examples of projects undertaken by Forest pupils

- Mitigation and adaptation: a critical analysis of climate change management in nations at differing levels of development.
- To what extent was the thirteenth amendment the most significant cause of mass incarceration of African Americans in America from 1865 to present day?
- To what extent does Ted Hughes redeem himself for the tragedy of Sylvia Plath in 'Birthday Letters'?
- E-cigarettes: Friend or Foe?
- Why is cancer set to become one of the biggest killers in Africa?
- What was the most significant factor which influenced the 'Analytical Cubist' movement (1907-1912)? With focus on the paintings of Picasso and Braque between these years.
- 'Setting the stage for the new Deaton Theatre'. Artefact: redesign of the Deaton Theatre.



### Extended Project Qualification

This year's cohort have achieved another set of stellar results with 78% of Forest Year 12s awarded A\*/A grades for their projects.

*'We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education'*

**University of Cambridge**

*'If there's an area of study you really love – whether it's engineering, languages, sport or art-based – an Extended Project Qualification (EPQ) gives you the chance to develop your skills and knowledge AND impress universities at the same time. For example, at the University of Birmingham, we recognise the EPQ as valuable proof of your capacity for independent learning, as well as your passion for the subject you want to study at a higher level. So when we see it on your UCAS application, it shows us that you're serious'*

**University of Birmingham**



# Next Steps

Although the Sixth Form experience at Forest is rich, it is important to keep one eye on your future plans. We are immensely proud of the fact that Foresters leave the Sixth Form to go on to an enormously diverse range of courses and professions. They don't get there by accident. Foresters receive bespoke, high quality advice during their time at Forest and beyond so that they are fully aware of the different options, and the routes to admission. Below is a taste of the support that Forest offers in the Sixth Form:

- After students have settled into their A level studies, in Lent Term (Spring) of Year 12 we have the first of two '**Next Steps**' evenings. The theme of this evening is 'Exploring Options' and the idea is to open the students' eyes to all the possible options.
- In the two weeks following this, students attend presentations on subjects that can be studied at university, as well as particular application paths (for example, Oxbridge, medical applications, applications to Europe and the US, as well as apprenticeships). Students are given further advice about courses and about how to ensure that their application stands out.
- In January, the annual **Higher Education and Careers Fair** takes place at Forest which normally includes around 200 exhibitors.
- From Year 11 all students have access to **Unifrog** which allows them to research university courses and apprenticeships.
- In association with our alumni department, throughout the year we run **Forest Futures** events which include professionals who are Old Foresters and friends of Forest who give advice on various career paths. Recent events include: Law, STEM, and Medicine.
- Sixth Formers are encouraged to attend **open days** at universities, as well as **taster lectures** and seminars. These are hugely informative and help students make decisions.
- We have **three days** dedicated to 'Next Steps' in June where students fill in application forms, get subject specialist advice, as well as preparation for interviews.

- We have **information events** to help students make decisions. For example, we have an evening dedicated to helping students who are considering taking a gap year and another one for students who are planning applications to music conservatoires, drama schools or art foundation courses.
- Towards the end of Year 12, most Sixth Formers have a strong idea about what they want to do after they leave. In June we have our second '**Next Steps**' evening. This evening includes a talk from an admissions tutor who can give the university perspective on how to write an excellent personal statement in support of an application.
- Throughout this time, Sixth Formers get support from their tutor, Head of House and a subject specialist.
- Students who have applications which involve **aptitude tests** will have support in preparing for them from subject experts.
- Likewise, all students who are likely to be invited to interview get **interview practice**.
- For Year 11-13 there are **careers drop-in sessions** on alternate Tuesdays in the Sixth Form Centre Careers Room.
- Students have access to a wide, relevant and up-to-date selection of **books** covering jobs, professions, university courses, CV writing, psychometric testing, interview techniques and much more.
- Throughout the year there are a number of lunch time talks given by a range of employers and apprenticeship providers, especially during **National Careers Week**.

## Work Experience

Year 11 and Year 12 students are encouraged to undertake work experience during the summer holidays. This serves to open students' eyes to the realities of the workplace. Students are encouraged to make the arrangements themselves to gain the experience of applying for jobs and, when requested, compiling CVs and completing applications. Often the best placements are found through students' extended network.

Where this is not possible, the Careers Team will try to find a placement through the School's community of parents, former parents and alumni.



*'Pupils of all ages understand the importance of successful choices, for their lifestyles, their studies as they move through the school, for their careers and university destinations beyond. Pupils interviewed, considered that they were empowered to make their own decisions, particularly those involving careers, through the strong encouragement and expertise of staff and former pupils'*

**ISI Report**



# Pastoral Care

Across the whole school, Forest's goal is to produce well-rounded young men and women who become the very best versions of themselves. When they leave Forest, we want them to make a difference.

At Forest, success does not come in only one form – students are celebrated for their individual talents.

Although fun and exciting, Sixth Form life can present challenges. The pressures placed on young people are well-publicised and we have an extensive and well-equipped team to help support them.

The starting point for our pastoral provision is that all students are known, liked and valued. This starts with a Sixth Former's form tutor who meets with the House tutor group every morning. Every Sixth Former has a one-to-one meeting every fortnight with their tutor to monitor all aspects of their development, academic and personal.

The House system plays a major role in the life of a Forest Sixth Former. As students in Year 12 and Year 13, they have many opportunities to lead their House. Their Head of House, alongside the tutor, has oversight of each Sixth Former's development.

*'I just wanted to thank the whole team at Forest for their on going support over the past academic year, which I have really valued'*

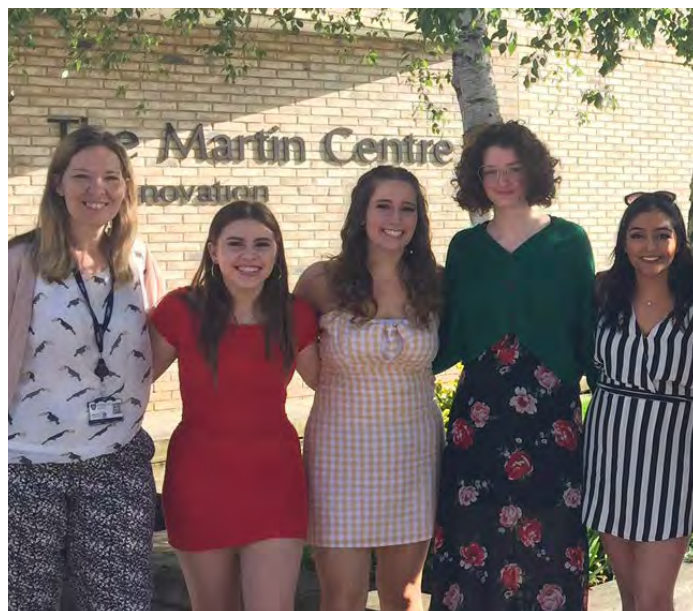
**Sixth Form Student**

*'No matter what, Forest always looked out for me'*

**Sixth Form Student**

Within the Forest Diploma, there are many opportunities to undertake activities designed to relieve stress and provide a sense of balance. We believe that being engaged in activities other than academic work is an essential part of personal growth and care. There is also a lot of evidence that helping others can help students find perspective and community action provides an outlet for this. The eight week course in Mindfulness that all Year 12 students undertake aims to give students a practical tool kit for managing stress.

Beyond the extensive pastoral support system within the school, students in the Sixth Form can self-refer to Place2Talk if they feel they want to talk to someone who is not a teacher. For students who have specific needs, Place2Be provides counselling to students, often working alongside families.





*'We wanted to thank you and all the staff who helped my daughter to achieve the grades she needed to study music at Cambridge. As I am sure you are aware, she really enjoyed her time at Forest and we feel she has truly benefited from the holistic approach embedded in the school's ethos'*

**Forest School Parent**



# Subject Details

## Art & Design

**Qualification:** A level

**Exam board:** AQA (7202)

**Head of Department:** Mr J Stevenson

**Email:** [jws@forest.org.uk](mailto:jws@forest.org.uk)



**What is Art and Design?** The creative industries are an ever evolving and an increasingly important part of our cultural, social, political and economic landscape. Distinctions between fields such as visual arts, architecture, advertising, product design and fashion are becoming increasingly blurred and the key to success in these fields and almost any field, even outside of the creative industries, is the ability to innovate. The development of a creative mind is at the heart of Art at Forest. Every year many Forest pupils proceed to prestigious Colleges of Art and Design and go on to play significant roles in the continued development of these exciting industries.

The course encourages an enquiring and rigorous approach. You will learn the advantages of taking creative risks, gain an understanding of past, present and future context of Art and Design practice and be able to produce artwork that embraces the broadest of ideas, materials and techniques in the development of your own visual language and identity.

**What will you cover in Art and Design?** The first two terms of Year 12 are focused on skills development and investigative projects. You then move on to the two units of work that are assessed:

**Unit 1** accounts for 60% of the final grade and centres around the development of a Portfolio. This is completed over 2 terms and is a fantastic opportunity to explore and develop as a creative thinker. This is in Term 3 of Year 12 and Term 1 of Year 13.

**Unit 2** accounts for the other 40% and is the Set Task (Exam) Unit. This is your opportunity to respond to a given starting point and work towards an outcome which demonstrates your skills and ability

to communicate visual meaning. The outcome is completed under time restricted conditions. Therefore, preparing you for the varied, exciting, competitive and expanding world of creative industries. You would start this in February of Year 13.

**Who should study Art and Design?** You should have a strong interest in being creative and a passion for Art. The best Art students work hard and enjoy spending time in the Art department improving their skills.

**Where can the study of Art and Design take me next?** Students go on to become all sort of things from Artists, Architects, Theatre and Set Designers, Printers, Prop Makers, Teachers, Games Designers, Graphic Designers and many more. The skills developed in A level Art will benefit you in the future even if you choose another kind of career.

**What enrichment is offered to support the study of Art and Design?** In Art, we have visiting artists, trips to specific exhibitions in London and an annual Art and Design trip – we went to New York in the October half term. Sixth Form have life drawing once a week and we run various activities and sessions throughout the year. Some Art students help out with the stage painting for plays and musicals the school puts on.

**Where can I find out more?** The best way of finding out more is to speak to the teachers in the Art department and the A level students. You can look at the intranet department pages to get a feel for it too. External students are always welcome to contact us and find out more.

# Biology

**Qualification:** A level

**Exam board:** OCR Biology A (H420A)

**Head of Department:** Ms A Plumb

**Email:** [amp@forest.org.uk](mailto:amp@forest.org.uk)

**Head of Science:** Miss J White

**Email:** [jrw@forest.org.uk](mailto:jrw@forest.org.uk)

**What is Biology?** Biology is the study of life, and as such the A level course covers a whole range of subjects that are of vital importance and interest to everyone. From the study of the building blocks of life to the way in which we change the environment of the planet we live on. From gene cloning and genetic engineering to animal behaviour and human health. You will cover many of these things and many more.

**What will you cover in Biology?** The A level course is assessed by three written papers that account for 100% of the final grade. Practical competence is assessed separately by carrying out a number of defined practical experiments and students must reach the required standard to be awarded a pass in this component. Therefore, you will also be expected to be competent in laboratory-based practicals and be capable of analysing and interpreting the results obtained from such studies.

## **Content is in six modules:**

**Module 1:** Development of practical skills in biology

**Module 2:** Foundations in biology

**Module 3:** Exchange and transport

**Module 4:** Biodiversity, evolution and disease

**Module 5:** Communication, homeostasis and energy

**Module 6:** Genetics, evolution and ecosystems

**Who should study Biology?** We expect you to have a genuine interest in the subject together with an enquiring and logical mind. We also require that Chemistry has been studied to at least GCSE level as many topics demand a sound understanding of biological chemistry.

**Where can the study of Biology take me next?** The course should suit all students interested in following careers in health-related professions, e.g. medicine, and all biologically related subjects.



## **What enrichment is offered to support the study of Biology?**

A variety of extracurricular activities are provided including educational visits e.g. to the Sanger Centre for genome research, lectures from invited speakers, extra classes to cover biology that goes beyond the specification and entry to competitions e.g. the British Biology Olympiad.

**What do students who already study Biology say?** Year 13 students say: 'There's a lot of content so it can be difficult to retain the information'

'If you keep an open mind, remain resilient throughout and have the hunger to gain greater insight and knowledge, then biology is for you.'

'Out of all the sciences I study, I find biology to be the most interesting to me'

## **Where can I find out more?**

The Forest School Biology intranet page

**The Royal Society for Biology:** <https://www.rsb.org.uk>

**OCR website:** <http://www.ocr.org.uk/qualifications/as-a-level-gce-biology-a-h020-h420-from-2015/>



# Business

**Qualification:** A level

**Exam board:** Edexcel (9BS0)

**Head of Department:** Mr M Egan

**Email:** [me@forest.org.uk](mailto:me@forest.org.uk)

**What is Business?** Business is a challenging and relevant subject that will help you understand the key issues involved in setting up, expanding and managing a business in the 21st Century. Some of these key issues are: raising finance, managing people, meeting customer needs and coping with change.

In Business, you will study important theories and concepts from all the main elements of a business (marketing, finance, operations and people). The course offers a management-style, skills building approach that is grounded in current business developments and concerns. Application to real businesses and market examples is important throughout the course.

**What will you cover in Business?** The linear A level course is structured around the following four themes:

1. Marketing and People;
2. Managing Business Activities;
3. Global Business; and
4. Business Decisions and Strategy.

External assessment takes place at the end of Year 13 through three compulsory written papers:

**Paper 1:** Marketing, people and global businesses.

**Paper 2:** Business activities, decisions and strategy.

**Paper 3:** Investigating business in a competitive environment.

- Each exam lasts 2 hours and has 100 marks available
- Most marks are allocated towards extended open-response questions (essays)
- All questions are applied to a case study
- 20% of the total marks are for quantitative skills (interpreting and manipulating numerical data and carrying out calculations)
- Sample assessments can be found on the Edexcel website and school intranet

**Who should study Business?** Business at A level is ideal for students who are thinking about starting or running a business in the future, as well as for students with aspirations to forge careers in leadership and management. Quantitative skills, problem solving aptitude and the ability to build a balanced argument are important attributes for any aspiring Business student.

**Where can the study of Business take me next?** The A level qualification develops a wide range of valuable and transferable skills; students will become adept in interpreting quantitative and qualitative business data, applying theoretical management concepts and tools to different business contexts and critiquing and evaluating business decisions. Consequently, Business students are well placed to enter the workplace or pursue a degree course in Management, Finance or another related field. Career paths of Business graduates include management roles in fashion or retail, graduate courses in accountancy, law and other financial services, marketing roles and human resources, to name but a few.

**What enrichment is offered to support the study of Business?** Further learning opportunities in Business are provided through a range of visiting guest speakers, off-site educational visits and the school's subscription to relevant publications such as Business Review and The Economist.

**What do students who already study Business say?** 'Business keeps you up to date with what's going on in the world and allows you to be a step ahead at all times.'

**Where can I find out more?** Visit the school intranet subject page, the Edexcel subject page or speak to a member of the department who will be happy to advise. Conversations with students who study Business in the Sixth Form are also worthwhile.

# Chemistry

**Qualification:** A level

**Exam board:** OCR Chemistry A (H432A)

**Head of Department:** Miss C Averre

**Email:** [cea@forest.org.uk](mailto:cea@forest.org.uk)

**Head of Science:** Miss J White

**Email:** [jrw@forest.org.uk](mailto:jrw@forest.org.uk)

**What is Chemistry?** Chemistry is a fascinating yet logical science, dealing with the study of matter and its properties. Research in Chemistry aims to find ways of converting the Earth's natural resources into a huge variety of useful products, such as fuel cells to replace petrol and to power portable gadgets, as well as plastics, nanotechnology, and pharmaceuticals to combat disease. Whilst all these inventions improve our standard of living, at the same time Chemists have a responsibility to ensure this is done in ways that don't detract from the standard of living available to future generations.

**What will you cover in Chemistry?** We follow the OCR A specification; the following is a broad outline of the material which will be covered.

**Module 1 Development of practical skills in Chemistry:** practical skills assessed in the written examination and practical skills assessed in the practical endorsement.

**Module 2 Foundations in Chemistry:** amount of substance, acids and bases, redox, bonding and structure.

**Module 3 Periodic Table and energy:** periodicity, Group 2 and 7, qualitative analysis, enthalpy changes, rates and equilibrium.

**Module 4 Core organic chemistry:** hydrocarbons, alcohols, haloalkanes, organic synthesis, infrared spectroscopy and mass spectrometry.

**Module 5 Physical chemistry and transition elements:** rates, equilibrium, pH calculations, buffers, entropy, electrode potentials and transition elements.

**Module 6 Organic chemistry and analysis:** aromatic compounds, carbonyl compounds, carboxylic acids and derivatives, nitrogen compounds, polymers, chromatography and NMR spectroscopy.

There is a significant mathematical component to the course.

Practical work forms a central component of the course and plenty of time is devoted to developing practical skills, and teachers will use experimentation throughout the course to develop and illustrate key ideas.

**Who should study Chemistry?** If you want to study Chemistry you need to be able to take clear logical steps based on careful observations and be able to make extensions to scientific theories. It is about applying logical deductive reasoning to the chemical world around us within the learnt framework of chemical vocabulary and theory. If you have an inherent wonder at the natural world and want to see the part atoms play in it, and enjoy careful accurate description and mathematics, Chemistry is for you.

**Where can the study of Chemistry take me next?** There are many avenues for chemists to explore beyond A level, from the biochemistry of drugs to the use of entropy to predict reaction feasibility. An A level in Chemistry develops attractive transferable skills that are applicable to any career, and opens the door to university courses in Chemistry, Biochemistry, Medicine, Dentistry, Veterinary Science, Forensic Science and Chemical Engineering, amongst others.

**What enrichment is offered to support the study of Chemistry?** A level chemists are invited to compete in the RSC Chemistry Olympiad and the Cambridge C3L6 competitions. Students wishing to study Chemistry at university or who wish to extend their knowledge have sessions where pupils are stretched beyond the specification in preparation for interviews.

**Where can I find out more?** You are welcome to see any member of the Department or further information can be found on the Chemistry page of the Intranet. The RSC and C3L6 websites are a great place to engage in questions and watch videos of chemical techniques.



# Classical Civilisation

**Qualification:** A level

**Exam board:** OCR (H408)

**Head of Department:** Mrs A Gould

**Email:** [agg@forest.org.uk](mailto:agg@forest.org.uk)

**What is Classical Civilisation?** Classical Civilisation is the study of the literature, history and culture of the Ancient Greeks and Romans, based on visual media and works in English translation. When studying the texts, we look at themes such as the context in which works were written, their moral values, religion and philosophy, the role of the gods and mythology, the role of women in society, characterisation, and the style and structure of literary works and art. A Classicist notices the similarities and differences between ourselves and the people of the Ancient World, with a genuine interest in what we can learn from them. A Classicist is aware that messages are conveyed on more than one level, and enjoys discovering new levels!

**What will you cover in Classical Civilisation?** You will study three topics, with a variety of texts and pictures, focusing particularly on Epic Poetry, attitudes to Love and Relationships, and the Greeks vs the Persians. To support these modules, you will also get a grounding in the important prehistory and myths, and in the history and culture of the Greeks and Romans over the course of 1200 BCE to 150 CE. Lessons usually consist of reading and discussion, and homework of reading and practice questions; the final assessment is three closed-book, written exam papers, which test your knowledge and understanding of the material through comprehensions and essays. This subject involves a great deal of reading and writing; it is a good option if you have felt confident in essay-writing and source-based subjects at GCSE like English Literature and History, but you can bear in mind that we will train you in the particular techniques needed to do well in this subject; Classical Civilisation is started from scratch, so you will not be thrown in the deep end, but will be talked through important aspects of the texts, study skills, and the techniques of answering essays and comment questions.

**Who should study Classical Civilisation?** You should not take Classical Civilisation if you dislike reading, or find details of stories difficult to remember! It also requires an open-minded attitude to other cultures and beliefs, as you need to be able to see things from

the Classical point of view – which may be very different from your own; you must learn not to criticise what seems strange to you. It is a good option if you are keen to explore some of the origins of Western Literature and culture, but above all it is a unique opportunity to broaden your horizons and gain insight into human nature. The successful Classics student eagerly grasps the opportunity to learn about new cultures and to account for them in detail.

## **Where can the study of Classical Civilisation take me next?**

Apart from the wide range of Classics based courses at university, Classical Civilisation supports an application to any arts-based, humanities, and essay-writing subject. It is also, however, an impressive demonstration of your wider skills – both hard and soft. – if you are aiming more along the maths/science route. Successful Classicists in public life include authors, journalists, politicians, actors, and musicians.

## **What enrichment is offered to support the study of Classical Civilisation?**

Classics Society meets twice a term to discuss a wide variety of issues in a dizzying array of formats. Lecture days and theatre visits happen throughout the year. Clinics and classes to help with all aspects of university application are available as needed, and teachers in the department are always pleased to discuss extra reading and supporting topics.

## **What do students who already study Classical Civilisation say?**

‘Classical Civilisation changes your perspective on all other studies of humanities. It aids and enhances your understanding of the contextual factors that have led to the creation of some incredible works of literature, including Shakespeare. By unpacking the history of two great societies, you reveal the complexities of our own and discover incredibly interesting facts about the world. It’s so much fun, too!’

**Where can I find out more?** There is plenty of help available on the Classics pages of the intranet. All the Classics teachers will be happy to make an appointment or answer questions by email.

# Classical Greek

**Qualification:** A level

**Exam board:** OCR (H444)

**Head of Department:** Mrs A Gould

**Email:** [agg@forest.org.uk](mailto:agg@forest.org.uk)

**What is Classical Greek?** If you have enjoyed the challenge of studying Classical Greek at GCSE, then you should consider taking it in the Sixth Form; the format is similar but you would take the language to a higher level, and have the chance to read extended pieces by Greek authors in much greater depth. It gives you an unparalleled opportunity to indulge both your analytical and your aesthetic skills, as well as your linguistic ability. The examinations cover both Literature and Language. All of the exams are closed-book, and there is no coursework option. You will want to take Classical Greek in the Sixth Form if you can't yet face saying goodbye to John Taylor, and if you feel a sense of shivery anticipation at phrases like "dative of disadvantage" and "genitive of cost", and/or are not content to be able to read some of the greatest works of Western Literature only in English translation. Classical Greek is not an easy option, but it is a uniquely rewarding experience, and one that very few people have the chance to do in the 21st Century.

**What will you cover in Classical Greek?** The course is carefully structured over the two years, to build your skills and confidence. In Language lessons, you will revise and consolidate the language you learned at GCSE, plus taking on new grammar and vocabulary, for papers which involve pieces of Greek prose and verse to be translated into English and to answer comprehension questions on, with the option of English into Greek translation. Meanwhile, for the Prose and Verse Literature papers you study texts by Homer and/or Greek tragedians, and key prose historians and/or philosophers, for papers which will involve translation, comprehension, and longer style questions, including comparisons of texts. Lessons will often involve translations and discussion of style and content of texts and passages, which homework will vary from background reading or preparation of texts to practice questions.

**Who should study Classical Greek?** You may not feel that you knew all the grammar for GCSE, but you are keen to try again and embrace your inner greek. You particularly enjoy the challenge of translating into English without sacrificing grammar to style nor style to grammar. You are willing to work steadily, and understand

the value of rolling revision and attention to detail. You take it as an honour to be part of the fewer than 1% of students your age who take a subject most people don't even know exists!

**Where can the study of Classical Greek take me next?** Apart from the wide range of Classics based courses at university, Classical Greek supports an application to any arts-based, humanities, and essay-writing subject. It is also, however, an impressive demonstration of your wider skills – both hard and soft – if you are aiming more along the maths/science route. Successful Classicists in public life include authors, journalists, politicians, actors, and musicians.

**What enrichment is offered to support the study of Classical Greek?** Classics Society meets twice a term to discuss a wide variety of issues in a dizzying array of formats. Lecture days and theatre visits happen throughout the year. Clinics and classes to help with all aspects of university application are available as needed, and teachers in the department are always pleased to discuss extra reading and supporting topics.

**What do students who already study Classical Greek say?** 'Greek and Classical stories provide the basis of so many stories and languages in the world, and a sound understanding gives you a great base for understanding English better, plus a head start in learning new languages ... plus it looks great for Universities!!'

'I have thoroughly enjoyed being able to link my study of Greek and the ancient world with my other A levels and wider reading, broadening my intellectual curiosity and bolstering my UCAS application.'

'... the only subject where reading out loud sounds like you're summoning a devil.'

**Where can I find out more?** There is plenty of help available on the Classics pages of the Intranet. All the Classics teachers will be happy to make an appointment or answer questions by email.



# Computer Science

**Qualification:** A level

**Exam board:** AQA (7517)

**Head of Department:** Mr A Lindsey

**Email:** [accl@forest.org.uk](mailto:accl@forest.org.uk)

**What is Computer Science?** Computer science is a subject that includes both theory and practice. It requires thinking both in abstract terms and in concrete terms to solve problems. Practically everyone is a computer user, and many people are computer programmers. To get computers to do what you want them to do requires a lot of hands-on experience, however on a higher-level Computer Science is a science of problem solving. Computer scientists must be able to model and analyse problems. They must also be able to design solutions and verify that they are correct. Problem solving requires precision, creativity, and careful reasoning.

Finally, computer science has a wide range of specialties. These include computer architecture, software systems, graphics, artificial intelligence, computational science, and software engineering.

Computer Science is practiced by mathematicians, scientists and engineers. Mathematics, the origins of Computer Science, provides reason and logic. Science provides the methodology for learning and refinement. Engineering provides the techniques for building hardware and software.

Finally, and most importantly, Computer Scientists are Computer Scientists because it is fun (not to mention lucrative career opportunities).

**What will you cover in Computer Science?** The modules covered in A level Computer Science are:

1. Fundamentals of programming
2. Fundamentals of data structures
3. Systematic approach to problem solving
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing

9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-exam assessment – the computing practical project

The course is assessed by two 2.5-hour exams worth 40% each and a practical project (14) on the list above worth 20%.

**Paper 1:** this paper tests a student's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1 - 4 above and the skills required from section 13 above. This is an on-screen exam, Python is used as the programming language.

**Paper 2:** this paper tests a student's ability to answer questions from subject content 5-12 above. This is a written exam.

**Non-exam assessment** - the non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 13 above.

**Who should study Computer Science?** You should think about studying Computer Science if some or all of the following apply.

- If you are interested in solving problems and can share your solutions to these problems in a way that other people understand.
- If you are interested in how digital devices work.
- If you are interested in how software is used to control digital devices.
- If you are creative and want to make something new using digital devices.
- If you are interested in the new challenges to society created by increasing automation and artificial intelligence.
- If you are not averse to doing something that is hard and will require patience and detail.
- If you cannot stop thinking about Computer Science.

### **Where can the study of Computer Science take me next?**

Computer Science has strong connections to other disciplines. Many problems in science, engineering, health care, business, and other areas can be solved effectively with computers, but finding a solution requires both Computer Science expertise and knowledge of the application domain. Thus, Computer Scientists often become proficient in other subjects.

Opportunities for further study of Computer Science are also varied and there are many multi discipline courses available but even if a Computer Science degree is chosen the following specialisations are amongst those possible:

- Applied Mathematics
- Digital Image/Sound
- Artificial Intelligence
- Microprogramming
- Bioinformatics
- Networks and Administration
- Computer Architecture Networks
- Cryptography
- Computer Engineering
- Operating Systems
- Computer Game Development
- Robotics
- Computer Graphics
- Simulation and Modeling
- Computer Programming
- Software Development
- Software Systems
- Data Management
- Web Development
- Design Databases
- Parallel Programming
- iOS Development
- Mobile Development
- Memory Systems
- Computational Physics

**What enrichment is offered to support the study of Computer Science?** There is an active Computing Society that relies on Sixth Formers to run projects and use these opportunities to teach their skills and learn from others.

The department will support the Forest futures STEM day.

Any pupil wishing to create their EPQ on a Computer Science related subject is encouraged to contact the department.

### **What do students who already study Computer Science say?**

‘I enjoy Computer Science because I want a career in Games Design and the course gives me a good grounding for my university application.’

‘I study Computer Science because it opens up a world of opportunity, I intend to study Computer Science at university, then I want a well-paid job.’

‘I chose Computer Science as I wanted to become a better programmer and to understand the hardware and software relationships. I have enjoyed developing my game for my NEA.’

**Where can I find out more?** To find out more you should look at the specification using the following link: <http://www.aqa.org.uk/subjects/ict-and-computer-science/as-and-a-level/computer-science-7516-7517>.

You should also ask current Sixth Formers about their experience of the subject, or any member of the department. Computer Science students develop software solutions and participate in shaping the future. Perhaps you are the next Tim Berners-Lee or Steve Jobs.



# Design & Technology

**Qualification:** A level Design Technology: Product Design

**Exam board:** AQA (7552)

**Head of Department:** Mr L Barker

**Email:** [ldb@forest.org.uk](mailto:ldb@forest.org.uk)

**What is Design & Technology?** The A level qualification in Design & Technology is aimed at those of you who enjoy designing and making high quality products. Much like at GCSE, the A level course is split between creating a portfolio, making a product and completing an exam.

**What will you cover in Design & Technology?** The two year course is a chance for candidates to showcase all the skills they have accumulated since starting GCSE. The coursework, which will make up 50% of the final grade, consists of a traditional design and make activity but a greater focus is placed on designing for a commercial client. Pupils should aim to work with a range of materials and consider how their product could be adapted for larger scale production.

The theory side now has a 50% weighting on the final grade. Maths and Science skills will be assessed in the new subject context. Maths skills will be 15% of the total qualification and will be the equivalent of higher tier in a GCSE qualification in mathematics, there is no set percentage for Science content. The students sit two exams papers at the end of Year 13.

**Who should study Design & Technology?** If you are interested in solving problems, fixing or improving things then Product Design is for you. Designers need to have a good grasp of a CAD package and will be expected to learn an industry standard one. You need to be able to communicate on paper through drawing and modelling your ideas.

**Where can the study of Design & Technology take me next?** Lots of students go on to study Product Design, Engineering, Architecture, Product Engineering and other creative careers such as Prop Making and Special Effects.



**What enrichment is offered to support the study of Design & Technology?** We run clubs for the lower years and like older students to help out. We visit exhibitions and lectures in London and have an annual Art and Design trip – we visited New York in October half term. We help the students pursue national competitions and scholarships which helps their future applications and careers.

**Where can I find out more?** Talk to the Design department and go and have a look at our intranet pages. Also, it is a good idea to do a little research about futures connected to Design Technology through the internet.

# Drama & Theatre Studies

**Qualification:** A level

**Exam board:** AQA (7262)

**Head of Department:** Mrs S Moon

**Email:** [slm@forest.org.uk](mailto:slm@forest.org.uk)

**What is Drama & Theatre Studies?** A level Drama focuses on working with plays, providing you with an opportunity to study texts from the viewpoint of a director, designer, performer and critic as well as extending your knowledge of different theatre forms and genres and applying this to an original piece of drama. Please note, you do not have to have taken Drama at GCSE in order to pursue the subject at A level.

**What will you cover in Drama & Theatre Studies?** The specification is as follows:

**Component 1:** Drama and Theatre (40%) consists of 3 Sections and combines the study of 2 set texts (50 marks) practically with approximately 4 - 5 trips to Live Theatre Productions (30 marks). The plays chosen for practical exploration will be "Jerusalem" by Jez Butterworth & "Our Country's Good" by Timberlake Wertenbaker.

**3 Hour Written Exam:** Externally Marked

**Component 2:** Creating Original Drama (30%) Students produce a devised piece of Drama which is influenced by the work and methodologies of one prescribed theatre practitioner. It is assessed by a Working Notebook (40 marks) and the performance itself (20 marks).

**Internally Marked:** Externally (Postal) Moderated.

**Component 3:** Making Theatre (Practical) (30%) Students will practically explore and interpret 3 extracts, each from a different play. The 3rd extract will be performed as a final assessed piece (40 marks) and will reflect the working methods of a prescribed theatre practitioner. Students will also produce a reflective report (20 marks) analysing and evaluating the theatrical interpretation of all 3 extracts.

**Externally Marked:** Visiting Examiner

**Who should study Drama & Theatre Studies?** The most important attribute is to possess a genuine curiosity about the subject, with a desire to develop your own understanding and appreciation about theatre. We would hope that students who choose the subject will not

only have been involved in theatre projects either inside or outside school but go to the occasional theatre production. It is also worth appreciating the fact that with 70% of the A level comprising of written work, students must be prepared to tackle regular reading and written tasks, to the best of their ability. To gain a top grade in this subject, one must perform well in both practical and written components.

**Where can the study of Drama & Theatre Studies take me next?**

Possible University Courses include: Drama; Drama and English; Drama and Psychology; Drama and Creative Writing; Law or any Arts Subject.

**Possible Drama School Training at one of the following:** R.A.D.A; L.A.M.D.A; Guildhall School of Music and Drama; Welsh College of Music and Drama; Royal Scottish Conservatoire; Bristol Old Vic Theatre School.

**Possible Career Paths include:** Actor; Director; Designer; Stage Manager; Producer; Public Relations; Marketing; Advertising; Casting Director; Agent; Events Manager; Corporate Trainer; Drama Therapist; Makeup Artist; Journalist; Playwright; Cameraman; Flyman; Fight Director; Teacher; Website Development; Photographer; Voice Coach; Finance Consultant; Wardrobe Manager; Lawyer; Politician.

**What enrichment is offered to support the study of Drama & Theatre Studies?** There is an extensive programme of extracurricular Drama: 3 school plays per year and a House Drama competition. There is also a weekly Technical Theatre activity which allows students to be trained up to support the wide range of events that take place each year, not simply Drama Productions.

**What do students who already study Drama & Theatre Studies say?** 'I love learning about dramatic theory and then having the skills to apply this knowledge to exciting practical projects'

'I love studying Drama A level as it gives me confidence and allows me to explore and experience plays of which I had never heard before. It's fab!'

**Where can I find out more?** You can access the specification itself on <https://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262>. Talk to students who currently take the subject. Speak to Mr Potter and Mrs Moon with any questions. Check out the school website.



# Economics

**Qualification:** A level

**Exam board:** Edexcel Economics A (9EC0)

**Head of Department:** Mr M Egan

**Email:** [me@forest.org.uk](mailto:me@forest.org.uk)

**What is Economics?** Put simply, Economics is the study of how a society uses its scarce resources to satisfy unlimited wants and needs. Economists seek to answer three problems:

- What to produce?
- How to produce?
- For whom to produce?

In studying Economics, you will explore the impact of choice on others and develop an economic way of thinking to help you make better informed choices.

Economics relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms and what happens when those structures fail. The A level course covers individual markets and business behaviour (micro) as well as macroeconomic performance and government policy (macro).

**What will you cover in Economics?** The linear A level course is structured around the following four themes:

1. Introduction to markets and market failure;
2. The UK economy - performance and policies;
3. Business behaviour and the labour market; and
4. A global perspective (on macroeconomics issues).

External assessment takes place at the end of Year 13 through three compulsory written papers:

**Paper 1:** Markets and business behaviour.

**Paper 2:** The national and global economy.

**Paper 3:** Microeconomics and Macroeconomics.

- Each exam lasts 2 hours and has 100 marks available
- Most marks are allocated towards extended open-response questions (essays)

- All questions are applied to a case study
- 20% of the total marks are for quantitative skills (interpreting and manipulating numerical data and carrying out calculations)
- Sample assessments can be found on the Edexcel website and intranet

**Who should study Economics?** Economics offers a rigorous academic and intellectual challenge. Success in Economics at A level requires high standards of numeracy and literacy: pupils will need to manipulate and interpret data presented in different forms whilst also writing essays in which they explain and analyse theories in depth and evaluate opposing arguments forming substantiated judgments.

Economics goes well with many other A level subjects because it combines mathematical and data handling elements with the need to write essays. However, Mathematics A level is almost essential if you wish to study Economics further, at degree level.

**Where can the study of Economics take me next?** The Economics A level qualification is highly valued by a wide range of universities and employers, helping pupils to develop skills that are applicable and transferable to a wide variety of undergraduate degree courses and careers. Future career paths might include accounting and finance, banking, insurance, consulting or public policy making.

**What enrichment is offered to support the study of Economics?** Further learning opportunities in Economics are provided through a range of visiting guest speakers, off-site educational lectures and the school's subscription to relevant publications such as Economic Review and The Economist.

**What do students who already study Economics say?** 'Economics sheds light on how and why resources are distributed the way they are, how money works and why things cost what they do.'  
'Studying economics in the Sixth Form will not only ensure you stay up-to-date with current affairs; you will also develop the facilities to critically analyse a range of issues in finance, business and politics.'

**Where can I find out more?** Visit the intranet subject page, the Edexcel subject pages or speak to a member of the department who will be happy to advise. Conversations with current pupils in the Sixth Form are also worthwhile.

# English Literature

**Qualification:** A level

**Exam board:** Edexcel (9ET0)

**Head of Department:** Mrs C Nightingale

**Email:** [cln@forest.org.uk](mailto:cln@forest.org.uk)

**What is English Literature?** At its most basic, English Literature is the study of texts. In practice, though, it means the study of language, ideas, philosophy, history, sociology and the ways in which all of these come together to create great works of literature.

**What will you cover in English Literature?** There are three exams in poetry, prose and drama: each section will include a range of literature from across different time periods. You will also write a coursework essay, worth 20% of your A level, comparing two texts.

**Who should study English Literature?** Successful English students vary hugely in character, personality and interests, but they all have one thing in common: they are enthusiastic readers who read widely, far beyond the confines of the syllabus, and pursue their own literary interests through extensive exploration of literature.

English students need tenacity and willingness to grapple with difficult language and ideas. You don't have to be the loudest person in the room, but a willingness to engage with others and discuss ideas is crucial.

**Where can the study of English Literature take me next?** An English degree is the obvious next step, but English is also a useful facilitating subject for any course or future employment which requires strong communication and analytical skills. Employers love English students because they are analytical, empathetic and sensitive to the nuances of language. Common destinations for English students are publishing, law, journalism or teaching, but English is great for keeping your options open.

**What enrichment is offered to support the study of English Literature?** The English@University group meet once a week to explore and discuss new literature. English Society meet every half term to hear speakers and engage in discussion groups about relevant literary issues.



The English department offers a huge amount of individual support to their students – do avail yourself of this.

**What do students who already study English Literature say?**

‘English Literature A level is a like a protective cocoon: warm, welcoming, and wonderful. It’s easy to dismiss it as ‘about books’, but it’s actually a subject which encourages you to be analytical, critical and an individual thinker, which is really refreshing.’

‘My ‘word of warning’ (which I know everyone always says, but it’s actually true) is this: if you don’t like reading or won’t/can’t set aside the time to read those 6 texts a year, English Literature will probably be a struggle. That would be a shame because all the texts are super interesting and don’t take a lot of time to read at all!’

‘Taking English A level has deepened my understanding in the subject profoundly; but surely taking any subject for another year deepens your understanding? True. But in taking English Literature I’ve come to the realisation of the depth of ideas, concepts and philosophies that “beckon and baffle” us. This is one of the only subjects in which deeper thought can lead to further uncertainty.’

‘So, in taking English you need to be prepared to think for yourself, which is good, believe me. Moreover, in touching on the historical and cultural context, I now recognise the link between the interwoven themes and their contextual significance, something I’ve greatly enjoyed.’

‘English makes you think  
You lose sleep but gain knowledge  
I recommend it.’

**Where can I find out more?** Come and talk to us! Any member of the department will be happy to discuss the A level course and any queries you have about your suitability for the subject with you.



# Geography

**Qualification:** A level

**Exam board:** Cambridge (9696 AX)

**Head of Department:** Mr E Morris

**Email:** [ewm@forest.org.uk](mailto:ewm@forest.org.uk)

**What is Geography?** This International A level builds upon the Geographical knowledge and skills you mastered at GCSE. It is academically challenging, highly sought after by universities and your future employers. Geography enables you to bridge your science subjects with Humanities, and if you choose to study Humanities, it can offer you a grounding in science/numerical skills. The range of progressive and contemporary areas of study will provide a stimulating two years which look at up-to-date issues across a broad range of the world's regions and landscapes. It will enable you to use GIS applications and develop your numerical skills with confidence. Crucially, the Geography A Level enables you to develop your skills of evaluation and synthesis to help you articulate your Geographical knowledge and understanding in a carefully crafted way. This in turn develops your ability to demonstrate higher level critical thinking and analysis of a range of global issues. Furthermore, there are some fieldwork opportunities across the course designed to advance your case study skills and your understanding of broader issues and current affairs.

**What will you cover in Geography?** You will study:

**Paper 1:** Core Physical Geography - Hydrology and fluvial geomorphology/Atmosphere and meteorology/Geology and weathering

**Paper 2:** Core Human Geography - Population/Migration/Settlement dynamics

**Paper 3:** Advanced Options - Coastal Environment Dynamics & Hazardous Environments

**Paper 4:** Advanced Options - Global Interdependence & Economic Transition

**Examinations:** Four papers, each 90 minutes duration. There are fieldwork opportunities, but no coursework.

**Who should study Geography?** There are no 'traditional' careers or fields of industry associated with Geography like some subjects. The Duke of Cambridge, Theresa May MP, comedian Hugh Dennis and Chris Tarrant hold Geography degrees. Famous athletes have also

graduated as Geographers, including Michael Jordan; Olympic gold medalwinning rowers Sir Matthew Pinsent and James Cracknell, and former England rugby player Rob Andrew. And then there's Anita Roddick, founder of The Body Shop. Nearly 20% of Geography graduates work in business, finance and human resources, and more than 10% go into marketing, public relations and sales. The other 70% vary enormously (see the next section, below), but if you enjoy current affairs or are curious about the rapidly changing world around you as well as the landscapes in which we live, then A level Geography is definitely for you. No other subject will further your understanding of our globalising world like, Geography.

**Where can the study of Geography take me next?** If you wish to develop skills that will prepare you well to find your place in the modern world, including university and the global job market, this is the subject for you. In recent years our Old Forester Geographers have started their careers after graduating from Geography-related degrees in the fields of Engineering, Civil Service, Urban/Town Planning, Quantity Surveying, Economics, Petroleum Exploration, Mining & Geophysics, International Development, Tourism and Hospitality, Accountancy, Risk/Insurance, and Scientific Research. Then there are the fields of Cartography, Meteorology Ecology, Advertising, Education, Energy Sector. There is a huge range of career options available to Geographers which makes the subject a strong choice for those who wish to keep their options open or who are not yet sure what their future work life might be. What we do know – consistently - is that Geography graduates are seen as highly employable due to their combination of transferrable skills including problem-solving and critical thinking.

**What enrichment is offered to support the study of Geography?**

Students undertake a fieldwork residential in Pembrokeshire, West Wales, a dramatically situated centre on the Atlantic coast. Students can use the experience and information collected as case studies for the exam and apply their theoretical knowledge of fluvial processes and systems and coastal dynamics to their Physical Geography A level studies. There is a further opportunity to undertake fieldwork in Central London where the sheer power of rebranding and regenerating parts of the city can be seen first-hand and learnt to a greater depth. There are also opportunities to attend talks and lectures in Central London from a wide variety of experts, leaders and broadcasters.

**Where can I find out more?** Speak to a member of the Department or visit the intranet for more information. It is also a good idea to speak to current students, who can share with you their experience of the subject along with their successes. A Level Geographers are successful at Forest; results are some of the strongest in the school.

# History

**Qualification:** A level

**Exam board:** AQA (7042/AB; 7042/CH; 7042/HE)

**Head of Department:** Mr James Pendred

**Email:** [jrp@forest.org.uk](mailto:jrp@forest.org.uk)

**What is History?** Throughout human existence, historians have examined what has preceded them, and that has shaped their understanding of the world in which they live. From Herodotus and Thucydides in the ancient world to perspectives as varied as Hobsbawm and Ferguson today, independent thinkers and rigorous debaters have defined, enlivened and relished in the study of History. The A level course continues many of the best aspects of GCSE. There will be plenty of opportunity for discussion, argument and analysis of sources, including some excellent documents, DVDs and IT whilst also demonstrating a deeper understanding of personalities and key events. There is ample scope for research and debate, particularly around the interpretations of historians to see how far you accept their views, whilst you will be encouraged to develop your independent judgment, style and skills which makes History such a respected discipline.

**What will you cover in History?** Historians at Forest are in the unique position to be able to choose their pathway through the subject. We are fortunate to have a large, committed and passionate department of historians, each with different and varied interests. Though we cannot guarantee to accommodate your choice, most pupils who express a preference for a particular period usually get their request.

The pathways through History A level are as follows:

- **“Iron and Blood”:** The Age of the Crusades (1071-1204), The Wars of the Roses (1450-1499) and The Challenge of German Nationalism (1789-1890) (Coursework).
- **“Monarchy, superstition and revolution”:** The Tudors (1485-1603), the European Witchcraze (Coursework) and France in Revolution (1774-1815).
- **“Societies in flux”:** Tsarist and Communist Russia (1855-1964), The British in India (1845-1945) (Coursework) and the English Revolution (1625-1660).

**Who should study History?** In the 18th century the famous politician and historian Edward Gibbon asserted that history is

“little more than the register of crimes, follies, and misfortunes of mankind”. Gibbon was being unkind to his subject. Really history should be studied by anybody who is interested in understanding people, societies and identity and how these concepts are shaped, molded and informed by past events.

**Where can the study of History take me next?** Historians are found in every field. Though PPE might be seen as the subject of choice for future leaders there have actually been far more Prime Ministers that read history than any other subject. If the prospect of ruling the country doesn't appeal to you though there are several other options. A significant number enter the legal profession, where their analytical and critical reasoning skills are highly valued, as well as library, information and archivist careers, where their research expertise and ability to select, manage and organise information comes to the fore. Publishing, journalism, media and writing in all its forms are similarly suitable, alongside business and commerce, public sector administration and the charity and voluntary sectors.

**What enrichment is offered to support the study of History?** Historians from Forest benefit enormously from our extra-curricular provision. The History Department has a rich history of running trips to places as far-flung as Russia, Munich, Paris and Hampton Court Palace. There are also lectures from world-leading historians that have been invited to Forest in the past, people such as Richard Evans, Regius Professor of History at the University of Cambridge (an Old Forester) and Baroness Henig, British historian and Labour Party politician have given talks in recent years.

**What do students who already study History say?** ‘History at A level is engaging, and encourages the student to fully connect with the topics they are studying. The broad range of course options to choose from means that you'll get to study something you're genuinely interested in; I'm taking the Early Modern (France) module, and I really like it. There is a strong focus on making well informed and argued judgments (of historical events); to do so, we study topics in greater depth and examine a much wider range of source material. Analysing varying accounts and perspectives of a single event is very intellectually stimulating! There is also an abundance of resources available for wider reading and learning, including a great variety of books and Intranet pages, and a host of school trips and educational visits.’ (Monarchy, superstition and revolution pathway)

**Where can I find out more?** Please visit the History section of Forest's Intranet for more information. Feel free to speak to a member of the History Department.



# Latin

**Qualification:** A level

**Exam board:** OCR (H443)

**Head of Department:** Mrs A Gould

**Email:** [agg@forest.org.uk](mailto:agg@forest.org.uk)

**What is Latin?** If you have enjoyed the challenge of studying Latin at GCSE, then you should consider Latin in the 6th form; the format is similar but you would take the language to a higher level, and have the chance to read extended pieces by Roman authors in much greater depth. It gives you an unparalleled opportunity to indulge both your analytical and your aesthetic skills, as well as your linguistic abilities. The examinations cover both Literature and Language. All of the exams are closed-book and there is no coursework option. You will want to take Latin in the Sixth form if you can't yet bear to bid farewell to John Taylor, and if you feel a sense of shivery anticipation at phrases like "subjunctive of alleged motive" and "predicative dative", and/or are not content to be able to read some of the greatest works of Western Literature only in English translation. Latin is not an easy option, but it is a uniquely rewarding experience, and one that very few people have the chance to do in the 21st Century.

**What will you cover in Latin?** The course is carefully structured over the two years, to build your skills and confidence. In Language lessons, you will revise and consolidate the language you learned at GCSE, plus taking on new grammar and vocabulary, for papers which involve pieces of Latin prose and verse to be translated into English and to answer comprehension questions on, with the option of English into Latin translation. Meanwhile, for the Prose and Verse Literature papers you study texts by the poets Virgil and/or Ovid, and prose authors Cicero, Caesar, and Livy, for papers which will involve translation, comprehension, and longer style questions, including comparisons of texts. Lessons will often involve translations and discussion of style and content of texts and passages, which homework will vary from background reading or preparation of texts to practice questions.

**Who should study Latin?** You may not feel that you knew all the grammar for GCSE, but you are keen to try again and embrace your inner pedant. You particularly enjoy the challenge of translating into English without sacrificing grammar to style nor style to grammar. You are willing to work steadily, and understand the value of rolling

revision and attention to detail. You take it as an honour to be part of the small percentage of students your age who take a subject most people don't even know exists outside Dan Brown novels.

**Where can the study of Latin take me next?** Apart from the wide range of Classics-based courses at university, Latin supports an application to any arts-based, humanities, and essay-writing subject. It is also, however, an impressive demonstration of your wider skills – both hard and soft – if you are aiming more along the maths/science route. Successful Classicists in public life include authors, journalists, politicians, actors, and musicians.

**What enrichment is offered to support the study of Latin?** Classics Society meets twice a term to discuss a wide variety of issues in a dizzying array of formats. Lecture days and theatre visits happen throughout the year. Clinics and classes to help with all aspects of university application are available as needed, and teachers in the department are always pleased to discuss extra reading and supporting topics.

**What do students who already study Latin say?** 'I am glad that I chose to study Latin because I have been able to further my interest in language from GCSE, as well as learn a lot more about the context that literature was written in. The fact that I want to study Classics at university shows how much I have enjoyed the course and the support that I have received with my university application has been incredible.'

'The study of Latin has improved both my grasp of language but also of literature extending far beyond the Classical world. It has allowed me to combine my love of logic and analysis, exercised through composition and translation, with my love of lyricism and expression, explored through the reading of the Augustan poets. As well as refining my transferable skills, Latin has given me an intimate connection with the Classical world that has altered my view of History and the canonization of literature, most of which seems to have been inspired or directly stolen from Ovid. More importantly, studying Latin is great fun and the department continue to be the best and most supportive in the whole school.'

'Are you the third principal part? Because you're perfect' ... take Latin in the Sixth Form for more witty banter like this.'

**Where can I find out more?** There is plenty of help available on the Classics pages of the Intranet. All the Classics teachers will be happy to make an appointment or answer questions by email.





# Mathematics

**Qualification:** A level

**Exam board:** OCR-MEI

**Mathematics B (MEI) (H640)**

**Further Mathematics B (MEI) (H645)**

**Head of Department:** Mr M Taylor

**Email:** [mjt@forest.org.uk](mailto:mjt@forest.org.uk)

**What is Mathematics?** In the introduction to *The Mathematical Experience*, Davis and Hersh write that a naïve definition of Mathematics is *The Science of Quantity and Space*, before going on to declare that its definition changes with the generations.

Jan Gullberg, in his introduction to *Mathematics, From the Birth of Numbers* despairs that Mathematics is often perceived as little more than arithmetic that will prove useful in life. Rather, it is from the understanding that, far from rote learning, has at its heart an adaptability to acquire and utilise new skills and methodologies. This is much more appreciable in A level; one past student commented that it was at this stage, when Maths no longer seemed to be a just set of rather straightforward rules, that she began to really appreciate and enjoy the subject.

The great areas of the subject, algebra, analysis, statistics, geometry, mechanics to name but a few, have arisen from our experience of the world around us. Mathematics is the realm of logical reasoning and creativity, whether solving problems or proving theorems.

*Mathematics is an expression of the human mind, it reflects the active will, the contemplative reason, and the desire for the aesthetic perfection. Its basic elements are logic and intuition, analysis and construction, generality and individuality. Active experience in maths itself alone can answer the question.* From the introduction to *What is Mathematics?* by Robert Courant and Herbert Robins.

Mathematics is a wonder. Its historical roots can be traced back to the origins of every civilisation. Its psychological roots are embedded in the most ordinary activities of everyday life. It is more than an art, more than a science, more than a game, the first and purest science, but also a mysteriously and incomprehensively powerful tool for understanding the real world. *David Wells.*

- Mathematics: wonderful theorems, beautiful proofs and great applications. *David Acheson*
- Mathematics is the science of patterns. *Ian Stewart*
- There is an astonishing imagination in mathematics. *Voltaire*
- Mathematics is the last vestige of rationalism. *Philip Davis, Reuben Hersh*
- Beauty is the first test; there is no place in the world for ugly Mathematics. *G.H. Hardy*

**What will you cover in Mathematics?** The Pure Mathematics at A level builds on the algebra, trigonometry and graphical work that you have met at IGCSE and GCSE. If you like the challenge of those tricky questions and you do not like to be beaten by a problem, then you will enjoy the new ideas and techniques here. The single Mathematics option also includes Mechanics and Statistics.

Mechanics looks at forces and motion in static and dynamic systems and fits in well with study of A level Physics.

The Statistics element of the course builds on the data handling and probability work of GCSE and IGCSE, and is a subject that is ever more prevalent in the modern world. Statistical techniques especially complement A level courses such as Biology, Business, Economics and Geography.

**There is no coursework:** students take three 2 hour papers. These are Pure and Mechanics, Pure and Statistics and Pure and Comprehension. The latter is questions on an unseen passage based on the Pure Mathematics content of the specification..

**Who should study Mathematics?** Have you enjoyed GCSE Mathematics and been successful at that level? Have you found Mathematics (and especially algebra) relatively easy and logical? Do you like solving problems and puzzles? If the answer to these questions is 'yes', then Mathematics could be for you.

Successful A level Mathematicians persevere at problems and develop the ability to produce a logical solution to a problem.



# Further Mathematics

Further Maths is a broadening and enriching qualification. You will study more advanced Pure Mathematics, meeting new concepts; such as discovering that the square root of  $-1$  is not impossible after all, and has many real applications, not least in geometry. Students have the option to specialise in applied topics and will take to a greater or lesser depth Mechanics, Statistics or Decision Maths. Students can use this flexibility to tailor their study to their strengths, interests and preparation for their university courses.

If you are enthusiastic about Mathematics and you expect to get a grade 9 at GCSE or IGCSE, then you will enjoy this course. It is especially useful for you if you hope to take a degree in Mathematics, or related courses such as Engineering, Computer Science or Physics. For instance, Further Mathematicians have won places at Cambridge to read Medicine, and at Oxford to read Physics.

Decision Maths is a branch of the subject that you have not met at GCSE or IGCSE. It is widely used in business and enables us to use logical methods to find the cheapest and most efficient way of solving many real-life problems. As well as Business, it often fits in rather well with those studying Computer Science.

There is one Core Pure paper of 2 hours 40 minutes and then students either take one major (2 hours 15 minutes) paper and one minor (1 hour 15 minutes) OR three minor papers.



**Where can the study of Mathematics take me next?** A level Mathematics is an excellent basis for a wide range of university courses – not just the Sciences. The skills learnt are universally useful from solving Engineering problems or thinking logically through legal arguments. Mathematicians are logical and lateral reasoners, problem identifiers and solvers. The wide range of careers maths graduates move to can be seen, for example, at [www.mathscareers.org.uk](http://www.mathscareers.org.uk)

**What enrichment is offered to support the study of Mathematics?** Students are encouraged to broaden their appreciation of the beauty of the subject via visits to events such as Maths Fest at universities and interschool competitions.

There is Maths Society for Sixth Formers, who are always welcome to also help and contribute to the Maths Challenge Club for younger students and the weekly Maths Clinic.

We have the annual MOP (Maths off piste) event; past speakers have included Marcus du Sautoy and Matt Parker of [think-maths.co.uk](http://think-maths.co.uk)

**What do students who already study Mathematics say?** ‘I like the more challenging aspect of Maths. The satisfaction after solving a tricky problem is truly remarkable.

‘I find that the maths course transitions smoothly from the GCSE.’

‘There is a real sense of achievement, which is unique to Mathematics, when you solve a complicated Maths problem.’

‘The fun is not necessarily getting the correct answer but the methods to get there.’

‘I really enjoy Maths because I get to solve difficult problems through which I learn new skills that are useful for all areas of life. I also think that the more I studied Maths the more I started to see the beauty of it and all the different aspects of it.’

**Where can I find out more?** The A level part of the Mathematics area in the school intranet is replete with links to specifications and learning resources. Teachers in the department are always happy to answer any questions you might have about studying A level. [mei.org.uk](http://mei.org.uk) is the website of the specification we follow and has lots more details.

# Modern Languages

**Qualification:** A level

**Exam board:** Edexcel

**Specification - French:** 9FR0

**Specification - German:** 9GN0

**Specification - Spanish:** 9SP0

**Head of French:** Dr Alex Gray

**Email:** [ajg@forest.org.uk](mailto:ajg@forest.org.uk)

**Head of German:** Mrs H Miller

**Email:** [hprm@forest.org.uk](mailto:hprm@forest.org.uk)

**Head of Spanish:** Mrs K Adams

**Email:** [kcs@forest.org.uk](mailto:kcs@forest.org.uk)

Studying Modern Languages provides both practical training in written and spoken language and also an extensive introduction to European literature and thought.

**What are Modern Languages?** The demand for people with language skills is greater than ever thanks to an increasingly Global Europe and world. This means that studying a language at Sixth Form level will be extremely beneficial, and enhance your employability in years to come.

Modern Languages in the Sixth Form give you the opportunity to develop greater confidence and advance your linguistic skills far beyond those required at GCSE. The value of being able to offer a second language cannot be over-estimated, both when applying to university and to future employers.

**What will you cover in Modern Languages?** During the two year linear course, you will develop an advanced level knowledge and understanding of the language and culture of France, Germany or Spain, as well as practical and valuable language and transferable study skills. The course will also help you to prepare for higher education and enhance your employability profile.

You will study a variety of modern themes to do with the culture, political system and history of the countries where the language you are studying is spoken. You will also study a film and a literary work during the course.

You will also have the opportunity to improve your oral skills in a weekly individual or paired lesson with the Languages Assistants.

## Scheme of Assessment:

**Paper 1:** Listening, reading, writing (including translation to English) 1hr 50 mins

**Paper 2:** Written response to two cultural topics (film/literature) 2hrs 40 mins

**Paper 3:** Speaking Test – Discussion of A level theme, and presentation of a research topic (20 mins)

**Who should study Modern Languages?** Everyone will benefit from studying a second language as there is no doubt that this will open a world of job opportunities. If you dream of living overseas, travelling the world with work or helping people to communicate, gaining language skills will help you in your future career. Learning a foreign language at an advanced level will build your communication, interpersonal, intercultural, and public speaking skills. These are all skills that employers are looking for.

## Where can the study of Modern Languages take me next?

Studying an A level language broadens the horizons and provides the gateway to studying languages either as a main degree or as a subsidiary subject at university; courses which almost always offer a year abroad. Graduates with language skills work for a huge variety of employers and sectors, including business services, media, engineering and law to name a few.

## What enrichment is offered to support the study of Modern Languages?

Regular film and theatre evenings are offered in all three languages to promote cultural awareness along with additional chances to improve your listening skills. Spending time abroad during the course to increase your knowledge and understanding of your chosen language is certainly an advantage. School trips/work experience are offered in all three languages.

## What do students who already study Modern Languages say?

‘I enjoy studying A level German as we explore the cultural and historical side of the country more through literature and film, inspiring me to want to take it at degree level.’

‘The thing I enjoy most about French at A level is the immersive nature of the course. You learn so much more about the actual culture and history of the country. I think this really aids your linguistic skills, as well as your overall knowledge of the language you are studying.’

‘The best thing about Spanish A level is how much more interesting the content is than at GCSE; You don’t just learn the language, but find out much more about the culture and history of the country and study some of Spain’s best literary and cinematic works. Not only does this increase your capacity to learn the language but it also captures and sustains your interest over the two years.’

**Where can I find out more?** If you are a Forest pupil and thinking about carrying on with your modern foreign language to A level, speak to your current teacher who will be able to give you more of an idea of what the course will consist of.

You can also find out more by going to the school intranet, where you can find a detailed overview and specification for each language. Potential new Sixth Formers please contact the relevant Head of Department with any questions you may have.





# Music

**Qualification:** A level

**Exam board:** AQA (7272)

**Head of Department:** Mr I McGregor

**Email:** [iam@forest.org.uk](mailto:iam@forest.org.uk)

**What is Music?** Music is essential to many of our lives. It can bring us joy and motivate us, accompany us through difficult times, and alleviate our worries. It has been a feature of every known human society. In fact, many evolutionary psychologists today make the argument that music predated language. Not only does music reach us on intellectual, social, and emotional levels, but many describe it as spiritual or mystical. The use of melodic, harmonic, and rhythmic devices in music can induce a psychological state in both the musicians and the listener that is beyond what words are able to describe.

**What will you cover in Music?** The Music course further develops and strengthens the skills of composition, analysis and performance covered in the GCSE. It is a highly regarded course, which will complement any set of subjects since it requires confidence, clarity of thought, rigour of practice, and analytical thinking. The course includes focused work on the analysis of music, the development of aural perception, performance, and composition.

**There are three components:** Performance (35%); Composition (25%); Appraising (40%).

For Performance, you must record 10-12 minutes of music as an instrumentalist or singer. This must be recorded between the 1st March and 31st May of the exam year. This can be solo and/or ensemble work. The portfolio submitted is marked by AQA and 10% of the marks are reserved for level of difficulty. Students should be aiming, by Lent Term of Year 13, to be able to submit work that is of at least Grade 7 ABRSM standard, but ideally of Grade 8 ABRSM standard or above.

For the Composition component you will further explore the techniques encountered at GCSE level. You will study: melodies and examine how motifs can build phrases; use of inversion, retrograde, diminution and augmentation to build melodic ideas; 4-part harmony in Chorale style, cadences and modulation, and how chords are built from the scale and can be extended and altered; use of

pedals and ostinati; use of sequence; use of texture and orchestration; development of contrapuntal melodies. You must compose two pieces, one to a brief from a choice of seven set by AQA, the other a free composition. The briefs range from Bach chorale harmonisation, to composition with specified motifs, setting of a text, a pop or rock piece based on a given bassline, a piece of film music to a specified storyboard, to a jazz piece based on a given chord progression. You must complete a log describing your compositional thinking and reflection for the composition to a brief.

For the Appraising component you will study Western Classical Music 1650 – 1910 and two other areas of study from Pop Music, Music for Media, Music for Theatre, Jazz, Contemporary Traditional Music, and Art Music from 1910. Within the Western Classical Music unit, you will focus on three strands: Baroque solo concerto; operas of Mozart; Romantic piano music. The set works for these strands are:

- Purcell, Sonata for trumpet and strings Z.850
- Vivaldi, flute concerto RV248
- Bach, violin concerto in A minor BWV 1041
- Mozart, The Overture and 8 numbers from Act 1 of The Marriage of Figaro
- Chopin, Ballade no. 2, and Nocturne in E minor op.72 no.1
- Brahms, Intermezzo op.118 no.2, and Ballade in G minor op.118 no.3
- Grieg, Norwegian march op.54 no.2, and Notturmo op.54 no.4

Through the study of these set works and the three areas of study you will develop your aural perception, your ability to analyse and write critically about music and your contextual understanding of music. This will be examined in a 2 hour 30-minute exam comprising listening questions and essay questions.

**Who should study Music?** Students should be accomplished performers with experience of listening, appraising and composing, ideally through GCSE Music. Most importantly though, students should display a passion for the subject and be actively involved in music making on a regular basis. In order to succeed, students will be required to demonstrate a consistently high work ethic, as well as an ability to work independently and structure their own learning outside of the classroom. Excellent aural skills are desirable, as are creativity and the ability to successfully construct extended pieces of writing.

**Where can the study of Music take me next?** If you wish to go to university or to a conservatoire to study Music, then A level Music is necessary. It is also usually required for Popular Music and for Music Technology courses too. It is also relevant and well-regarded when applying to a wide variety of other courses such as those in the Humanities and Arts, as a good grade at Music A level reflects a broad range of skills and experiences including creativity, analysis, essay writing, team-work, interpersonal skills and public performance.

In addition to the obvious career paths of Musical Performer, Composer, Conductor, or Teacher, people with A level music can be found in a huge variety of jobs including Journalism, Broadcasting Media, Theatre Production, Politics, Publishing, Law, Arts Administration, Architecture, Business, and Banking.

**What enrichment is offered to support the study of Music?**

The Music department provides an incredible amount of opportunities for students outside of the classroom. There is an array of ensembles for students to join, and regular performance opportunities throughout the year. Furthermore, there are events organised specifically for students on the A level course. They will have the opportunity to attend regular concerts in central London, visit musical exhibitions, take part in Music workshop days in and outside of school, and enjoy evening screenings of opera and musical theatre.

**What do students who already study Music say?** 'I'm delighted I chose to study Music. I love playing my instrument and this way performing is part of my A levels. The composition portfolio allows us to be really creative and explore musical ideas in a variety of styles and genres. Finally, the listening and appraising lessons have opened my eyes to the amazing music that has been created throughout history.'

**Where can I find out more?** Forest students can find out more information on the intranet. Alternatively, you can speak to any of the Music academic teaching staff to ask specific questions about the course. Potential new Sixth Formers please contact the Head of Music, Mr McGregor on [iam@forest.org.uk](mailto:iam@forest.org.uk) with any questions you may have.



# Philosophy

**Qualification:** A level

**Exam board:** AQA (7172)

**Head of Department:** Miss R Mackie

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**What is Philosophy?** Philosophy is about questioning basic assumptions. Most questions that you might ask in a normal day are questions like “What shall I have for lunch?” or “What time is it?” Philosophers are more likely to ask: “How can meat-eating be justified?” or “What is time itself?” Such questions usually have a common-sense answer but that is not enough to satisfy the philosopher.

**What will you cover in Philosophy?**

**Paper 1:** Epistemology and Philosophy of Religion

Epistemology is the study of knowledge, looking at what we mean when we say we ‘know’ something and the process involved in gaining that knowledge. Through Epistemology, we consider the nature and formulation of philosophical arguments and the conclusions which are drawn from them, in particular about our knowledge of the external world.

Philosophy of Religion focuses on considering whether the concept of ‘God’ is a coherent one and what implications this might have. Arguments for the existence of God are considered and analysed philosophically.

**Paper 2:** Philosophy of Mind and Moral Philosophy

Philosophy of Mind seeks to determine the nature of the ‘mind’, establishing whether or not it should be considered as separate from the physical body (either in substance or property) or as part of the physical world.

Moral Philosophy addresses the question of what is meant by the term ‘good’ and considers how it may be understood through analysis of various ethical theories.

**How is it assessed?** The course consists of two examined papers which are both sat at the end of Year 13. Each paper is three hours long and consist of shorter questions to assess knowledge and understanding and longer essays assessing analysis and evaluation. All questions are compulsory.

**There is no coursework.**

**Who should study Philosophy?** Philosophy is studied by students of Humanities – they are often attracted by the study of texts – and by those who study mathematics and the sciences. It will beguile anyone with an enquiring mind. People who enjoy tackling difficult questions and concepts will find it fascinating. You should also have the ability to present your ideas succinctly and create logical chains of reasoning.

**Where can the study of Philosophy take me next?** Philosophy develops clarity of thought and so is useful in all areas of life as well as for its own sake. It encourages involvement in the process of debate as well as analysis of arguments and their assumptions. For these reasons, Philosophy is highly regarded by universities and employers in disciplines such as law and finance. Many of our students go on to study Philosophy, either by itself or as part of a joint or combined honours degree.

**What enrichment is offered to support the study of Philosophy?**

Once a fortnight students can attend Philosophy Society which allows them to delve more deeply into certain topics or be introduced to ideas beyond the syllabus, for example ‘Can computers think’. There are also a number of student conferences that Philosophers can attend throughout the year.

**What do students who already study Philosophy say?** ‘I’m happy I chose Philosophy because it isn’t like any subject that could be chosen at GCSE and it allows me to change the way I think of things, letting me form my own credible opinions on the big questions of life. The change in thinking it causes also makes you an attractive candidate to universities as it develops your logical, argumentative and essay writing skills.’

**Where can I find out more?** To find out more, speak to any member of the Religious Studies and Philosophy Department at Forest.





# Physical Education

**Qualification:** A level

**Exam board:** OCR (H555)

**Head of Department:** Mr B Adams

**Email:** [bda@forest.org.uk](mailto:bda@forest.org.uk)

## What is Physical Education?

- Is the monetary cost of holding the Olympics worth it?
- How much influence does the mind really have over the body?
- If drugs were legal for all what would the sporting world look like?
- Why do we 'hit the wall' during exercise?
- Why train SMART?

Studying A level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform or coach a sport through the non-exam assessment component, you will also develop a wide-ranging knowledge into the how and why of physical activity and sport.

The combination of physical performance and academic challenge provides an exciting opportunity for students. You can perform, and then through the academic study, gain the knowledge to improve yours and others' performance or coaching through application of the theory.

**What will you cover in Physical Education?** Over a two-year period, the following modules will be studied:

**AO1:** Physiological Factors affecting Performance: This involves the study of anatomy and physiology, exercise physiology and biomechanics.

**AO2:** Psychological Factors affecting Performance: This involves the study of skill acquisition and sport psychology.

**AO3:** Socio-cultural issues in Sport and Physical Activity: This involves the study of sport and society and contemporary issues in physical activity and sport such as the use of technology and the use of drugs in sport.

**AO4:** This is the practical element of the course and involves the student performing OR coaching in ONE sport as well as being able to analyse and critically evaluate an observed performance in a sport of their choice.

The weightings of each unit are below.

Content Overview	Assessment Overview	
<ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Exercise physiology</li> <li>• Biomechanics</li> </ul>	Physiological factors affecting performance (01)* 90 marks 2 hour written paper	30% of total A level
<ul style="list-style-type: none"> <li>• Skills acquisition</li> <li>• Sports psychology</li> </ul>	Psychological factors affecting performance (02)* 60 marks 1 hour written paper	20% of total A level
<ul style="list-style-type: none"> <li>• Sport and society</li> <li>• Contemporary issues in physical activity and sport</li> </ul>	Socio-cultural issues in physical activity and sport (03)* 60 marks 1 hour written paper	20% of total A level
<ul style="list-style-type: none"> <li>• Performance or Coaching</li> <li>• Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul>	Performance in physical education (04)* 60 marks Non-exam assessment (NEA)	30% of total A level

\*Indicates inclusion of synoptic assessment

## Who should study Physical Education?

- Thinking of becoming a Physiotherapist?
- Wanting to become a Personal Trainer?
- Wanting to influence the diet and exercise habits of the nation?
- Fascinated by the human body?
- Studying other sciences?
- Or do you just want to understand the why behind sports performance?



**Where can the study of Physical Education take me next?** A level Physical Education is an excellent base for a university degree in sports science, sports management, healthcare, or exercise and health. Physical Education can also complement further study in biology, human biology, physics, psychology, nutrition, sociology and many more.

A level Physical Education can open up a range of career opportunities including: sports development, sports coaching, physiotherapy, personal training or becoming one of the next generation of PE teachers. The transferable skills you learn through your study of Physical Education, such as decision making and independent thinking are also useful in any career path you choose to take.

**Where can I find out more?** Please come and see a member of the Department or check out the PE page on the Intranet.





# Physics

**Qualification:** A level

**Exam board:** Edexcel (9PH0)

**Head of Department:** Mr P Aspery

**Email:** [ptsa@forest.org.uk](mailto:ptsa@forest.org.uk)

**Head of Science:** Miss J White

**Email:** [jrw@forest.org.uk](mailto:jrw@forest.org.uk)

**What is Physics?** Physics is the most fundamental of the sciences and tries to answer the questions of how everything in the universe works, from the smallest invisible particles such as electrons to the largest structures like galaxies, and everything in between; it is truly fascinating. The theories that have developed over the centuries have played the biggest part in the technological revolution that we see in the world around us and new discoveries will continue to shape the future.

**What will you cover in Physics?** We follow the Edexcel specification; the following is a broad outline of the material which will be covered.

- **Forces and motion:** vectors, Newton's Laws, energy, kinematics, projectile motion.
- **Materials:** properties of solids, Young's modulus, fluid dynamics, density, Archimedes' principle.
- **Electricity:** Kirchhoff's Laws, resistivity, internal resistance, potential dividers.
- **Waves:** properties of waves, reflection, refraction, diffraction, polarisation, intensity, e.m. spectrum.
- **The quantum nature of light:** photoelectricity, atomic spectra, wave-particle duality.
- **Further mechanics:** circular motion, momentum.
- **Electromagnetism:** electric and magnetic fields, capacitors, electromagnetic induction, Faraday's and Lenz's Laws.
- **Particle physics:** accelerators and detectors, conservation laws in collisions, standard model of quarks and leptons.
- **Thermal physics:** gas laws, kinetic theory, heat capacity.
- **Oscillations:** Simple harmonic motion, resonance, damping.
- **Nuclear physics:** nuclear decay, binding energy, fission, fusion.
- **Cosmology and astrophysics:** gravitational fields, astronomical measurement, evolution of stars, fate of the universe.

**Coursework / Practical work:** There is no externally assessed coursework. Students are required to carry out and write up a core of 12 practical investigations. These are internally assessed and a simple pass or fail is achieved. This is awarded by the Board, but does not affect the A level grade achieved.

**Who should study Physics?** Students particularly well suited to this subject will:

- be highly numerate, to the extent that they could do well at A level Mathematics.
- have an interest in, and enjoy studying, Physics and the universe around them.
- enjoy applying their mind to solving problems, i.e. they enjoy thinking.
- find practical work and investigations fun through applying their imagination and logical abilities.
- be resilient when things don't make sense and have the determination to work things out.

**Where can the study of Physics take me next?** Studying Physics can lead to careers in a wide range of disciplines. From theorist and TV presenter Prof. Brian Cox to guitarist Brian May, physicists are sought after by employers because they have many transferable skills. They go on to jobs in the City, finance, medicine, engineering and industry, telecommunications and computing, technology related fields, architecture, civil service, law, accountancy, education, research and more.

Studying Physics will develop a skill-set that is transferable to a wide range of disciplines and so A level Physics goes well with most subjects. Of course, Mathematics and Chemistry benefit most directly from studying Physics, but students thinking of studying medicine should not overlook the fact that modern medicine relies on Physics more and more and A level Physics is a sought-after qualification. Physics also obviously complements Computing and Design Technology; less obviously, the logical, analytical and problem-solving skills required for Physics also benefit those studying Economics, Business and Philosophy.

**What enrichment is offered to support the study of Physics?** Pupils can enter the British Physics Olympiad and there are also a number of external student events that Physicists can attend throughout the year.

**Where can I find out more?** You are welcome to see any member of the Department or further information can be found on the Physics page of the Intranet.

# Politics

**Qualification:** A level

**Exam board:** Edexcel (9PL0)

**Head of Department:** Mr L Flynn

**Email:** [lpf@forest.org.uk](mailto:lpf@forest.org.uk)

**What is Politics?** Politics is the study of how our country is governed, and the various factors that influence this. Politics also looks at the political ideas that underpin our society and that therefore have influence on policies and our conceptions of what the priorities of government ought to be. Students will look at how these different political ideas are manifested in both UK politics and in the US, and will explore why any differences exist.

**What will you cover in Politics?** The course is split into 3 components:

**Component 1** - UK Politics and Core Political Ideas: students will explore the nature of politics and how people engage in the political process in the UK. They will explore the emergence and development of the UK's democratic system and focus on the role and scope of political parties. Students will examine how electoral systems in the UK operate. This component will also examine the role of the media in contemporary politics. Finally, students will explore the 3 traditional political ideas of conservatism, liberalism and socialism.

**Component 2** - UK Government and Non-core Political Ideas: students develop their understanding of where, how and by whom political decisions are made. It introduces students to the set of rules governing politics in the UK, the UK constitution. It further introduces students to the specific roles and powers of the different major branches of the government as well as the relationship and balance of power between them.

Component 1 and Component 2 are each assessed by a 2-hour written paper.

**Component 3** - Comparative Politics: the study of the Government and Politics of the USA. The USA has been considered by some to be a 'beacon' of democracy'. As a world power, understanding the nature of US democracy, and the debates surrounding it, is crucial given the considerable impact that the USA has on UK politics.

Students will explore the US Constitution, the key institutions of government and analyse the manner in which they achieve power and exercise it. Students will compare and contrast politics and institutions in the US with those in the UK.

Component 3 is assessed with a 2 hour exam of 3 sections worth a total of 84 marks.

**Who should study Politics?** Anyone with an interest in current affairs and a desire to know more about how our country is run would enjoy studying Politics. Classes are lively, with students sharing their (often opposing) views with one another, so a willingness to take part in discussions is helpful.

The exam questions are all essay based, so students will need to have the ability to write extended answers. Support will of course be given in essay writing technique.

**Where can the study of Politics take me next?** The skills and knowledge gained from studying A level Politics provide a firm foundation for further study at university in a range of subjects including Politics, International Relations as well as related subjects such as Economics and History. Politics offers a knowledge of the working of the modern world and as such lends itself to several career paths. Most notably these include politics, government, administration, research, journalism, media, law, philosophy and business.

**What enrichment is offered to support the study of Politics?** The Politics Department organises several trips, including a US Politics Conference attended by former US congressmen and women. There is also a Politics Society run by students. There are opportunities for all students to engage in politics whenever there is a national referendum or general election as the Department organises 'mock' elections to help students gain an understanding of the key issues and an interest in our political processes.

**What do students who already study Politics say?** 'Politics is a course that not only provides you with a syllabus that is genuinely interesting, but also greatly increases your capacity to understand the way the world works, a skill which is vital for later life.'

**Where can I find out more?** Speak to a member of the Department or visit the intranet or the Edexcel website for more information. It is also a good idea to speak to current students, who can share their experience of the subject.

# Religious Studies

**Qualification:** A level

**Exam board:** Edexcel (9RS0)

**Head of Department:** Miss R Mackie

**Email:** [rm@forest.org.uk](mailto:rm@forest.org.uk)

**What is Religious Studies?** Ever since humankind started to think, religion has been a fundamental part of our development. As people look into the vastness of space or witness the miracle of birth, they contemplate the meaning of life and their own mortality. It has always been this way. In the 21st Century, religion still addresses the same eternal human questions about life and death, values and relationships, right and wrong. Religious Studies is the rigorous and scholarly exploration of these pertinent and fascinating questions. Through studying these questions, students are encouraged to think in a critical and analytical manner, using the views of scholars to help them in formulating their own arguments and conclusions.

**What will you cover in Religious Studies?**

## **Paper 1 Philosophy of Religion**

This paper will look at traditional arguments for the existence of God, the nature and influence of religious experience, the problems of evil and suffering, philosophical and religious language, psychological and sociological views of religion, and life after death.

## **Paper 2 Religion and Ethics**

This paper will explore a range of ethical theories, applied moral issues of war and peace, sexual ethics, equality, medical ethics and ethical language (meta-ethics). The different strengths and weaknesses of these ideas are then evaluated and links made to the law and contemporary society.

## **Paper 3 New Testament Studies**

This paper will explore the different interpretations put forward of the Gospels through the application of Biblical Criticism and against the backdrop of the social and historical context at that time. This paper allows students to consider issues of the person and work of Jesus, scientific and historical challenges, the views of influential scholars and other key aspects of Christian doctrine.

All three papers are two hours in length and carry equal weighting.

**There is no coursework.**

**Who should study Religious Studies?** Religious Studies suits those who have an enquiring mind and enjoy discussing moral, philosophical and theological issues. Successful students are able to critically interpret texts, appreciate other points of view and formulate arguments and conclusions based upon their own analysis of the topic. Religious Studies complements other humanities subjects such as Philosophy, History, English and Classical Civilisation.

Students of any faith or none may choose to study the subject at A level without having taken it at GCSE, although a GCSE in RS is considered to be good preparation for the A-level course.

**Where can the study of Religious Studies take me next?** Universities like students who can reason and think in a mature and balanced way, as does the world of work. Religious Studies builds these skills of analysis and debate, critical thinking and mature reflection. These skills will be honed by challenging student's thinking at every level.

As well as providing excellent preparation for those wishing to undertake a degree in Theology, Religious Studies or Philosophy, studying Religious Studies is also advantageous for those applying for degrees in History, English, Government and Politics, Social Sciences, Law and even Medicine.

**What enrichment is offered to support the study of Religious Studies?** Once a fortnight students can attend Philosophy Society which covers Theological and Philosophical issues and allows students to delve more deeply into certain topics or be introduced to ideas beyond the syllabus. There are also a number of conferences that students can attend throughout the year.

**What do students who already study Religious Studies say?** 'I love RS because it explores so many different areas which allow you to form your own opinion about the world. The variety of content and structure in lessons means that it doesn't feel limiting but new and exciting.'

**Where can I find out more?** To find out more, speak to any member of the Religious Studies and Philosophy Department at Forest.



# Textiles

**Qualification:** A level

**Exam board:** AQA (7204)

**Head of Department:** Mr J Stevenson

**Email:** [jws@forest.org.uk](mailto:jws@forest.org.uk)

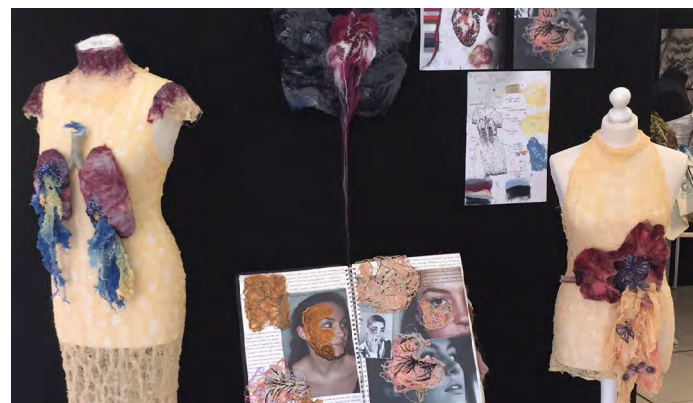
**What is Textiles?** The creative industries are an ever evolving and increasingly important part of our cultural, social, political and economic landscape. Distinctions between fields such as visual arts, architecture, advertising, product design and fashion are becoming increasingly blurred and the key to success in these fields and almost any field, even outside of the creative industries, is the ability to innovate. The development of a creative mind is at the heart of Art and Design at Forest. Every year many Forest pupils proceed to prestigious Colleges of Art and Design and go on to play significant roles in the continued development of this exciting industry.

**What will you cover in Textiles?** Like the Art and Design course, Textiles gives you the opportunity to work in a broad and exciting range of ways. The only real difference between the two courses is the greater focus on the use of materials and techniques associated with Textiles. Specialist equipment in the department includes; computer-aided sewing machines, knitting, sewing and needle-punching machines, heat guns, looms and printing presses. You will gain all the skills to direct your own investigations and explore a range of disciplines including fashion design, soft sculpture, surface decoration, textiles design and textile art.

The first two terms of Year 12 are focused on skills development and investigative projects, you then move onto the two units of work that are assessed:

**Unit 1** accounts for 60% of the final grade and centres around the development of a Portfolio. This is completed over 2 terms and is a fantastic opportunity to explore and develop as a creative thinker. This is in Term 3 of Year 12 and Term 1 of Year 13.

**Unit 2** accounts for the other 40% and is the Set Task (Exam) Unit. This is your opportunity to respond to a given starting point and work towards an outcome which demonstrates your skills and ability to create original and exciting garments or textiles or objects. The outcome is completed under time restricted conditions.



Therefore, preparing you for the varied, exciting, competitive and expanding world of creative industries. You would start this in February of Year 13.

**Who should study Textiles?** Anyone who has a creative flair, has an ability to draw, enjoys generating ideas and exploring a theme. You should have a desire to experiment with different types of materials, techniques and processes. For example, machine and hand embroidery, felting, fabric dyeing and manipulation.

**Where can the study of Textiles take me next?** Employers look for candidates who can think creatively and problem solve. A creative, practical subject such as textiles will give you those skills. Studying textiles can lead to careers in the following: Textiles/ Fashion Designer, Interior Designer, Fashion Buyer, Stylist, Visual Merchandiser, Fashion communication and marketing.

**What enrichment is offered to support the study of Textiles?** Textiles club, activities, textiles workshop open to pupils most lunchtimes and evenings.

**What do students who already study Textiles say?** 'It is something different from the other subjects as you use different parts of your brain.'

'You get to experiment with lots of different media, not just pen and paper.'

**Where can I find out more?** Speak with Miss Nolan and Miss Mitchell. Go to the Fashion and Textile Museum, Victoria and Albert Museum, London College of Fashion. Look at courses for teenagers at University of the Arts [www.arts.ac.uk/csm/courses/short-courses/](http://www.arts.ac.uk/csm/courses/short-courses/).

# School Grounds



*'The facilities are astonishing'*

## The Good Schools Guide

A London school like no other, our pupils experience a taste of two very different worlds: a busy city school set within 50 acres of grounds, surrounded by Epping Forest.

Forest is well connected to central London with fantastic transport links close to the school. We are a 10-minute walk from Snaresbrook tube station which is just 15-minutes away from Bethnal Green and 28-minutes away from Oxford Circus on the Central line. We are also a short bus journey away from Walthamstow Central, which is served by the Victoria line and London Overground.

The school owns 20 acres of sports grounds, known as The Park, which is easily accessed through the forest. Pupils have use of football and cricket pitches, athletics tracks and an all-weather AstroTurf facility.

Sixth Formers enjoy exclusive use of the recently refurbished Sixth Form Centre which has its own café as well as areas for socialising and quiet study.

## Some interesting facts about the School grounds

- In 1830 the School was originally opened as Exeter College but was reestablished as Forest Proprietary Grammar School by a new group of founders in 1834, which included William Morris' father
- The first new addition was the Chapel of St John Baptist, built in 1857 along with the adjoining Cloisters. Inside there is 17th Century panelling from Jesus College, Oxford, and a stained glass window from the William Morris workshop
- As the School grew, the dining hall was moved in 1881 from what is now the Upper Library, to the newly built Dining Hall. The glitter ball hanging from the ceiling was a later addition
- The 1950s saw the building of the Aston Block, and the Whitmore Building, the latter a replacement for the building that was flattened by the V1 bomb in August 1944
- With the inclusion of girls in 1981 came the Gilderdale Building
- More recent additions include the Sylvestrian Leisure Centre in 2008, the magnificent Martin Centre for Innovation in 2013, and a fully refurbished Science block in 2016
- We are really proud of the Prep School rebuild with its beautiful roof-top play area, finished 50 years after the original Prep was founded in 1970







*‘Pupils are confident, articulate, and show a determination to keep trying even when something is challenging. They are very aware of their strengths, exhibit good self-control and are highly motivated to succeed’*

**ISI inspection**



# Admissions

## Joining Forest 2022

We believe that choosing the right school for your child is one of the most important decisions you can make. To help you make that decision and to guide you through the admissions process at Forest, we warmly invite you to come and visit us.

Throughout the year we hold a number of events where you can meet and talk to staff and be given a tour in order to help you get to know the School and pick up on the distinct feel of Forest.

Our pupils are always keen to meet prospective families and chat about their experiences at school; we believe they are our best ambassadors. You will find them friendly, open and welcoming.

Please look through the admissions information and do not hesitate to contact us if you have any queries. We look forward to meeting you and welcoming you to Forest School.

### Registering your Child

If you wish to send your child to Forest School you should in all cases complete the registration form and make payment of the £150 non-refundable registration fee via our website: [www.forest.org.uk](http://www.forest.org.uk).

### Learning Support/Reasonable Adjustment

Please be advised that any additional needs, including medical, special educational needs and disability, should be disclosed as soon as possible and any information regarding these needs should be submitted to the School, so we are best placed to support each applicant.

Please note that exam access arrangements are facilitated in line with Joint Council for Qualification regulations. As such, a report written by an appropriate professional should be submitted along with the child's Form 8 from their school detailing current exam access arrangements.

Please indicate any Special Educational Needs on the admissions form and send a copy of relevant up-to-date documentation to the Admissions Office at least one month before the date of the entrance examination.



**Deborah Cleveland-Hurley**  
Registrar



**Rumana Begum**  
Admissions Administrator

**Contact our  
Admissions Team**

**[admissions@forest.org.uk](mailto:admissions@forest.org.uk)**

# Joining Forest at 16+

External candidates wishing to join Forest at 16 must first register online to sit the 16+ entrance and scholarship examination.

Candidates should select the scholarship/s they wish to apply for and whether they wish to be considered for a bursary.

## GCSE Requirements

- At least three grade 7s
- At least three grade 6s
- At least grade 4 in English and Maths
- The required grade at I/GCSE in the qualifying subject/s required for their chosen courses

## Entrance Examination

The entrance examination will consist of a 45 minute compulsory Critical Thinking paper administered remotely.

## Essay Prompts

Candidates will be asked to respond to two short essay prompts to give us insight into their intellectual development. The essay prompts will be emailed to candidates the afternoon of Friday 15 October 2021, to submit by 9am, Friday 5 November 2021.

In addition, candidates need to nominate two subjects from the list below they are confident to discuss at interview with subject specialists. The two subjects need not be the A level subjects the candidate subsequently takes at Forest. The subjects are: Biology, Chemistry, Computer Science, English Literature, French, Geography, German, History, Latin or Classical Greek, Mathematics, Physics, Religious Studies or Spanish.



The result of the critical thinking paper and essay responses will determine whether a candidate is offered:

- An interview for a fee paying place at Forest
- An interview for a scholarship at Forest

## Interview for Fee-Paying students

Successful candidates will be invited to the School for an interview with members of the Sixth Form team, during which they will have the opportunity to talk about their academic work, their interests and why they want to come to Forest.

## Interviews for Academic Scholarships

Candidates will have an academic interview where they will be required to demonstrate intellectual curiosity and willingness to think about unfamiliar problems.

During this interview candidates will have subject specific questions. These will probe further into their understanding of the subjects they nominated. They will also have a general interview to assess their overall potential contribution to Forest Sixth Form.

A 16+ sample Critical Thinking paper and further details of the 16+ entrance process can be downloaded from the School website.

## Predicted Grades and References

Forest School will request a reference from the candidate's school, asking about academic standard, commitment to study, attendance and co-curricular contributions.

The candidate's current school will also be asked to provide predicted grades for all GCSEs to be taken.

We are looking for candidates who are academically able, punctual, committed and willing to get involved with a broad range of activities.

## Scholarships, Bursaries and Assisted Places

**Scholarships** are awarded for outstanding academic ability and exceptional attainment in art, drama, music and sport.

Forest School offers a number of academic, art, drama, music and sports scholarships annually to both current pupils and new entrants into Year 12 who meet the scholarship criteria.

Academic, art, drama, music and sport scholarships are not means-tested and are awarded in percentage increments up to 20% of full fees and are subject to annual review. The maximum non-means-tested fee remission awarded in respect of any one pupil, whether in one area of excellence or in a combination of one or more areas of excellence is 20% of full fees.



Candidates who receive scholarships in non-academic areas are strongly encouraged to take the subject at A level. Candidates who hold non-academic awards are expected to make a significant contribution to the relevant area, which will be monitored in an annual scholarship review meeting.

**Bursaries** are means-tested and are awarded in addition to scholarships, up to and including the total remission of fees; in other words, a free place.

Candidates are only considered for a bursary if they meet the criteria for either an academic, art, drama, music or sport scholarship (or combination of these) meaning bursaries are awarded in conjunction with a scholarship (which as above are awarded in increments up to a maximum of 20% though the majority will be smaller awards). Parents are asked to refer to the income bands on the School website to determine eligibility for bursarial assistance.

### Assisted Places

Building on our aim to allow more able pupils whose parents are unable to pay School fees to join Forest, we have introduced one 16+ Assisted Place for entry in September 2022.

This award will be means-tested and awarded at the discretion of the School to a candidate who performs strongly in the 16+ Forest entrance exam and subsequent interviews, meets the eligibility criteria and demonstrates potential to benefit from an academically challenging all round education at Forest.

This will be offered as a free place (i.e. 100% fee remission).





## Key dates for 16+ entry September 2022

### Open Day

Saturday 18 September 2021

### Sixth Form Open Evening

Monday 27 September 2021

### Closing Date for Registrations

(Midday) Friday 15 October 2021

### Remote 16+ Entrance Exam

Saturday 13 November 2021 (AM)

### 16+ Non-Academic Scholarship Assessments

#### Sport

w/c Monday 15 November 2021

#### Art

Tuesday 16 November 2021 (AM)

#### Drama

Tuesday 16 November 2021 (PM)

#### Music

Wednesday 17 November 2021

### 16+ Academic Scholarship Interviews

w/c Monday 22 November 2021

### 16+ Fee Paying Interviews

w/c Monday 29 November 2021

### Offers Posted

Monday 6 December 2021

### Deadline for Acceptance of Offer

(Midday) Friday 7 January 2022



## Additional Awards at 16+

Up to the equivalent of one place is available to entrants at 16+, sponsored by Mulalley and Company Limited. Awards in this category are means-tested and are awarded at the discretion of the School to candidates who perform strongly in the 16+ entrance examination and subsequent scholarship interviews who meet the eligibility criteria.

## Mulalley & Company Limited and Assisted Place Criteria

- Candidate joins Forest School in the Sixth Form
- Candidate fulfils Forest School academic entry requirements
- Previously educated entirely in the state sector
- Means-tested in line with Forest School bursary requirements
- No subject requirement



# School Fees

## Fees effective from 1 September 2021

Years 7 to 13                      £6,980 per term



Forest School is committed to attracting the ablest and most talented pupils to join an environment where they will be challenged and stretched and to which they can make an exciting contribution.

We are also committed to ensuring that able and talented children have access to this environment even when parental income is not sufficient to pay the full cost of fees.

The maximum non-means-tested fee remission awarded in respect of any one pupil is 20% of full fees, whether in one area of excellence or in a combination of one or more areas of excellence.

Bursaries are means-tested and are awarded in addition to scholarships, up to and including the total remission of fees; in other words, a free place. Bursaries are only given in conjunction with a scholarship. Please refer to the income bands to determine eligibility for bursarial assistance.

**Please see the table to determine eligibility for bursarial assistance.**

Gross Annual Income	Fee Reduction
£0-£50,000	100%
£50,001-£53,333	90%
£53,334-£56,667	80%
£56,668-£60,000	70%
£60,001-£63,333	60%
£63,334-£66,667	50%
£66,668-£70,000	40%
£70,001-£73,333	30%
£73,334-£76,667	20%
£76,668-£80,000	10%



# Regulations

## Scholarships

All scholarships are awards made on the basis of assessed merit at the discretion of the School, and the School's decision is final.

All internal materials relating to assessment, such as examination scripts, interview notes and results, whether for award or place, remain the confidential property of Forest School.

All scholarships are awarded for the full duration of the pupil's life at the School, subject to annual review of performance and conduct relevant to the scholarship held. The School reserves the right to reduce or remove the level of scholarship where there are significant concerns about the pupil's commitment or progress; at least a term's notice will be provided of any such decision.

## Bursaries

All bursaries are awarded in light of the information given on a completed means-test form. The School will also take into consideration parental assets, investments and savings when assessing applications.

Bursaries are only given in conjunction with a scholarship. The level of bursary is as stated in the offer letter.

Bursaries will be reviewed annually and the School reserves the right to increase, reduce or remove means-tested fee remission should parental income change.

If a scholarship is reduced or removed as in the above, any bursarial monies attached to that scholarship will be reduced or removed accordingly.

The School's decision concerning eligibility for bursaries is final.

## Forest Exhibitions

Exhibitions may be removed at any stage if the pupil's commitment or progress no longer merits this recognition.

## What the fees include

- Lunches
- Resources
- Off-site visits, excluding residential trips
- Co-curricular activities

## Reductions

- For pupils who are children of clergy: 5% of basic fees
- For younger siblings in a family: 5% of basic fees
- No reductions apply to pupils in Reception, Year 1 and Year 2

## Siblings at the School

The application from a sibling of a current pupil will be viewed sympathetically but a sibling must win a place at the School on the same basis as any other applicant. Nonetheless Forest is proud of its reputation as a family school and pleased to admit siblings.

Subsequent children are offered a reduction of 5% of the basic fee after deduction of any awards or fee allowances that may be applicable. The reduction will be applied to the older child's fee account.

## Schedule of fees effective from 1 September 2021

School fees are payable in advance on the first day of term by direct debit, together with any other charges incurred. Interest is charged on overdue accounts. School fees cannot be refunded for any part of a term for which a pupil is absent through illness, accident, quarantine or other cause.

Parents are advised to consider joining the School Fees Protection Scheme which may also be extended to cover certain medical expenses through a Group Private Health Scheme. Parents' attention is drawn to the existence of fee-payment schemes linked to life insurance policies, for example. Such schemes offer advantages, particularly if taken out whilst children are young.

## Hardship Funds

Up to the equivalent of a minimum of 2 places are reserved to retain pupils in Year 6, Year 11 or Year 13, whose parental income has suddenly and unexpectedly reduced, to enable them to complete that key stage of their education. The amount of support is determined by means-test. Exceptionally, the School will consider hardship funding for pupils in Year 5, Year 10 or Year 12. Eligibility is not transferable into the next key stage. The School's decision concerning eligibility for hardship funding is final.

## Notice of Removal

Notice of the intention to remove a pupil, or not to accept a place offered, must be given in writing before the first day of the previous term or a term's fees must be paid in lieu of notice. Provisional notice of leaving must be given if an examination result will determine whether or not a pupil leaves. Parents are also reminded that they must give a full term's notice in writing before ending any special tuition given by visiting teachers.

A full term's notice in writing is also required to withdraw from the School Bus Scheme.

## Increases

Every effort is made to give a term's notice of fee increases but the Governors reserve the right to increase the fees without such notice if necessary. Fees are usually adjusted once a year in September.

## Insurance

Whilst the School takes all proper steps to safeguard pupils' personal effects on school premises, no liability whatsoever can be accepted for any loss of or damage to them.

Parents are therefore recommended to check that their own insurance policy covers articles taken to school and, if it does not do so, to arrange for the policy to be appropriately extended. A deposit locker system operates at school for those pupils who wish to use it but the School cannot be held liable for any loss of or damage to articles left in these lockers.

A Personal Accident Insurance Scheme is included in the fees. This insurance provides a benefit payment to a pupil or their parent/guardian should the pupil suffer an accidental bodily injury which results in one of the injuries specified in the policy, or the pupil's death. The School holds full Public Liability insurance cover in respect of pupils, staff, parents and visitors.

Finally, via our insurers, Forest offers a School Fees Insurance Policy. Parents choosing to take up this cover will be charged on a termly basis. It is designed for school fee payers who require cover for contractually payable school fees should a pupil be unable to attend school due to an accident, illness, or closure of the school, or following the accidental death of the pupil or fee payer. Information on both these policies will be available, via the parent portal from July.

## Extras

A £1250 fee is payable on acceptance of a place. The cost of entry for public examinations is charged in addition to the basic school fees.

Text books are issued on loan - a charge will be made if they are damaged, lost or not returned by the due date. For certain subjects, pupils may be advised to subscribe to specialist magazines and/or periodicals; the cost of these publications will be charged on the termly fee account if they are supplied by the subject teacher.

## Individual Music Lessons:

- 10 full lessons (40 minutes): £266.67 per term
- 10 half lessons (20 minutes): £140.68 per term

Special charges are made for membership of the CCF and various clubs. Breakfast is available between 7.30am – 8.15am at extra cost.



# FOREST SCHOOL

## ROUTES

FS1 Epping, Loughton, Chingford, Buckhurst Hill, Woodford

FS2 Hornchurch, Hainault, Chigwell, Woodford Bridge

FS3 Dagenham, Elm Park, Goodmayes, Gants Hill, Redbridge

FS4 Docklands, East Ham, Forest Gate, Aldersbrook

FS5 Islington, Highbury Corner, Dalston, Hackney Downs

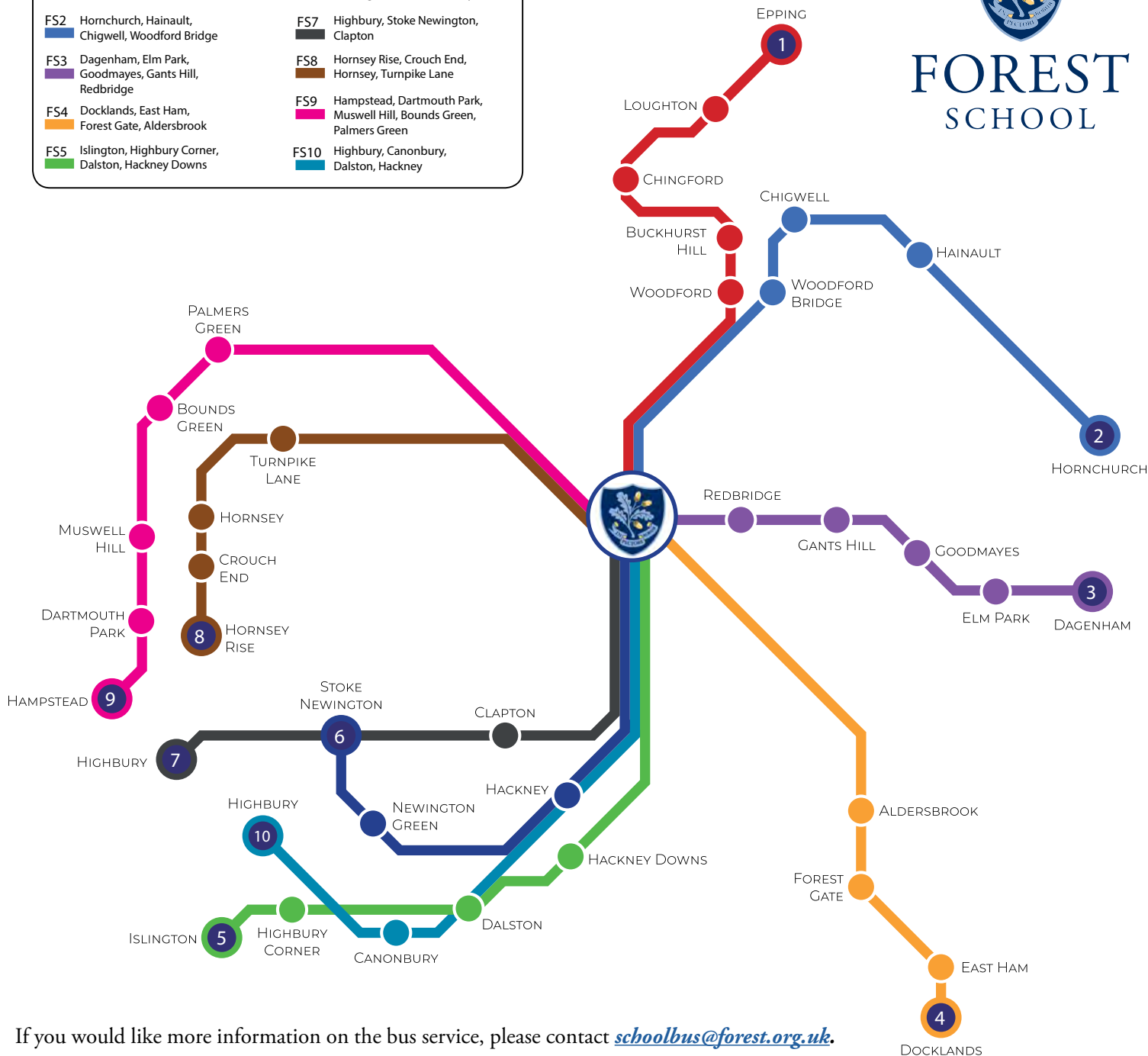
FS6 Stoke Newington, Newington Green, Hackney

FS7 Highbury, Stoke Newington, Clapton

FS8 Hornsey Rise, Crouch End, Hornsey, Turnpike Lane

FS9 Hampstead, Dartmouth Park, Muswell Hill, Bounds Green, Palmers Green

FS10 Highbury, Canonbury, Dalston, Hackney



If you would like more information on the bus service, please contact [schoolbus@forest.org.uk](mailto:schoolbus@forest.org.uk).



*‘Pupils are confident, articulate, and show a determination to keep trying even when something is challenging. They are very aware of their strengths, exhibit good self-control and are highly motivated to succeed’*

ISI Inspection Report





# FOREST SCHOOL

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| [www.forest.org.uk](http://www.forest.org.uk)