




# FOREST SCHOOL

2024





*'A flourishing, successful and well-led school in a glorious, green setting with consistently strong results that don't require pupils to sacrifice happiness or wellbeing on the way to achieving them. A must-see option for parents wanting an education that's so genuinely rounded you could make hoops from it.'*

The Good Schools Guide, 2022





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**How to use this guide:** this is more than simply a Sixth Form prospectus. We hope that you will use this document to help you find out about all aspects of Sixth Form life at Forest School. It will serve you as a handbook for your transition from Year 11 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 and is framed by our seven core values. 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

Take **RESPONSIBILITY**

Engage fully in the **COMMUNITY**

Embrace **DIVERSITY**

Enjoy the habits of **HARD WORK**

Maintain **WELLBEING**

Adopt a **GROWTH** mindset

Always be **LEARNING**







# Welcome to Forest Sixth Form



It is a great privilege to lead the Sixth Form at Forest. This is an exciting time in your education as you exercise increasing freedom and independence. 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, 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. However, as The Warden as mentioned in his introduction, 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 actively supporting you up for life beyond the White Gates.

We want you to leave exceptionally well qualified, with a strong sense of who you are, carrying values which give you confidence to navigate the world with moral courage. 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.

All Sixth Formers at Forest strive for academic excellence. At the heart of the Forest Sixth Former's experience are their three A levels. Students who take Further Maths can take four A levels. All students undertake the Extended Project Qualification in Year 12.

Students are also required to sharpen their intellectual curiosity by going beyond the requirements of their A level specifications through the super-curriculum.

The Co-Curriculum is an integral part of Sixth Formers' lives at Forest. As well as sport, art and drama, there is a thriving practice of students participating, establishing and leading societies related to their wider interests and skills, as well as giving back to the communities in which they live and work.

As well as the academic curriculum, students in the Sixth Form also have time carved out to undertake an extensive and rigorous Personal Development curriculum which aligns with our values and ensures students are ready for the world beyond Forest.

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.



**Mrs Julie Stewart**

Mrs Stewart is Deputy Head Staffing & Operations and 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 Deputy Head Safeguarding (DSL) 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 Louise Lechmere-Smith**

Ms Lechmere-Smith has oversight of the pupils in the Middle School (Year 9-11).



**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 Jack Sage**

Mr Sage is the Deputy Head of Sixth Form (Academic Enrichment and Progress).



**Mr Matthew Clifford**

Mr Clifford is the Assistant Head of Sixth Form (Higher Education).



**Mrs Sandip Charlton**

Mrs Charlton is Director of Futures.



**Mrs Emma Campbell**

Mrs Campbell is the Sixth Form Administrator whose main role is attendance.



# 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 House Captains. They apply for their positions and undertake a rigorous application process.

Here's what Joe and Sofia (2023-24) Head Boy and Head Girl have to say about the Sixth Form:

## Joe Head Boy

The Forest Sixth Form provides a community feel like no other. There are support systems in place to guide you through all aspects of education and to ensure that you are ready and equipped when you progress into further education and the world of work. The Sixth Form truly fulfils its role of helping students identify their next steps and discover the path that they want to lead in later life. Despite the incredible support on offer, though, there are many ways in which the Sixth Form environment seeks to challenge students; these challenges enable them to identify their strengths and weaknesses with weaknesses being seen as methods to measure improvement as opposed to major setbacks.

Although academia is heavily engrained in the fabric of Forest School, the Sixth form provides a plethora of opportunities for students to enjoy a well-rounded and balanced Sixth Form experience. The Sixth Form emphasises the importance of co-curricular activities as well as having the opportunity to step up and be a leader. As well as your A-Level lessons, there are also compulsory personal development lessons, which aim to prepare you for what life could throw at you. These are not only character-building, but they play an instrumental part in developing and acquiring the relevant skills needed to excel in life beyond the White Gates.

## Sofia Head Girl

Forest Sixth Form provides a space for all pupils to grow, bridging the important gap to adulthood. Pupils are not only nurtured and encouraged during this exciting transition, but also challenged to push their limits and reach their full potential. Although Forest places a crucial emphasis on academic life, it also provides an incredible range of co-curricular opportunities to take part in.

Pupils are encouraged to take part in activities to ignite, or foster, important passions, be that playing an instrument, taking part in the sports teams, or contributing to the array of beautiful art displayed around the school. However, at Forest, creativity is not limited to the arts, as Super-Curricular activities help students to venture beyond subject knowledge and explore other areas of interest within A-Level choices. Every fortnight, 'Lookout!' Lectures occur, and through hearing from a range of speakers, pupils can expand their worldly perspective beyond our school bubble within the White Gates.

As a student, I know that Sixth form life can be intense and busy, especially with so much to take part in. Thankfully, Forest provides an intricate pastoral support system, allowing every student to know where to seek help if needed. It is truly a place where you can thrive as an individual, as well as playing a vital role within the Forest community.



**Left to Right:** Lily-Rose (*Deputy Head Girl*), William (*Deputy Head Boy*), Sofia (*Head Girl*), Joe (*Head Boy*), Safa (*Deputy Head Girl*) & Óran (*Deputy Head Boy*)





# Recent Leavers

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

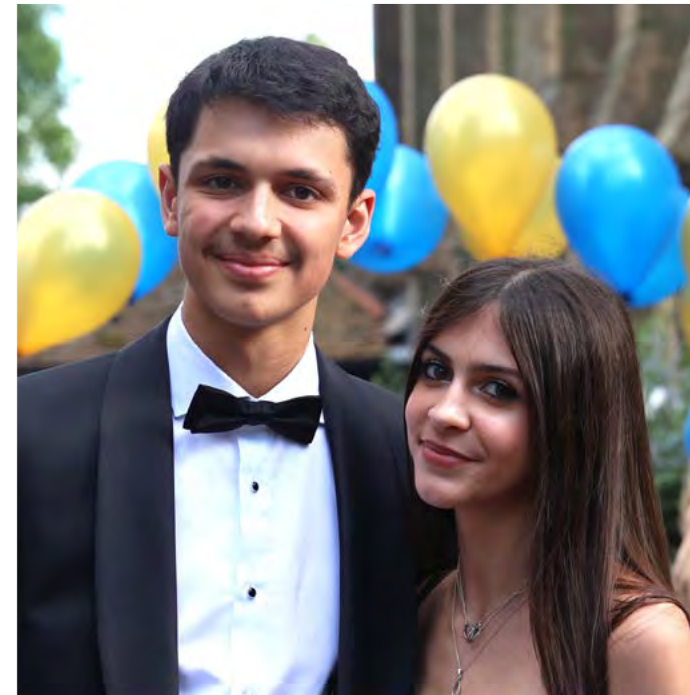
*'With a lot of support, I got the university place of my dreams. Forest made sure that I gained academic confidence and ensured that I managed the pressure of a demanding Year 13'*

**Recent Leaver**



*'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**





# 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. They can leave after their last commitment and 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 - 8.35am	Registration
8.35am – 8.55am	Start of Day Curriculum
9.00am – 9.50am	History lesson
9.55am – 10.45am	
10.45am – 11.00am	Break
11.05am – 11.55am	Study period
12.00pm – 12.50pm	Religious Studies lesson
12.50pm – 1.55pm	Lunch time – lunch and meeting with History teacher about coursework
1:55pm - 2.10pm	Registration and Sixth Form one-to-one Support
2.15pm – 3.05pm	Music lesson
3.10pm – 4.00pm	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 - 8.35am	Registration
8.35am – 8.55am	Start of Day Curriculum
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 – 1.45pm	Lunch time
1:45pm - 2.10pm	Registration and Chapel
2.15pm – 3.05pm	Study period
3.10pm – 4.00pm	Mathematics lesson
After School	Football fixture – home

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

Before School	
8.30am - 8.35am	Registration
8.35am – 8.55am	Start of Day Curriculum
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 – 1.55pm	Lunch time – House Drama rehearsal
1:55pm - 2.10pm	Registration and Sixth Form one-to-one Support
2.15pm – 3.05pm	Mathematics lesson
3.10pm – 4.00pm	
After School	Netball fixture – away

# 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 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.
- 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.
- Information about 16+ entry assessment information can be found on page 80.



## What do students say?

At the end of the Sixth Form, we asked students who were new to Forest in Year 12 what their highlights were.

- 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, UCAT / 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.

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

The Good Schools Guide



# The Sixth Form Curriculum at Forest

## A Curriculum for the 21st Century

We provide a distinctive education at Forest that will enable Sixth Formers to thrive in a world of exponential change and exciting challenge. Our curriculum has been developed in consultation with a wide range of university academic and employers. Ultimately, our Sixth Formers leave Forest as independent, informed, proficient, experienced, and aware young citizens, ready to make a positive difference in the world.

All Sixth Formers at Forest strive for academic excellence. At the heart of the Forest Sixth Formers experience are their three A levels. Students who take Further Maths can take four A levels. All students undertake the Extended Project Qualification in Year 12.

Students are also required to sharpen their intellectual curiosity by going beyond the requirements of their A level specifications through the super-curriculum.

The Co-Curriculum is an integral part of Sixth Formers lives at Forest. As well as music, sport, art and drama, there is a thriving practice of students participating, establishing, and leading societies related to their wider interests and skills, as well as giving back to the communities in which they live and work.



As well as the academic curriculum, students in the Sixth Form also have time carved out to undertake an extensive and rigorous Personal Development curriculum which aligns with our values and ensures students are ready for the world beyond Forest. The curriculum is wide ranging and includes the following elements:

- **Community** – managing strong relationships, leadership and engaging with the wider community
- **Diversity** – education on Equality, Diversity and Inclusion, Dialogue not Debate, and critical engagement with the media
- **Growth** – managing transitions, establishing their own personal vision, engagement with their Next Steps and professional skills
- **Hard work** – building an attitude for success, entrepreneurial skills, skills for hard work
- **Learning** – developing habits of learning for life, the super curricular, communication, creativity and the co-curricular
- **Responsibility** – ensuring students have strong systems and habits, ensuring a positive online presence, financial literacy, personal safety, and sustainability
- **Wellbeing** – mental and physical health, Relationships, Sex & Health Education, harmful substances, Freshers' week, and gambling

## The Super-Curriculum

Super-curriculum is a term coined by academics at the University of Oxford. The super-curricular element of the Forest Sixth form Curriculum 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!



# 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, are an integral part of students' lives. Through these activities, Sixth Formers learn about themselves and each other, learn about leadership and exercise creativity.

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".





# 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.

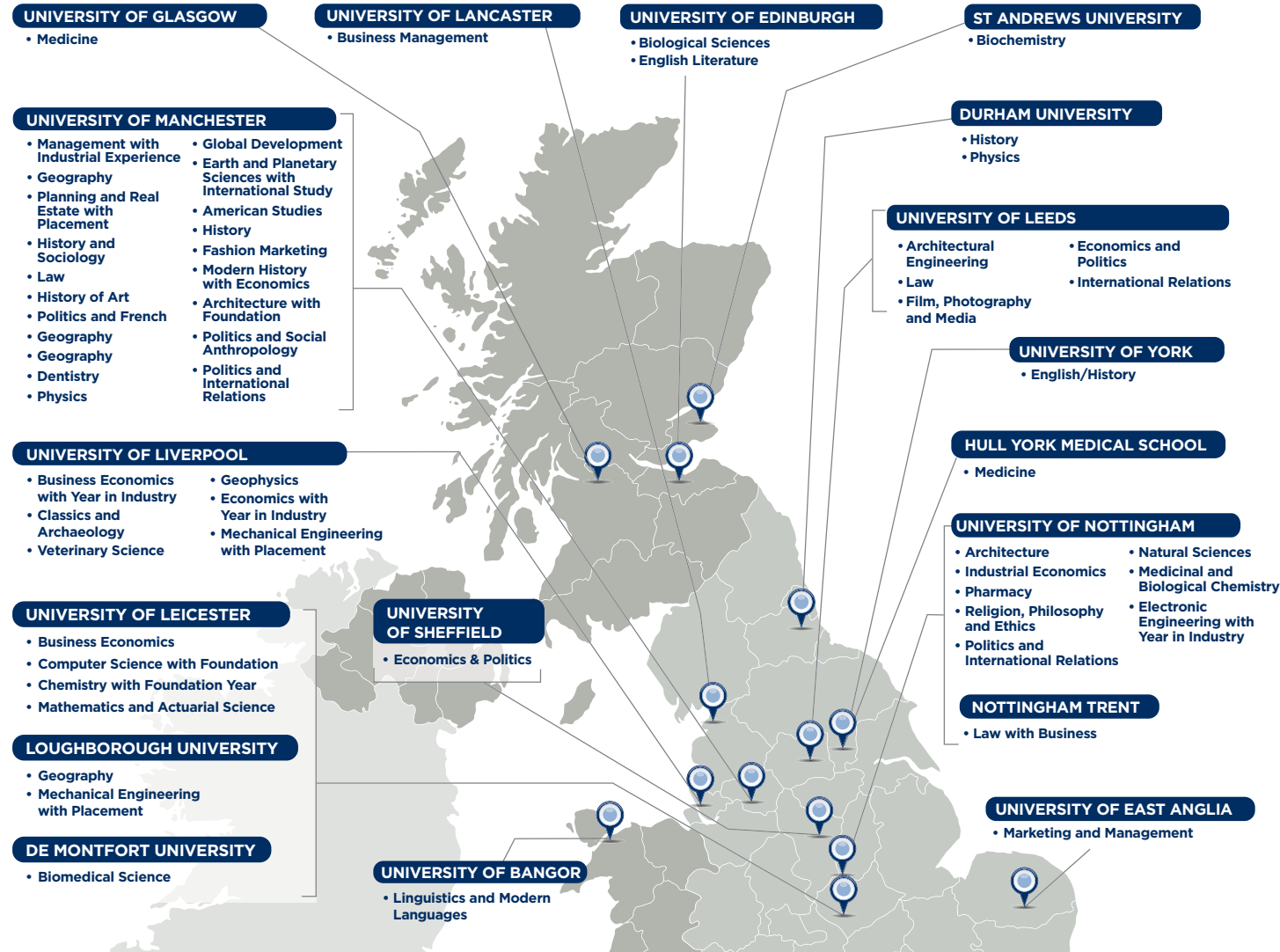
### How many A levels can you take at Forest?

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 Sixth Form Curriculum than taking an additional A level.

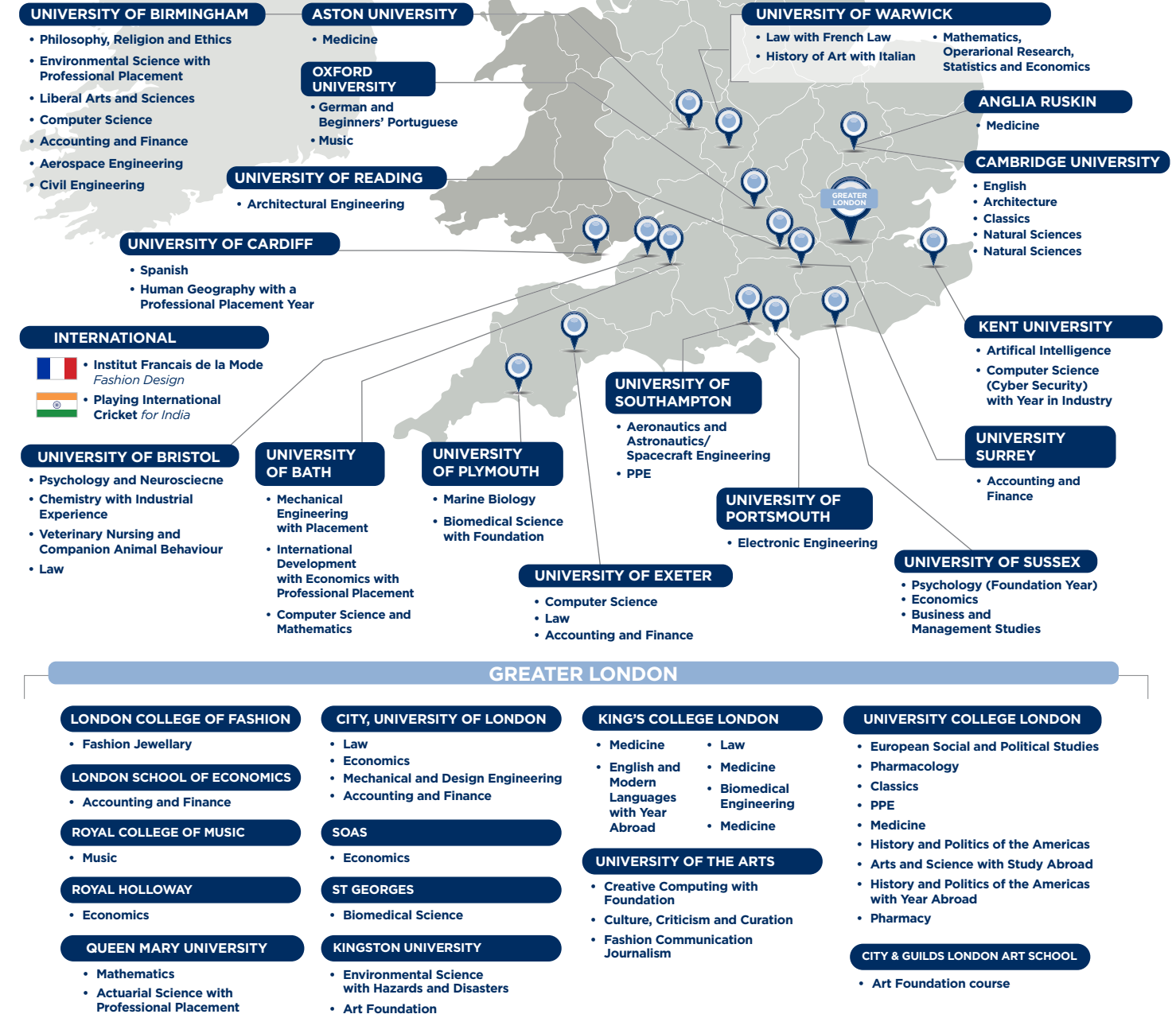


# UNIVERSITY DESTINATIONS OF SIXTH FORM STUDENTS 2023

## SCOTLAND, WALES & THE NORTH OF ENGLAND



## THE MIDLANDS & THE SOUTH OF ENGLAND





# A Level Results



Summer 2023's A Level results represent some of the strongest in Forest's recent history and once again confirm our accelerating academic momentum. We are rightly proud of our outstanding Year 13 cohort of 137 students who leave Forest in an excellent position to seize the next stage in their journey of educational growth and personal development.

These results open doors to some of the finest universities, conservatoires and degree apprenticeships in the country and represent a huge diversity of talent, achievement, and expertise.

## A Level Headlines:

- Over 50% of all grades awarded were A\* and A grades, this figure rises to 55% when the Extended Project Qualification is factored in.
- Over a quarter of all grades were at the top A\* grade.
- Over 80% of grades were A\* to B grades.
- 40 students achieved all A\* or A grades.
- 46% of EPQ grades were A\* (70% A\*/A).

In a challenging admission cycle, the majority of Forest students were placed at the university destination of their choice, with most taking up places at Russell Group institutions.

All 8 Oxbridge applicants met their offer for places at Oxford and Cambridge to read for a diversity of degrees, including English, Modern Foreign Languages, Music, Architecture, Classics and Natural Sciences.

A long-established tradition of Foresters pursuing the top medical programmes in the country continues, with 7 Forest pupils now taking up their place to read medicine and veterinary science in a fiercely competitive year.

Although last year saw a return to in-person examinations, this year represents the first set of examinations which have gone ahead without modification, advance information or adjustment in grade boundaries at the national level since the pandemic. This examination cycle, therefore, represents the first 'normal year' since 2019. However, we must not forget that this cohort's time at Forest was also experienced in the shadow of the pandemic, and they were affected by the uncertainty of national educational disruption, like those cohorts before them.

The fact that this cohort have excelled and achieved to such a high standard is a credit to their resilience and effort. These results are also a testament to the quality of a Forest education and notably, the support and expertise of Forest teachers.

Grade	A/A*	A*/B
2018 A Level Exam	48%	72%
2019 A Level Exam	39%	65%
2020 (Internal CAGS)	59%	80%
2021 (Internal TAGS)	62%	85%
2022 A Level Exam	69%	85%
2023 A Level Exam	50%	78%

# 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.

## Examples

**PwC** is one of the big four accounting firms offering apprenticeships and its literature says the following:

*PwC offers 'Flying Start' degree programmes where you can earn a salary and fast-track your career while studying for your chosen subject. They offer these in a range of sectors, in partnership with different universities across the country. Most of these programmes require AAB (or equivalent) at A level.*

The **Dyson Institute** (which offers world-leading degree apprenticeships) requires that successful applicants have:

*AAB to include A in Mathematics, A in a STEM subject and B in any other subject.*

*If you study physics at A level, we will expect you to demonstrate your aptitude for the subject through achieving a minimum of a grade B.*

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.



*'Do A levels that you want to learn about'*

**Sixth Form Student**





# 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. Students will also receive a careers interview from an outside provider and will discuss their career profiling test report. The online tests identify a student's strengths and help them to discover a career path that inspires them.

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.

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)	
Fine Art	Art & Design or Textiles (6)	
French	French (7)	
Geography	Geography (6)	'If you did not study Geography at GCSE, it is still possible to study the A level with a minimum of 7/7 in two separate sciences or Double Award
German	German (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)
Photography	Photography (6) or Art, Craft and Design (6)	or a portfolio of photographic work that demonstrates ability in the subject
Physical Education	Any long essay-writing subject (6)	and any science (6)
Physics	Physics (7) or Double Award Science (7/7)	and Mathematics (7)
Politics	Any long essay-writing subject (7)	
Religious Studies	Any long essay-writing subject (7)	and English Literature (6)
Spanish	Spanish (7)	
Textile Design	Art & Design or Textiles (6)	

## A level Subjects studied at Forest

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





# 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

- Can it be argued that play with Lego has a positive impact on intelligence, and can I support this argument with an appropriate psychological investigation?
- To what extent do genetic factors increase the likelihood of an individual developing a Schizophrenic disorder?
- Does the study of or participation in the arts aid medical students to develop skills beneficial to their careers as medical practitioners?
- To what extent has the representation of lesbians in American cinema changed since the abolition of the Motion Picture Production Code in 1968?
- 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 the mass incarceration of African Americans in America from 1865 to present day?
- '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 **two 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 to help students make decisions. For example, we have dedicated presentations to help 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**.
- 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 Director of Futures 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.

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

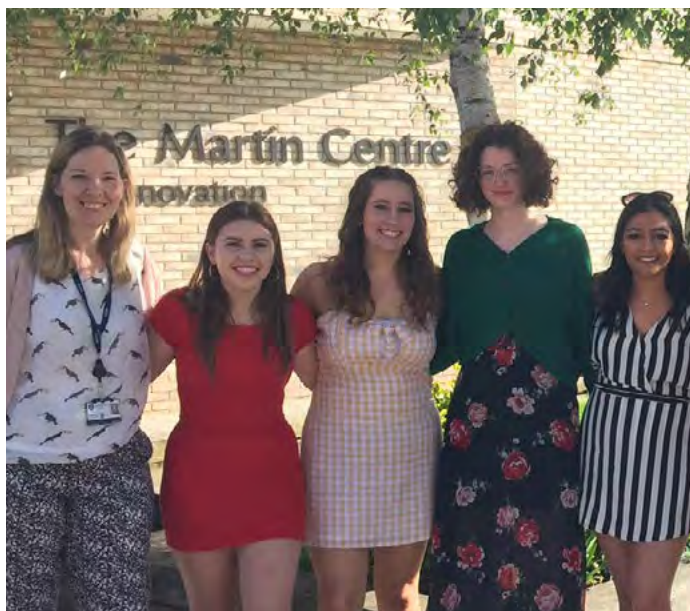
**Sixth Form Student**

Within the Forest Sixth Form Curriculum, 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.

*'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**



*'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

## Biology

**Qualification:** A level

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

**Head of Department:** Mrs 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 wide range of topics that are of vital importance and interest to everyone; from the study of the building blocks of life, to the way in which we can change the environment of the planet we live on. Biology allows you to dive into the molecular basis of cellular biochemistry, and apply this all the way up to studying interactions within ecosystems.

**What will you cover in Biology?** From gene cloning and genetic engineering, to animal behaviour and human health; you will cover many of these concepts, and so much more. The A level course is assessed by three written papers that account for 100% of the final grade. Practical competence is assessed separately in the Practical Endorsement.

This is completed by carrying out a number of required practical experiments, where students must reach the required standard to be awarded this certificate. 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 GCSE Chemistry and Maths have been awarded to a high level, as many topics demand a sound understanding of biological chemistry as well as mathematical application.

**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, discussion groups to cover biology that goes beyond the specification, and entry to competitions such as the Biology Olympiad. We also have a subscription to the Biological Sciences Review.

**What do students who already study Biology say?** Year 13 students say: 'Biology has opened my eyes to the intricacy of life. From doing dissections, to microscopy and growing luminescent bacteria, it has given me the opportunity to delve deeper into the functionality of living systems.'

'Biology lessons have to be the most interesting subject! Applying scientific knowledge learnt in lessons to real-life scenarios is particularly fascinating, and the ability to independently carry out harder practicals is a lot of fun!'

'The study of life means... plasmodesmata, apoplasts, apoptosis, cytokinesis, beating hearts, cascades nephrons, competition and blebs. What's not to love?'

**Where can I find out more?** The Forest School Biology SharePoint page. [The Royal Society for Biology](#) and [OCR website](#).

## Business

**Qualification:** A level

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

**Head of Department:** Miss C Morgan

**Email:** [cm@forest.org.uk](mailto:cm@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 SharePoint.

**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 SharePoint 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:** Mr A Barlow

**Email:** [ab@forest.org.uk](mailto:ab@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, therefore a grade 7 or above in GCSE Mathematics is required.

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 SharePoint. 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:** Ms R Jeffries

**Email:** [rkj@forest.org.uk](mailto:rkj@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 material culture and literature in English translation. We explore the social and historical context in which these works were created, including morality, religion and philosophy.

A Classicist notices the similarities and differences between us and the people of the Ancient World, with a genuine interest in what we can learn from them.

**What will you cover in Classical Civilisation?**

You will study three units:

- The World of the Hero
- Greek Art
- Love and Relationships

To support these modules, you will also get an introduction to 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 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.

However, 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 material, study skills, and the techniques of answering essays and comment questions.

**Who should study Classical Civilisation?** Classical Civilisation 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. 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.

**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 if you are aiming more along the maths/science route. Successful Classicists in public life include lawyers, authors, journalists, politicians, actors, musicians, teachers – the list is endless!

**What enrichment is offered to support the study of Classical Civilisation?** Mythology Club meets every week 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 SharePoint. 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:** Ms R Jeffries

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

**What is Classical Greek?** Classical Greek A Level follows a similar format to the GCSE, but you would take the language to a higher level and have the chance to read extended pieces by Greek authors in greater depth. It gives you an unparalleled opportunity to indulge both your analytical and your aesthetic skills, as well as your linguistic ability. Studying Classical Greek 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. Your language skills are assessed through translation of prose and verse passages, alongside comprehension and grammar questions.

Meanwhile, for the Prose and Verse Literature papers you study texts by Homer or Greek tragedians, and the prose authors Herodotus and Plato, for papers which will involve translation, comprehension, close analysis of a passage and synoptic essays. Lessons will often involve translations and discussion of style and content of texts and passages.

**Who should study Classical Greek?** You should continue with Greek if you have enjoyed your GCSE and are keen to read a wider range of original literature. You should also be prepared for the challenge of more complex language and a wider range of vocabulary.

**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 if you are aiming more along the maths/science route. Successful Classicists in public life include lawyers, authors, journalists, politicians, actors, musicians, teachers – the list is endless!

**What enrichment is offered to support the study of Classical Greek?** Mythology Club meets every week 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.'

**Where can I find out more?** There is plenty of help available on the Classics pages of SharePoint. 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 M Jalowiecki

**Email:** [msj@forest.org.uk](mailto:msj@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 H Ibrahim

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

Product Design will encourage students to understand the needs of their client, to develop their primary research skills and to communicate effectively by presenting a range of design proposals. Students will appreciate the importance of manufacturing high quality products, which is fit for purpose and solves a realistic problem identified by the client.

**What will you cover in Design & Technology?** The two year course is a chance for students to showcase all the skills they have accumulated since starting GCSE.

In the first year of the course, students will complete a range of Non-Exam Assessment (NEA) tasks which will consist of design and make activities, developing their tool handling skills, manufacturing techniques, materials knowledge and working properties, all of which will challenge and inspire students to problem solve throughout the year.

In the second year, students will use their knowledge and skills to undertake a single major project, working primarily on solving a real problem, for a real client. Students will receive weekly theoretical lessons to develop their subject knowledge throughout the two years.

**What will the assessment look like?** A Level Product Design is assessed through 50% Non-Exam Assessment, whereby an electronic portfolio is submitted, along with a single high quality practical outcomes.

The examination is in two parts; Paper 1 is 30% (2 hours and 30 minutes, Paper 2 is 20% (1 hours and 30 minutes and is marked externally).

The NEA, 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.

Maths skills will be 15% of the total qualification and will be the equivalent of higher tier in a GCSE qualification in mathematics.

All students **must** have a device with Microsoft Windows operating system to enable access to CAD/CAM program throughout their A level course.

## Skills you will develop:

- Problem solving
- Presentation techniques
- Design skills (both drawing and CAD)
- Drawn design concepts into 3D models
- Manufacturing skills (using hand tools and CAM)
- Working knowledge and application of materials
- Understanding industry related manufacturing



## Reasons to choose Product Design:

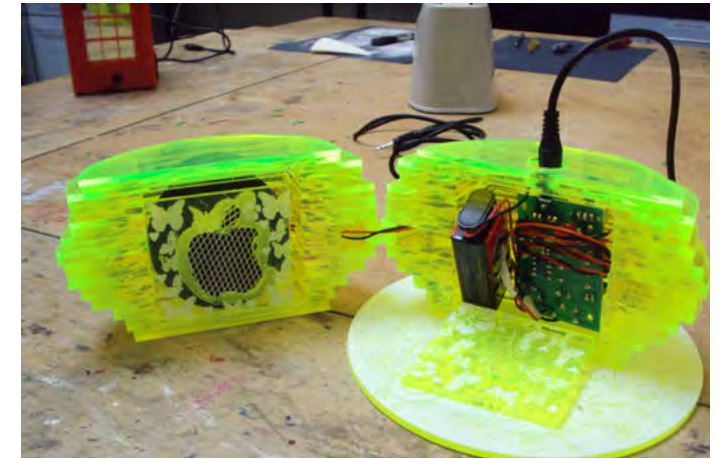
- To enhance problem solving skills using technical solutions
- To develop your knowledge and understanding of design and manufacturing
- To improve your working knowledge of materials and industry related manufacturing processes
- To build an enhanced portfolio of work to aid with university/future career applications

**Who should study Design & Technology?** Anyone with a genuine interest in problem solving, repairing and improving products. Students will be expected to demonstrate a flair for creativity, originality and innovation through exploring the use of materials and modern and traditional manufacturing techniques.

**Where can the study of Design & Technology take me next?** The majority of our students go on to study Product Design, Architecture, Engineering, Robotics or wide range of design related courses.

**What enrichment is offered to support the study of Design & Technology?** Students will have subject specific extra-curricular development opportunities such as awareness of new technologies, appreciate presentation techniques used in T.V. Shows; Dragons Den and The Apprentice. Visits to Museums; Design Museum, V&A Museum, Wellcome Museum.

**Where can I find out more?** Speak to the Head of Design and Technology or your DT teacher. Also, it is recommended to research potential modules within degree courses at University, Apprenticeships and future career pathways.





# 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 then a choice of "Our Country's Good" by Timberlake Wertenbaker or "Metamorphosis" adapted by Steven Berkoff.

**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. Students wishing to take Drama at A level will need to achieve a Grade 6 in GCSE Drama or take part in an audition and interview with the Director of Drama to ensure their suitability to study Drama at A Level.

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

**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?**

'Don't be fooled into thinking Drama A-Level is an easy option. I have loved learning new techniques from world-renowned companies such as Complicité and Punchdrunk. If you want to gain confidence and be challenged, what better way than to create your own piece of theatre.'

'I love Drama A Level. It's given me a technical and emotional understanding of theatre. I've learned how dramatic atmospheres are created and enjoyed applying this when devising my own pieces, learned to forge and shape a character into all the vitality of a real person, learned that theatre can happen anywhere - warehouses, forests, tents, and the sea could all be a stage. If you want to see the world anew in a thousand creative possibilities, take Drama A Level.'

**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:** Miss C Morgan

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

**Acting Head of Department:** Ms 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 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.



# Fine Art

**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 Fine Art?** Fine Art is best understood as visual art that has been created primarily for aesthetic and intellectual purposes and judged for its beauty and meaningfulness, specifically, painting, sculpture, drawing, new media, and performance-based practices. 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 Fine Art, Architecture, Advertising, Photography, Product Design and Textile Design are becoming increasingly blurred and the key to success in these fields is the ability to innovate. The development of a creative mind is at the heart of all visual arts subjects at Forest. Every year many Forest pupils proceed to prestigious Art Colleges and go on to play significant roles in the continued development of these exciting industries.

The course encourages a rigorous approach driven by enquiry. You will learn the advantages of taking creative risks, gain an understanding of past, present, and future Fine Art practices 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 Fine Art?** The first two terms of Year 12 are focused on skills development through a series of explicitly taught skills-based activities. Students then move on to explore skills, knowledge, and techniques in a self-directed way. The course is split into two components:

**Component 1** accounts for 60% of the final grade and centres around the development of a Personal Investigation into a subject identified by the student. Students begin Component 1 at the start of Year 12 and finish in January of Year 13.

**Component 2** accounts for the other 40% of the final grade. In this Component students respond to a theme set by the exam board. This Component offers students the opportunity to respond to a given



starting point and work towards an outcome which demonstrates the skills and ability to communicate visual meaning. The outcome is completed under time restricted conditions. Students begin the Component in January of Year 13 and finish in April (dates vary depending on the date for external moderation set by the exam board).

**Who should study Fine Art?** 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 Fine Art take me next?** Students can 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 Fine Art will benefit you in the future even if you choose another kind of career.

**What enrichment is offered to support the study of Fine Art?** The Art department run trips to specific exhibitions in London and an annual Art and Design trip. In the past this has included trips to New York and Florence. Sixth Form have life drawing once a week and we run various activities and sessions throughout the year.

**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 department SharePoint Website for a more detailed breakdown of the course. External students are always welcome to contact us and find out more.

# 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 graduated as a Geographer, as well as Michael

Jordan; Olympic gold medal-winning 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 SharePoint 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 H Clough

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**What is History?** Throughout human existence, societies have their storytellers. Historians have examined what has preceded them, and how 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 Ferguson, Olusoga and Schama 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 from primary documents to historians' views. This is complemented by a rich super-curricular selection of film, podcasts, television and other online resources.

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 the analytical, problem-solving and communication skills which makes History such a respected discipline by universities and employers.

**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. We offer a choice from three pathways.

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.

History combines well with any other academic subject, from languages and other humanities to sciences and the arts. It goes well with any possible career or degree pathway.

**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.

History is all about communication and telling stories, so publishing, journalism, media and writing in all its forms are similarly suitable, alongside business and commerce, civil service administration and the charity and voluntary sectors. Many historians enjoy the subject so much they pursue an academic career out of it.

**What enrichment is offered to support the study of History?** Historians from Forest benefit enormously from our extracurricular provision and there exists a flourishing, pupil-led History Society and magazine. We also host an annual History Symposium (a research competition) with the London Academy of Excellence.

The History Department has a rich history of running trips to places as far-flung as Russia, Munich, Paris and Washington DC. 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, a British historian and Labour Party politician have given talks in recent years.

**What do students who already study History say?** ‘I chose history at A Level because I believe it helps to create a well-rounded person. It helps you to understand complex problems and questions, understand the world around you, and enhances your communication skills.

History A level is an opportunity to learn about topics that interest you and the skills you learn can be taken into your career and life after school. I study the ‘Societies in Flux’ course and I really enjoy learning about the build-ups to revolutions and how acting governments choose to handle these sorts of situations.

It's easy to sit and critique said governments with our benefit of hindsight, but I really enjoy discussing with my class what alternative routes the Tsars or King Charles I could have taken and whether we would have done the same in their positions. I am so glad that I picked History because it is a more discussion-based environment than my Biology and Chemistry A levels and allows me to be much more creative.’

‘I chose History at A Level because I am passionate about understanding knowledge of cultures from different societal environments. I was excited to use this knowledge to form my own opinions on historical debates. History at A Level has provided me with an engrossing, thought-provoking and highly engaging learning experience, one which continually fuels my curiosity for the subject within and outside the school environment.

I study the course on ‘Monarchy, Superstition and Revolution’, which includes arguably the most pivotal periods of reform in European history, the French Revolution and England under the Tudors. Despite there being three distinct modules, the overlapping themes such as the role of the monarchy, intellectual trends and the role of key individuals, have enabled me to create connections and build skills that have helped me grow as a historian.’

**Where can I find out more?** Please visit the History section of Forest's [SharePoint](#) 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:** Ms R Jefferies

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**What is Latin?** Latin A Level follows a similar format to the GCSE, but you would take the language to a higher level and have the chance to read extended pieces by Roman authors in greater depth. It gives you an unparalleled opportunity to indulge both your analytical and your aesthetic skills, as well as your linguistic ability. Studying Latin 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. Your language skills are assessed through translation of prose and verse passages, alongside comprehension and grammar questions.

Meanwhile, for the Prose and Verse Literature papers you study texts by Virgil or Juvenal, and the prose authors Cicero or Tacitus, for papers which will involve translation, comprehension, close analysis of a passage and synoptic essays. Lessons will often involve translations and discussion of style and content of texts and passages.

**Who should study Latin?** You should continue with Latin if you have enjoyed your GCSE and are keen to read a wider range of original literature. You should also be prepared for the challenge of more complex language and a wider range of vocabulary.

**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 if you are aiming more along the maths/science route. Successful Classicists in public life include lawyers, authors, journalists, politicians, actors, musicians, teachers – the list is endless!.

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

Mythology Club meets every week 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.'

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





# Mathematics

**Qualification:** A level

**Exam board:** Edexcel

**Mathematics Edexcel (9MA0)**

**Further Mathematics Edexcel (9FM0)**

**Head of Department:** Mr A Ashiq

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**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 Robbins.

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 in comprehensively 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 1, Pure 2 and Mechanics & Statistics.

**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.

**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 inter-school 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

**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 SharePoint 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.

# 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.

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.

There are two Core Pure papers of 1 hours 30 minutes and then students take two applied papers on Further Statistics and Further Mechanics (1 hours 30 minutes each).





# Modern Languages

**Qualification:** A level

**Exam board:** Edexcel

**Specification - French:** 9FR0

**Specification - German:** 9GN0

**Specification - Spanish:** 9SP0

**Head of Modern Languages:** Mr R Sokhal

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**Head of French:** Dr A Gray

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

**Head of German:** Mrs H Miller

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**Head of Spanish:** Ms P Cordon

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Studying Modern Languages provides both practical training in written and spoken language and also an extensive introduction to European and world 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, Spain or China, 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) 2 hrs

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

**Paper 3:** Speaking – Discussion of A level theme, and presentation (of an independent research topic) 21-23 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 four 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 four 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 SharePoint, 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)

**Music Administrator:** Mr L Pares

**Email:** [music@forest.org.uk](mailto:music@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 bass line, 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, Music for Media, and Music for Theatre. 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 SharePoint. 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 Music School Manager, Mrs Valentova on [music@forest.org.uk](mailto:music@forest.org.uk) with any questions you may have.





# Philosophy

**Qualification:** A level

**Exam board:** AQA (7172)

**Head of Department:** Ms 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 Metaphysics of God.

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.

Metaphysics of God 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:** Metaphysics of Mind and Moral Philosophy.

Metaphysics 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.

# Photography

**Qualification:** A level

**Exam board:** AQA (7206)

**Head of Department:** Mr J Stevenson

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

**What is Photography?** Photography is best understood the art, application, and practice of creating durable images by recording light, either electronically by means of an image sensor, or chemically by means of a light-sensitive material such as photographic film.

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 Fine Art, Architecture, Photography, Advertising, Product Design and Textile Design are becoming increasingly blurred and the key to success in these fields is the ability to innovate. The development of a creative mind is at the heart of all visual arts subjects at Forest. Every year Forest pupils proceed to prestigious Art Colleges and go on to play significant roles in the continued development of these exciting industries. The course encourages a rigorous approach driven by enquiry.

You will learn the advantages of taking creative risks, gain an understanding of past, present and future photographic practices 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 Photography?** The first two terms of Year 12 are focused on skills development through a series of explicitly taught skills-based activities. Students then move on to explore skills, knowledge, and techniques in a self-directed way.

The course is split into two components.

**Component 1** accounts for 60% of the final grade and centres around the development of a Personal Investigation into a subject identified by the student. Students begin Component 1 at the start of Year 12 and finish in January of Year 13.

**Component 2** accounts for the other 40% of the final grade. In this Component students respond to a theme set by the exam board. This



Component offers students the opportunity to respond to a given starting point and work towards an outcome which demonstrates the skills and ability to communicate visual meaning. The outcome is completed under time restricted conditions. Students begin the Component in January of Year 13 and finish in April (dates vary depending on the date for external moderation set by the exam board).

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

**Where can the study of Photography take me next?** Students can go on to become all sort of things from Artists, Commercial Photographers, Fashion Photographers, etc. The skills developed in A-level Photography will benefit you in the future even if you choose another kind of career.

**What enrichment is offered to support the study of Photography?** The Art department run trips to specific exhibitions in London and an annual Art and Design trip. In the past this has included trips to New York and Florence. Sixth Form have life drawing once a week and we run various activities and sessions throughout the year.

**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 department SharePoint Website for a more detailed breakdown of the course. External students are always welcome to contact us and find out more.



# Physical Education

**Qualification:** A level

**Exam board:** OCR (H555)

**Head of Academic PE:** Ms P Cooper

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## 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 SharePoint.





# 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 SharePoint.

# 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 power and how power shapes nations. Politics also looks at the political ideas that underpin our society and how these influence policies and our conceptions of what the priorities of government ought to be. In order to understand the shaping of society, economics and the state, a fundamental understanding of Politics is required.

**What will you cover in Politics?**

The course is split into three components:

**Component 1 - UK Politics and Core Political Ideas:** Students explore the nature of politics and how people engage in the UK political process. 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 also 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 three 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 way they achieve power and exercise it.

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 and a student led Politics magazine. 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 SharePoint 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:** Ms 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.

# Textile Design

**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 Textile Design?** Textile Design is best understood as a creative field that deals with the process of planning and producing a fabric's appearance and structure. This can include exploration of the knitting, sewing, weaving, garment design and other textiles processes. Distinctions between fields such as Fine Art, Architecture, Photography, Advertising, Product Design and Textile Design are becoming increasingly blurred and the key to success in these fields is the ability to innovate.

The development of a creative mind is at the heart of all visual arts subjects at Forest. Every year Forest pupils proceed to prestigious Art Colleges and go on to play significant roles in the continued development of these exciting industries. The course encourages a rigorous approach driven by enquiry.

You will learn the advantages of taking creative risks, gain an understanding of past, present and future photographic practices 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 Textile Design?** The first two terms of Year 12 are focused on skills development through a series of explicitly taught skills-based activities. Students then move on to explore skills, knowledge, and techniques in a self-directed way. The course is split into two components:

**Component 1** accounts for 60% of the final grade and centres around the development of a Personal Investigation into a subject identified by the student. Students begin Component 1 at the start of Year 12 and finish in January of Year 13.

**Component 2** accounts for the other 40% of the final grade. In this Component students respond to a theme set by the exam board. This Component offers students the opportunity to respond to a given starting point and work towards an outcome which demonstrates



the skills and ability to communicate visual meaning. The outcome is completed under time restricted conditions. Students begin the Component in January of Year 13 and finish in April (dates vary depending on the date for external moderation set by the exam board).

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

**Where can the study of Textile Design take me next?** Students can go on to become all sort of things from Artists, Textile Designers, Fashion Designers, etc. The skills developed in A level Textile Design will benefit you in the future even if you choose another kind of career.

**What enrichment is offered to support the study of Textile Design?** The Art department run trips to specific exhibitions in London and an annual Art and Design trip. In the past this has included trips to New York and Florence. Sixth Form have life drawing once a week and we run various activities and sessions throughout the year.

**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 department SharePoint Website for a more detailed breakdown of the course. External students are always welcome to contact us and find out more.



# 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 accessed through the forest. Pupils have use of our football and cricket pitches, athletics tracks and an allweather AstroTurf facility which support over 77 sports teams across the School.

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
- In 1881, as the School grew, the new Dining Hall was built moving pupil lunch-time out of what is now the Upper Library
- 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
- In 1981, the Gilderdale Building was built, originally housing the Girls' School but now houses the tutor rooms for our Lower School pupils
- 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
- Our most recent addition is the rebuild of our Prep School with its stunning roof-top play area, finished 50 years after the original Prep School was founded in 1970



*'The first-rate sports facilities and grounds at Forest allow us to provide an outstanding sports programme which promotes excellence and participation. With over 1500 fixtures annually, across nearly 300 teams' students have a variety of opportunities with sport an integral part of a Foresters life'*

**Director of Sport**





# Admissions

## Joining Forest 2024

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.

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 an accompanying letter from the School SENCo detailing current exam access arrangements.

Please indicate any Special Educational Needs on the admissions form and send a copy of the relevant up-to-date documentation to the Admissions Office at least one month before the date of the entrance examination. Documentation received after this date cannot be processed in time for the exams.



**Deborah Cleveland-Hurley**  
Registrar



**Rumana Begum**  
Assistant Registrar



**Calvin Cheung**  
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.

## Entrance Examination

The assessment for Sixth Form Entrance and Scholarship consists of two elements:

- A computer based test to assess the critical thinking skills required for A Level study.
- A 45 minute written paper in which students will write two mini-essays in response to prompts. These will be about aspects of candidates' academic and personal development.

The entrance exam will be held at Forest on Saturday 11 November 2023.

## Interview

The type of interview (if offered) will depend on whether the applicant has applied for a fee-paying place or for a scholarship. The result of the critical thinking paper and essay responses, predicted grades, references and most recent report will determine whether a candidate is offered:

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

At 16+ an interview is not always guaranteed following the entrance examination. 16+ applicants who were previously unsuccessful may re-apply for a fee-paying place in the sixth form if they have subsequently met the School's academic entry requirements for I/GCSE results.

## GCSE Requirements

- At least three grade 7s
- At least three grade 6s
- At least grade 5 in English and Maths
- The required grade at I/GCSE in the qualifying subject/s required for their chosen courses

## 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.

Candidates need to nominate two subjects from the list below they are confident to discuss at academic scholarship interview with a subject specialist should they be shortlisted.

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 and Spanish.

## 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







### 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. Parents will be asked to submit the most recent report, most probably from the end of Year 10.

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 scholarships annually to both current pupils and new entrants into Year 12 who meet the scholarship criteria.

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.

Shortlisted candidates in Music, Sport, Drama and Art will be invited in to attend a meeting with the Deputy Head, Co-Curricular on Monday 27 November 2023.

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, at 16+ we have one 16+ Assisted Place.

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 only).

16+

### Key dates for 16+ entry September 2024

#### Open Day

Saturday 23 September 2023

#### Sixth Form Open Evening

Wednesday 27 September 2023

#### Closing Date for Registrations

(Midday) Friday 13 October 2023

#### 16+ Entrance Exam

Saturday 11 November 2023 (AM)

#### 16+ Non-Academic Scholarship Assessments

##### Sport

w/c Monday 13 November 2023

##### Art

Tuesday 14 November 2023 (AM)

##### Drama

Tuesday 14 November 2023

##### Music

Wednesday 15 November 2023

#### 16+ Co-Curricular Meeting for shortlisted candidates

**Art, Drama, Music and Sport**  
Monday 27 November 2023

#### 16+ Academic Scholarship Interviews

w/c Monday 20 November 2023

#### 16+ Fee Paying Interviews

w/c Monday 27 November 2023

#### Offers Emailed

Monday 4 December 2023

#### Deadline for Acceptance of Offer

(Midday) Monday 8 January 2024



16+ sample essay prompts, familiarisation exercise for the online assessment and further details can be downloaded from the School website.



# School Fees

## Fees effective from 1 September 2023

Years 7 to 13     £8,185 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-£55,000	100%
£55,001-£58,333	90%
£58,334-£61,667	80%
£61,668-£65,000	70%
£65,001-£68,333	60%
£68,334-£71,667	50%
£71,668-£75,000	40%
£75,001-£78,333	30%
£78,334-£81,667	20%
£81,668-£85,000	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 2023

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.

### 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.

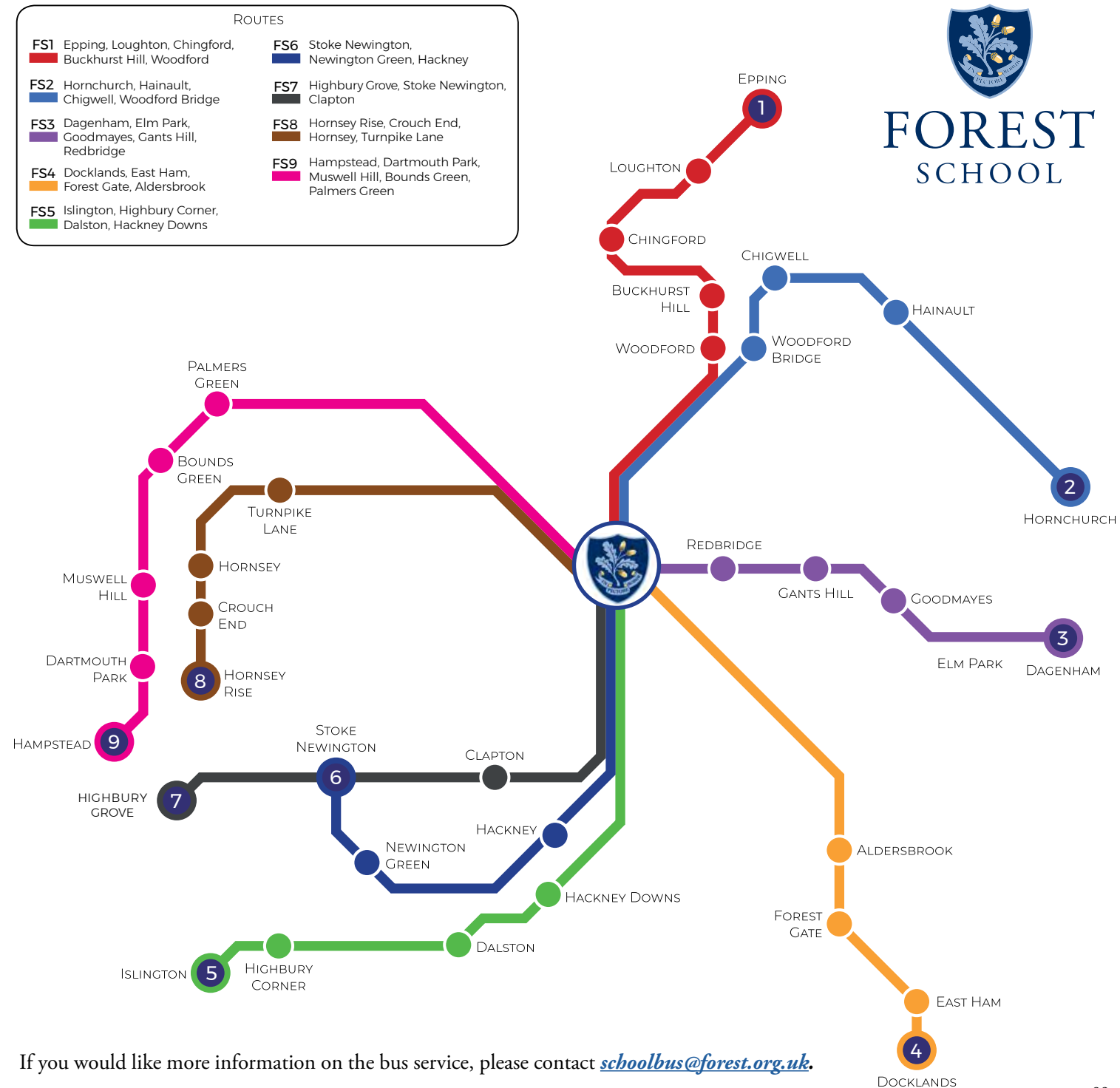
### Extras

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): £306.67 per term
- 10 half lessons (20 minutes): £161.68 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.



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

London E17 3PY

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