

THE CAMDEN SCHOOL FOR GIRLS

SIXTH FORM

INFORMATION BOOKLET

2027

The Sixth Form was awarded an Outstanding rating in the latest Ofsted inspection in June 2022.

Camden School for Girls is a calm, caring place where pupils aim high. Staff help pupils to develop considerate attitudes and an awareness of the wider world. Leaders are ambitious for all their pupils. They encourage pupils to live up to the school's motto, 'onwards and upwards'. Pupils are committed to their learning and achieve highly. Pupils said that they feel valued and show that they value others. They enjoy school and appreciate the diversity of their school community and its heritage. Pupils are proud of their involvement in school life.

Leaders provide a range of extra-curricular activities for pupils to choose from. This includes the clubs for current affairs, GCSE Greek, various sports clubs, and the 'ecocommittee'. In the sixth form, students have an ambitious study programme that prepares them very well for their next steps. [Inspection report: The Camden School for Girls June 2022]

Our success is reflected in our excellent exam results and rate of progression to Higher Education.

For more information please visit our website

www.csg.school

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CAMDEN SCHOOL FOR GIRLS HAS A RICH HISTORICAL HERITAGE. FOUNDED IN 1871 BY THE EDUCATIONAL PIONEER FRANCES MARY BUSS, THE LEGACY OF PROVIDING A STRONG EDUCATION FOR ALL, WITHIN THE LIBERAL VALUES OF COMPASSION, INCLUSION AND A CELEBRATION OF INDIVIDUALITY IS CENTRAL TO OUR ETHOS AND CULTURE.

The CSG Sixth Form is a vibrant, academic and creative community. Our curriculum offer is vastly broad, with A Level subjects ranging from Latin to Further Mathematics, from Art History to Philosophy. The extracurricular offer is remarkable with a range of opportunities, including lectures from high profile speakers, opportunities to study Ancient Greek, programmes of CSG Master Classes and a wide range of student-led societies.

The two years spent at sixth form are very special. These are memorable years during the course of which students often make lifelong friendships. These are also two very important years with regards to higher education progression and our success with Oxbridge, Medical and Dentistry Schools and the Ivy League Schools is consistent year after year.

Kateryna Law - Headteacher

WHAT MAKES A CAMDEN STUDENT STAND OUT IS THEIR PASSION – WHETHER THAT BE FOR AN ACADEMIC SUBJECT, OR FOR AN INTEREST BEYOND THE CURRICULUM... SURROUNDED BY FEARLESS VOICES AND INNOVATIVE IDEAS, I AM CONSTANTLY AMAZED BY THE CREATIVITY AND CONFIDENCE OF MY PEERS

FORMER HEAD GIRL

SIXTH FORM VISION AND INTENT

'The Camden Sixth Form is committed to providing a broad, balanced and rigorous academic curriculum which will meet the needs of all the students and enable them to fulfil their intellectual potential. The breadth of subjects (23 + EPQ) on offer provide students with the best combinations which will enable them to access the best post 18 provision for themselves. We endeavour to achieve excellence in the provision of teaching and learning and to facilitate high-quality progression.

We aim to educate our students holistically and we are committed to providing the opportunities and support for students to develop skills which will enable them to take responsibility for their own learning and lives.

We believe that the two years spent in the Sixth Form should be a pivotal period in the lives of our students: a time for maturing as well as developing academically, with many opportunities for rich and varied new experiences. We foster self-confidence and an independence of mind in our students so that they can approach their learning with vigour and enthusiasm. We encourage students to engage in the wider community through exposure to a variety of professions and organisations through our PHSE and extra-curricular programmes and our work with a broad range of external institutions.

Our aim is for our students to leave us having fulfilled their academic potential and also having a clearer idea of and interest in the world around them so that they become active, resilient and well-informed citizens.'

Olivia Camillo - Director of Sixth Form & School Deputy Headteacher





STUDENT LIFE

INDUCTION

At Camden School for Girls we aim to include everyone in the school community and foster a sense of belonging and pride. Our Induction Programme ensures that students are relaxed and feel at home from day one, so they can concentrate on working and learning to their full potential. A thorough Induction Programme gives our students an important grounding in the ethos of the school and an understanding of their rights and responsibilities. The social benefits are also very valuable as students make friends very quickly and soon feel part of a cohesive unit.

Year 12 students can expect the three-day Induction at Camden School for Girls to be full of team building and ice breaking activities that are designed to help them make new friends and settle in quickly. They will also have time to get to know a key figure in their two years at Camden - their tutor. At the end of the Induction they will have a one-to-one session with their tutor to evaluate their first days in the Sixth Form. In the final week of September, Year 12 students go on a residential trip to Skern in Devon for three days of further team building and outdoor activities. This trip is hugely popular with our students who learn to work both with their peers and school staff whilst also having lots of fun!

COURSES



I WAS ALWAYS A CAMDEN GIRL, I WAS JUST IN THE WRONG PLACE FOR A WHILE...

FORMER STUDENT

THE SCHOOL ENCOURAGES ITS PUPILS TO NURTURE CONFIDENCE AND A SENSE OF SELF WORTH; TO SHOW CONSIDERATION FOR OTHERS AND RESPECT THEIR DIVERSE QUALITIES AND NEEDS; TO PRACTICE TOLERANCE AND OPEN MINDEDNESS; AND TO DEVELOP INDIVIDUAL TALENTS TO THE FULL

FORMER HEAD GIRL

- BIOLOGY
- CHEMISTRY
- CLASSICAL CIVILISATION
- DRAMA & THEATRE STUDIES
- ECONOMICS
- ENGLISH LITERATURE
- FINE ART
- FRENCH
- FURTHER MATHEMATICS
- GEOGRAPHY
- GOVERNMENT & POLITICS
- HISTORY
- HISTORY OF ART
- LATIN/GREEK
- MATHEMATICS
- MUSIC & ORCHESTRAL COURSE
- PHILOSOPHY
- PHOTOGRAPHY
- PHYSICS
- PSYCHOLOGY
- SOCIOLOGY
- SPANISH
- THEOLOGY (RELIGIOUS STUDIES)
- EXTENDED PROJECT (EPQ)

THROUGHOUT OUR TIME IN SIXTH FORM WE'VE CONSTANTLY FELT CHALLENGED AND PUSHED TO DO MORE AND ACHIEVE MORE THAN WE EVER THOUGHT WE WOULD BE CAPABLE OF. AND THROUGH THE EXTENSIVE ARRAY OF MASTERCLASSES, ENRICHMENTS AND ASSEMBLIES, THIS SCHOOL HAS OFFERED AN ABUNDANCE OF INSPIRATION TO EACH ONE OF US

FORMER HEAD BOY

THE ACADEMIC CURRICULUM

We deliver a two-year three A Level programme of study in the Sixth Form. There will be the option for some students to take four A Levels: each of these will be considered on an individual basis and will be dependent on their GCSE results.

Any student opting for Further Mathematics will also have the opportunity to take four A Levels through to completion. Any student choosing to study Classical Greek will take this as a fourth option as we only offer this as a standalone AS.

We offer a wide range of A Level subjects. The subjects are organised into a grid system, many of the most popular subjects have more than one class scheduled and this allows for flexibility in the combination of subject choices. However, only one subject can be studied from each grid slot. You can find the subject grid on our website.

A LEVEL COURSES

Basic Entry Grade Requirements:

GCSEs at grade 6 or above in English Language and Mathematics, and three other GCSEs at grade 6 or above.

All students must meet the basic entry requirements to attend the sixth form.

BIOLOGY

We will be following the Edexcel B Linear A Level specification. In all science specifications, there is no longer a coursework element. Instead, there is a focus on practical skills over a range of core practicals. The core practicals will be assessed in the written exam papers and by the teacher as part of a practical endorsement at A Level. This is separate to the A Level grade and will be reported as a pass on the A Level certificate. All specifications will also include questions assessing mathematical skills that will make up 10% of the exam papers.

Topics

- Classification and biodiversity
- Exchange and transport
- Biological molecules
- Cells, viruses and reproduction of living things
- Energy for biological processes
- Microbiology and pathogens
- Modern genetics
- Origins of genetic variation
- Control systems
- Ecosystems
- Experimental methods (including questions on core practicals)

There will be 3 exams at the end of Year 13. Paper 1 and paper 2 will each cover half of the A Level topics and paper 3 will cover all of the A Level topics and assessment of practical skills. All three papers will include questions assessing maths skills.



Subject Specific Entry Requirements: **Grade 6/6 or above in combined science or two grade 6s (including Biology and one other science) if taken as triple science.**

Exam Board: Edexcel

CHEMISTRY

The Linear A Level course covers three topics:

- Organic
- Inorganic
- Physical

The organic module covers Alkanes, Alkenes, Halogenoalkanes and Alcohols.

The inorganic modules cover Periodicity, Group 2 and Group 7.

The physical modules cover topics such as Atomic structure, Bonding and Energetics.

A Level Chemistry focuses on practical skills over a range of core practicals. About 15% of total marks in the A Level exams will be based on practical questions. This is in addition to the A Level grade and will be reported as a 'Pass' on A Level certificates. 20% of the marks on Chemistry papers will require the use of Level 2 mathematical skills (equivalent to GCSE).

At the end of Year 13, there will be three exams covering all of the topics and questions relating to the core practicals.

Subject Specific Entry Requirements: **Grade 6/6 or above in combined science or two grade 6s (including Chemistry and one other science) if taken as triple science.**

Exam Board: AQA

CLASSICAL CIVILISATION

Classical Civilisation is a varied and stimulating A Level course. The course will suit students who are keen to develop their own ideas and responses to a range of literature and other sources. Students do not need to have studied Classical Civilisation at GCSE level to take this option.

The aims of the course are for students to:

- develop an interest in, and enthusiasm for, the classical world
- develop and apply analytical and evaluative skills
- acquire, through studying a range of appropriate sources, knowledge and understanding of selected aspects of classical civilisation
- develop awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times
- make an informed, personal response to the material studied

Our Classical Civilisation students have the opportunity to form an integral part of our Sixth Form Classical Leaders team, helping to encourage younger students in their interest and achievement in Classics throughout the school, presenting assemblies, meeting and sourcing speakers, and exciting the school community about the Classical World.

Course Outline: 3 units:

1. The World of the Hero: Homer's Odyssey & Virgil's Aeneid

Two of the fundamental writers of western literature, read by every significant later author, Homer and Virgil created a world of epic voyages, magic, battles and human interaction.

In this module, we analyse and compare the two epics with respect to their storytelling, characterisations and key themes. On the surface, the two epics may seem similar, but the circumstances under which they were written — not to mention the 7 intervening centuries — show that they are very different works for very different purposes.

2. Greek Theatre

In the sixth century BC, theatre was invented in Athens and with it a new genre of expression was born — the forerunner of modern cinema, stagework and TV.

In this module, we look at three of the titan productions of the Athenian stage, Aristophanes' comedy The Frogs, Euripides' tragedy The Bacchae and Sophocles' iconic Oedipus the King.

3. Love & Relationships

This comparative module between the ancient Greek and Roman worlds considers the works of the first known female author, Sappho, as well as the witty and cynical Roman poet Ovid. We investigate their writing against the philosophical and societal backgrounds of the Greeks and Romans as presented by Plato and Seneca.

The close study of these texts can seem to be both a window into a completely different social universe and a mirror that reflects our own. Often the Roman social scene appears to be surprisingly familiar!

Entry Requirements: **Basic entry grade requirements**

Special Requirements: **A GCSE in Classical Civilisation is useful but not essential. No knowledge of Latin or Classical Greek is required.**

Exam Board: OCR

DRAMA AND THEATRE STUDIES

Drama and Theatre Studies is a brilliant A Level to take, combining as it does an academically rigorous approach to the study of live theatre and play texts with the fun of practical exploration. Students are encouraged to be creative and to develop a full range of theatrical experiences. We follow Edexcel's course, which offers the following elements across the two years of study:

- Analysis of live theatre – we take students to a wide range of productions and then discuss the effects that the actors and production team created. This will be an examined unit, assessed through an analytical essay.
- Practical work on scripted play texts – across the course, you will study a wide range of plays, and workshop four in detail. You will hone extracts from two plays for performance to a visiting examiner. This unit requires strong teamwork and organisational skills and real commitment to your group, as well as to your own roles.
- Study of theatrical practitioners – you will study the theory and practice of a range of practitioners (possibly including Brecht, Artaud, Complicité, Max Stafford Clark, Stanislavski, Kneehigh, Katie Mitchell and others). You will apply their ideas to your work in role in both practical units, and create a coursework portfolio detailing how their ideas have shaped your own practice. The study of practitioners brings to students entirely new ways of creating and developing a role, and is a fascinating way into exploring theatrical genres.
- Practical work on a devised production – you will work with a group to create a piece of your own that uses the methodology of one of the practitioners you have explored during the course. This is a fantastic opportunity to be creative and to showcase the ideas that you have gleaned from the range of theatrical experiences offered by the course. The unit requires you to be prepared to put in significant time outside of lessons in order to research, rehearse and refine your piece.
- Study of scripted play texts – you will study two plays in real depth. These units are examined in essays in which you lay out your ideas for direction and design of scenes. Both are taught through practical exploration of the text, although students are required to complete a significant amount of written work for homework on their approach to these texts. Current texts are Don Taylor's adaptation of "Antigone" and Peter Shaffer's "Equus".



Fiddler on the Roof

Entry Requirements: **Basic entry grade requirements**

Special Requirements: **Interest in the theatre as an audience member. Practical experience of Drama such as membership of a youth group or GCSE Drama is a bonus, but not essential.**

Exam Board: Edexcel

ECONOMICS

Economics is about making choices on how best to use and allocate finite resources to satisfy the society's potentially infinite demands. It explores the interactions between the key participants in an economy, namely: government, consumers and producers.

This course will equip students with the ability to analyse and evaluate national and international economic events, and provide them with the ability to:

- Develop a good understanding of the nature of markets and the behaviour of consumers and producers in each market
- Appreciate governments' macroeconomic objectives and the policy tools available to them to influence how these objectives are achieved.

Students will study micro and macro economics exploring the interaction of consumers and producers in each market, government's role in regulating markets and managing the macroeconomic direction of the economy.



Course outline:

Year One

Theme 1

- How Markets Work
- Why markets fail

For example, what drives the price of gold (or any other commodity)? What factors led to the global financial melt-down in 2008?

Theme 2

- The UK Economy
- Performance and Policies

How does the UK government manage the economy? How is economic success measured?

Year Two

Theme 3

- Business Behaviour and the Labour Market
- Market structure
- Labour markets
- Government intervention

How do we determine the environment within which businesses operate (the structure of the market), why is growth important for businesses and how do they grow? The case for government regulation and intervention in certain market structures.

Theme 4

- A Global Perspective
- International economics
- Poverty & inequality
- Emerging & developing economies
- The Financial sector
- Role of the state

Economics is a highly popular subject at universities. A range of economics based degree courses are offered by universities, each with a specific focus ranging from development to international relations, government policy or econometrics. Studying A Level economics will equip you not only for the range of economics based subjects at university but also for many other subjects that use the skills while studying the subject. Students wishing to continue studying economics at university should consider whether their chosen subject at university also requires them to take A Level Mathematics.

Entry requirements: **Basic entry grade requirements**

Exam board: Edexcel

ENGLISH LITERATURE

This is an exciting and challenging course which introduces you to some great texts from 1300 to the present day. The course covers all three genres: Prose, Poetry and Drama.

WHAT WILL YOU STUDY?

You will study 8 texts, 4 in the first year and 4 in the second year.

A typical programme of study:

- A Shakespeare play such as Hamlet, The Tempest or King Lear.
- A Selection of Poetry such as Chaucer's The Franklin's Tale, Milton's Paradise Lost, Books 1 & 2 or Selected Poems by Christina Rossetti.
- A Modern Drama such as A Streetcar Named Desire, The History Boys, Jerusalem or That Face.
- A Modern Prose Text such as The Great Gatsby, The Bloody Chamber, 1984 or Mrs Dalloway.
- A Classic Drama Text such as The Duchess of Malfi, The Importance of Being Earnest or A Doll's House.
- A Genre Study such as American Literature, the Gothic, Dystopia or Women in Literature. (Two texts)
- Coursework which focuses on twentieth and twenty-first century texts.



Assessment:
There are TWO examinations and a Coursework component:

- Drama and Poetry Pre-1900
  2 hours, 30 minutes
- Comparative and Contextual Study
  2 hours, 30 minutes
- Non-Examined Component (Coursework)
- Close Reading/Recreative Task (1000 words)
- Comparative Essay (2000 words)

This is a very popular subject at CSG and the course introduces you to all that is best in Literary Heritage and Contemporary Literature.

A Level English Literature is a very well-respected, prestigious subject, highly valued by universities and employers.

Subject Specific Entry Requirements: **Grade 6 or above in GCSE English Language and English Literature**

Exam Board: OCR

FINE ART

Art at A Level is designed to give you an interesting and varied experience of the subject at a higher level than GCSE whilst building on existing skills and understanding. You will be using a wide range of materials and experimenting with ideas. There will be opportunities to learn about techniques such as oil paint, screen printing and sculptural materials.

We will also include life drawing, gallery trips and sound foundation knowledge of Art History. The units encourage you to develop your own ideas and style, but the course does have a structure which is designed to broaden and deepen your understanding of artists and art skills.

To succeed you will need to be able to plan and develop ideas in a creative way and be able to finish your work for display at the end of the course.

The A Level runs from September in Year 12 to final assessment in June in the second year of study. You will be tackling a range of projects in the first year and a half, which will come together to form your coursework unit. You will then produce a further unit in response to the exam theme in the spring term of the final year. The coursework unit is worth 60% and the exam unit is worth 40%.

Part of the coursework unit in the A Level course is a formal written and illustrated essay on an art or design topic of your own choice.

Many of our students go on to Art Foundation courses at the major art schools. Following this they take up places on degree courses in areas such as graphics, fashion, illustration, fine art, printed and woven textiles and stage design.

Subject Specific Entry Requirements: **Grade 6 or above at GCSE Art**

Exam Board: Edexcel

FRENCH

Thème 1: Les changements dans la société française

- Les changements dans les structures familiales: Les changements dans les attitudes envers le mariage, les couples et la famille.
- L'éducation: Le système éducatif et les questions estudiantines.
- Le monde du travail: La vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.

Thème 2: La culture politique et artistique dans les pays francophones

- La musique: Les changements et les développements; l'impact de la musique sur la culture populaire.
- Les médias: La liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.
- Les festivals et les traditions: Les festivals, fêtes, coutumes et traditions.

Thème 3: L'immigration et la société multiculturelle française

- L'intégration et le multiculturalisme: Les origines de l'immigration (à partir du 20ème siècle); l'évolution des stratégies politiques; les bienfaits et les défis de l'intégration et du multiculturalisme.
- La montée de l'extrême droite: Les objectifs du Front national (FN); les leaders du FN; la montée du FN; l'opinion publique.

Thème 4: L'Occupation et la Résistance

- L'Occupation: La vie sous le régime de Vichy et l'autorité du Maréchal Pétain; La France occupée et la collaboration; l'antisémitisme.
- La Résistance: La Résistance des Français, l'importance de Jean Moulin et Charles de Gaulle.

Paper 1: Listening, reading and translation

Written examination: 1 hour and 50 minutes

40% of the qualification

This paper draws on vocabulary and structures across all four Themes.

Section A: Listening

Section B: Reading

Section C: Translation into English

Paper 2: Written response to works and translation

Written examination: 2 hours and 40 minutes

30% of the qualification

Section A: Translation of an unseen passage from English into French.

Section B: A written extended response on one of the literary texts listed.

Students select one question from a choice of two.

Section C: A written extended response on only one question on one of the films

Paper 3: Speaking

Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time

30% of the qualification

Task 1 (discussion on a Theme)

Students discuss one Theme from the specification based on a stimulus containing two different statements.

Task 2 (presentation and discussion on independent research)

Students present a summary of the key findings of the written sources they have used for their research and then have a wider discussion on their research.

Subject Specific Entry Requirements: **Grade 6 or above in GCSE French**

Exam Board: Edexcel

FURTHER MATHS

A Level Further Mathematics involves further and deeper study of mathematics and its applications and is taken in addition to Mathematics A Level. It provides a thorough preparation for further mathematical study. Students should be confident in experimenting with and applying their mathematical knowledge. Students are prepared for A Level Mathematics in Year 12 and then for A Level Further Mathematics in Year 13.

Further Mathematics is assessed by 4 equally weighted papers of duration 1 hour 30 minutes. 2 papers are Core Pure and every school studies these. At CSG, the other 2 papers are Further Statistics 1 and Further Mechanics 1.

The pure content covers: proof, complex numbers, matrices, further algebra and functions, further vectors, polar coordinates, hyperbolic functions, differential equations and further calculus.

The statistics content covers further distributions such as poisson, geometric and negative binomial, chi squared testing, probability generating functions and further hypothesis testing.

The mechanics content covers momentum and impulse, work, energy and power, elastic strings and springs and elastic collisions.

Those who qualify in Further Mathematics are in the fortunate position of having a wide range of career and degree choices. In the past, students who have taken Further Mathematics A Level have, as a consequence, achieved good grades in A Level Mathematics and secured places at first rate universities to study Mathematics, Medicine, Economics, Engineering and the Sciences.

Subject Specific Entry Requirements: **Grade 7 or above in GCSE Mathematics**

Exam Board: Edexcel

GEOGRAPHY

Why study Geography A Level at Camden?

We have chosen Edexcel as our examination board for geography. We think they have designed a curriculum that is engaging and that will enable students to engage critically with real world issues and places. Students will explore and evaluate contemporary geographical questions and issues such as the



Year 12 Geography Field Trip

consequences of globalisation, responses to hazards, water insecurity and climate change. Our experience of Edexcel in the past suggests that it effectively supports progression to undergraduate level geography; it is not unusual for half our A Level geographers to go on to study the subject at university. Students will be taught by two teachers, each focusing on their own subject specialisms.

Paper 1: Physical Geography

- Written examination: 2 hours and 15 minutes

30% of the qualification

Content overview

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security



Paper 2: Human Geography

- Written examination: 2 hours and 15 minutes

30% of the qualification

Content overview

- Globalisation
- Shaping Places
- Superpowers
- Migration, Sovereignty and Identity

Paper 3: Synoptic investigation

- Written examination: 2 hour and 15 minutes

20% of the qualification

Description

The synoptic investigation will be based on a geographical issue about a named case location rooted in two or more of the compulsory content areas from Papers 1 or 2.

Coursework: Independent Investigation

20% of the qualification

The students will write a research report of 3000-4000 words about a question of their choice relating to any aspect of geography contained within the previous examination content. The student's investigation will incorporate fieldwork data and their own research and/or secondary data. The fieldwork which forms the focus and context of the individual investigation may be either human, physical or integrated physical-human.

Fieldwork

Fieldwork is a compulsory component of the geography course. It has a number of functions but, in particular, supports the Independent Investigation. We run a residential field trip to Sussex and conduct additional fieldwork in the Borough of Camden.

Subject Specific Entry Requirements: **Grade 6 or above in GCSE Geography**

Exam Board: Edexcel



GOVERNMENT AND POLITICS

No prior knowledge of Politics is required to study A Level Government and Politics but naturally an interest in current affairs helps!

The course, over two years provides a balanced political education, giving an opportunity to be really well informed about how the British system works and comparing it to the American system. You will also gain an understanding of the main Political ideologies, examining their key ideas, how they have changed over history and how they influence current parties and policies.

Year 12

Government of the UK

The nature of the British Constitution

The role and powers of Parliament

The powers of the Prime Minister and the Cabinet

The role of the Supreme Court

Political Participation in the UK

The development of rights and democracy in the UK, the influence of pressure groups, think tanks, lobbyists and media.

Elections and voting: Advantages and disadvantages of different voting systems and referendums.

Political parties: Development and key ideas

The media and voting behaviour

Year 13

Political Ideas

Ideas, principles and strands within the following core and non-core ideologies:

Liberalism, Conservatism, Socialism and Nationalism.

Government and Politics of the USA

The Constitution: The key features and how it differs from the UK constitution.

Congress: Structure, function and power of Congress. How it differs from UK Parliamentary system.

President: Role and powers. How it differs from UK Prime Minister.

Supreme Court: Role and significance and how it differ from the UK Supreme Court.

Democracy and Participation: Presidential and Congressional elections, key ideas of Democratic and Republican parties. How it differs from the UK party system.

There will be three exam papers at the end of Year 13:

1. UK Politics and Core Political Ideas
2. UK Government
3. Comparative Politics: USA

Each paper is 2 hours long, worth 84 marks and consists of essay-based responses.

Entry Requirements: **Basic entry grade requirements**

Exam Board: Edexcel

HISTORY

Modern Europe

The course is linked by the theme of revolutions that span the early modern and modern periods. While the revolutionary upheavals in each country involved the overthrow of existing monarchies, the causes and the consequences of these revolutions differed in important ways. Students will study the causes and course of the British and French Revolutions and the outcome for the people of Britain and France. Studying two different countries allows students to develop a greater appreciation of the nature of revolutions and the similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

Year One

Paper 1, Option 1C:

Britain, 1625–1701: conflict, revolution and settlement

This option comprises a study in breadth, in which students will learn about key features of monarchical and republican rule in Britain in the seventeenth century, set within the context of broader social, economic and religious change. The events of this period saw a decisive shift in the balance of power between crown and parliament.

The focus of study is on developments and changes over a broad timescale and so the content is presented as themes spanning a significant duration: 1625–88. This option also contains a study in depth of historical interpretations on a broad question that is contextualised by, and runs on from, the themes: how revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?



Paper 2, Option 2C.1:

France in revolution, 1774–99

This option comprises a study in depth of the causes and course of the French Revolution, 1774–1799, a tumultuous period of change for the French people as they evolved from subjects to citizens in a maelstrom of revolutionary activity, war and constitutional experiment, and one that would inspire revolutionary movements around the world. Students will gain an in-depth understanding of the causes and onset of revolutionary activity in France, and the subsequent political, social and economic changes.

Year Two

Paper 3, Option 39.1:

Civil rights and race relations in the USA, 1850–2009

This option comprises two parts: the Aspects in breadth focus on long-term changes and contextualise the Aspects in depth, which focus in detail on key episodes.

Together, the breadth and depth topics explore developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans, both in terms of civil rights and also broader social and cultural changes over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.

Coursework Overview

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently

researched assignment. The focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view based on relevant reading on the question, problem or issue. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians. Students will choose one of our centre-set and exam board approved assignment questions. An assignment framework is provided to support the development of individual assignments.

Subject Specific Entry Requirements: **Grade 6 or above in GCSE History**

Exam Board: Edexcel Level 3 Advanced GCSE (9H10) Route C: Revolutions in Early Modern Europe

HISTORY OF ART

Why Study History of Art?

History of Art is a prestigious, highly academic humanities subject that sits comfortably alongside History, English Literature, and Philosophy on the Russell Group's list of recommended subjects. It is often overlooked, yet like a rare alpine plant, it is both exceptionally beautiful and incredibly sturdy. It teaches you to read the visual world around you, transforming you from a passive consumer of images into a critical analyst of culture, politics, religion, and human identity.

If you are curious about why the world looks the way it does, how power has been broadcast through architecture across centuries, or how artists have rebelled against societal norms, this is the course for you. No prior practical art skills are required; this is an essay-based academic discipline that values sharp analytical minds and articulate writers.

The study of art in its historical and contemporary forms gives students crucial knowledge of world civilisations. It gives students visual and analytical skills that can be applied in many walks of life and the



tools to understand how images and objects work to shape our social and political identities. This specification allows students to develop particular strengths and interests, includes non-European examples, encourages lifelong learning, and provides access to higher education and university degree courses in art history and related subjects, as well as art historical-related and other careers. Students should be encouraged to research and investigate art through first-hand experience.

The subject content is divided into three areas:

- A: Visual analysis
- B: Two Themes (Nature and Identity)
- C: Two Periods (Renaissance, Italian 1420-1520 and Pop Life USA and GB 1960-2015)

There are two papers:

Paper 1:
Visual analysis and themes
(*Paper code: 9HT0/01)

Written examination: 3 hours, 50% of the qualification, 110 marks

Content overview

- Visual analysis
- Themes

Paper 2:
Periods (*Paper code: 9HT0/02)

Written examination: 3 hours, 50% of the qualification, 110 marks

Content overview

- Periods

Entry Requirements: **Basic entry grade requirements**

Exam Board: Pearson Edexcel Level 3 Advanced GCE in History of Art (9HT0)

LATIN/CLASSICAL GREEK

A Level in Latin/AS Classical Greek will enable learners to:

- develop an appropriate level of competence in the language studied
- acquire the language skills which enable learners to read literary texts, both prose and verse, in the original language
- develop an interest in, and enthusiasm for, the literary, historical and cultural features of the ancient world
- acquire the literary skills which enable learners to read ancient literature, both prose and verse, in its original language with appropriate attention to literary techniques, styles and genres
- apply analytical and evaluative skills at an appropriate level which show direct engagement with original texts in the ancient language
- make an informed personal response to the material studied
- begin to develop a sensitive and analytical approach to language generally

Students will be expected to study a range of authors' work in order to develop a wider vocabulary and more complex understanding of syntax and accidence. This will enable them to translate unseen passages, and answer comprehension and grammar questions on an unseen prose passage.

Over the course of the A/AS Level, learners will have studied the works of at least four different authors in preparation for the Language and Literature examinations. In both the Prose and Verse Literature components students will be required to read additional literature in translation in order to understand the context from which the set texts have been taken.

Our Latin and Greek students have the opportunity to form an integral part of our Sixth Form Classical Leaders team, helping to encourage younger students in their interest and achievement in Classics throughout the school, presenting assemblies, meeting and sourcing speakers, and exciting the school community about the Classical World.

LATIN

For A Level Latin the prose unseen author is Livy, an epoch-defining author whose great work tells the 'history' of Rome from Romulus and Remus, via Hannibal's elephants, up to civil war, Augustus and the foundation of the Roman Empire. His skill as a historian (or yarn-spinner?) made him a model for later writers throughout the centuries. The verse unseen author is the satirical and wickedly witty poet Ovid, whose works vary from advice on how to win a girlfriend, through a vast anthology of myths to his sad letters after his exile from Rome. Always clever and frequently quite racy, his poetry has entertained, influenced and informed for two thousand years. You will expand your ability to problem solve and apply your excellent grammatical knowledge in an array of different situations.

The set texts we currently teach for literary study include:

- Virgil's Aeneid - arguably the most influential Latin text ever written



- The cheeky and intellectually challenging love poetry of Ovid
- Cicero's powerful rhetoric, deeply embedded in the trials and tribulations of late Republican Rome
- Tacitus' historical work, exploring the lives and intrigues of the imperial families - which can read more like a modern soap-opera than history as we know it!

GREEK

There is no set unseen author. All authors presented in the unseen will be 'adjusted' to fit the style of Greek that students will have learnt throughout the year, so authors can be as diverse as historians, speechmakers and biographers.

Our prose set text is The Histories by Herodotus—the tale of the brave Spartan stand against the Persian leader Xerxes, in which 300 brave warriors stood firm to the death against 150,000 Persian troops, to defend all of Greece. We will explore the language of the text and the context of the Persian Wars, to gain a deep appreciation of Herodotus' storytelling.

The verse set text is from Book 16 of Homer's Odyssey. We meet Odysseus as he returns to his homeland of Ithaca and reunites with his son, from whom he has been separated for 20 years. Homeric Greek differs from the Classical Greek you study for language at GCSE: the opportunity to read in a different dialect will deepen your understanding of Greek language and literature, giving an insight into the variety of 'flavours' of Greek which are available to explore.

Subject Specific Entry Requirements: **GCSE grade 6 in Latin / GCSE grade 6 in Ancient Greek**

Exam Board: OCR

GCSE CLASSICAL GREEK

Sixth form students have the opportunity to take GCSE Classical Greek as an extracurricular class. In this two year course, you will study alongside Year 10 and 11 students. No prior knowledge of Greek is required.

Year 1

Students study 'Greek to GCSE' Book 1 by John Taylor. Students develop their knowledge of vocabulary and grammar through the translation of stories based upon history and myth and by completing language exercises. Students start to learn the GCSE vocabulary list and sit the ICCG Certificate in Classical Greek.

Year 2

Students continue their study of Classical Greek using John Taylor's 'Greek to GCSE' Book 2. Students learn the GCSE vocabulary list and develop their knowledge of grammatical features through regular practice in translation and comprehension.

Students prepare for the prose and verse literature exams. They will study sections from Herodotus for the prose paper and from Homer for the verse paper. Students will translate the texts from Classical Greek into English and analyse the literary techniques used by each author.

Entry Requirements: **Basic entry grade requirements**

MATHEMATICS

A Level Mathematics involves the study of mathematical principles and techniques and their application to theoretical and practical problem solving. It provides the sound base necessary for further mathematical study.

The course is assessed by 3 equally weighted papers of duration 2 hours.

Papers 1 & 2 cover the Pure content, including

- Proof
- Algebra & Functions
- Coordinate Geometry
- Sequences & Series
- Trigonometry
- Exponentials & logarithms
- Differentiation & Integration
- Numerical Methods
- Vectors

Paper 3 covers both Statistics And Mechanics

Section A

- Statistical sampling
- Data presentation & interpretation
- Probability
- Statistical distributions
- Statistical hypothesis testing

Section B

- Quantities & units
- Kinematics
- Forces & Newton's Laws
- Moments

The course is an excellent preparation for study of mathematics in higher education. It also covers the techniques and applications needed for the study of other subjects in higher education such as Engineering, Economics and the Sciences.

Subject Specific Entry Requirements: **Grade 6 or above in GCSE Mathematics**

Exam Board: Edexcel



MUSIC

The A Level Music course at CSG is challenging and rewarding. The students who choose it are committed to their musical studies and with our excellent facilities, our partnerships, and the numerous high-level performing ensembles, students often say that it is one of their most enjoyable A Levels.

The aim of this course is to develop your abilities as an intelligent musician. It is structured around 3 units each year which are linked together by four Areas of Study.

A Level

UNIT 1

Performing (externally assessed via recording) 30%

This takes the form of a minimum 8 minute recital, either as a soloist, ensemble player, or accompanist. You will present one or more pieces.

UNIT 2

Composing (externally assessed coursework) 30%

This takes the form of two compositions. Composition 1 is written to a brief set by the exam board. Composition 2 is a free composition in any musical style.

Total time across both compositions' must be a minimum of 4 minutes.

UNIT 3

Listening & Appraising (exam paper) 40%

Application of knowledge through the context of six areas of study, each with two set works, with the exception of Popular Music and Jazz, which has three set works.

- Vocal Music,
- Instrumental Music,
- Music for Film,
- Popular Music and Jazz,
- Fusions,
- New Directions,
- Application of knowledge to unfamiliar works.

The areas of study are: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions.

This paper comprises two sections: A and B.

Section A: Areas of study short listening questions and dictation **(50 marks)**

Section B: Extended written response

Two essay questions – essay one **(20 marks)** and essay two **(30 marks)**

- Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of four questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

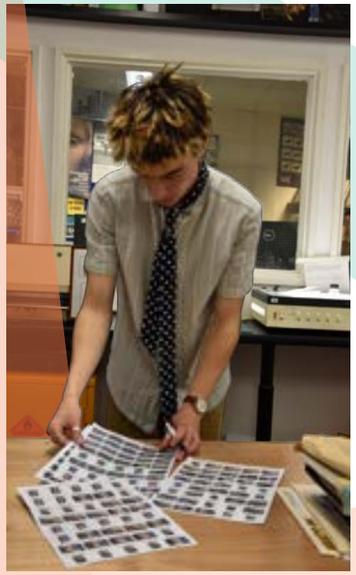
Subject Specific Entry Requirements: **In terms of performing, students should be at least Associated Board Grade 5 standard or equivalent at the start of the course. They should also have a grade 6 or above in GCSE Music (or grade 5 music theory) and be fluent in reading staff notation.**

Exam Board: Edexcel

SIXTH FORM ORCHESTRAL MUSIC PROGRAMME 2027

Please note, this programme is an enrichment and an application should be made in addition to the student's A Level course options.

15 places are available on the basis of musical aptitude and ability. Successful applicants for the orchestral music programme are offered a place in the school (should they meet the academic entry requirements for their chosen A Level courses), regardless of the distance they live from the school.



Students do not need to select Music A Level in order to be considered for a place on this programme. However, this is an orchestral programme, so a degree of proficiency is required in one of the following instruments:

Violin, viola, cello, double bass, flute, oboe, clarinet, bassoon, French horn, trumpet, trombone, tuba, harp, or orchestral percussion.

Students should complete the additional 'Orchestral Music Course Application Form' should they wish to be considered for one of the enrichment places.

All applicants must sit a music aptitude assessment to be held on:

- Thursday 21 January 2027 (4:00pm - 5:30pm)

The test is designed to provide an objective measure of musical aptitude and does not require any prior training, practice, or knowledge of musical theory.

The first 50 students ranked in order of their test scores will be invited back to attend a performance audition. You will be notified by Tuesday 26 January 2027 if you are going to be invited to perform.

The auditions are held on:

- Wednesday 3 February 2027 (3:00pm - 4:30pm) and Thursday 4 February 2027 (9:30am - 5:00pm)*

*You will be notified of your Audition time. Please note: we cannot supply an accompanist for the auditions, but applicants are welcome to bring their own.

Students will be asked to perform one piece on their instrument for up to five minutes.

In addition to the 15 places offered, 10 students will be placed on the reserve list and will be offered a place should any student offered the programme decline their place.

Applications for the programme and a standard Sixth Form Application should be completed and submitted by midday, Wednesday 13 January 2027.

The allocation of music programme places is regarded by the governors as final.

PHILOSOPHY

You may often have asked yourself philosophical questions without realising that you were doing philosophy. Questions such as:

- What is the mind and how is it related to the brain?
- Am I ever free to choose or are all my choices determined by factors that are beyond my control?
- Why should I be tolerant of others?
- Is our political system the best that we can have?
- What would an absolutely fair society be like?
- Why does the universe exist?
- Does God exist?
- Is morality just a matter of opinion?

Studying straight philosophy involves not only asking and trying to answer these questions, but also thinking as carefully and clearly as possible about what such questions mean. If you find yourself being puzzled by questions of this kind then philosophy could be the subject for you.

Year One

- Epistemology (Theory of knowledge: how do I know what I know?)
- Philosophy of Religion (What are the arguments for and against God's existence?)



Year Two

- The Philosophy of Mind (What is the relationship between the body and the mind? Is the mind just the brain, or are they separate things?)
- Moral Philosophy (Is there such thing as good? If so, what is it? Or is good purely subjective?)

These subjects will be examined in June in Year 13.

Please note that there is no coursework.

Examinations Required: Two 3 hour papers.

Paper One: **Epistemology and Moral Philosophy**

Paper Two: **Metaphysics of God and Metaphysics the Mind**

More information about the syllabus can be obtained by visiting the AQA website.

Entry Requirements: **Basic entry grade requirements**

Exam Board: AQA

PHOTOGRAPHY

With an A Level in Photography you can apply for Foundation courses in Fine Art or Photography and with a very good portfolio, take a Degree in Photography or a related course. Once qualified, you can consider a wide range of careers including photojournalism, freelance photography, media and promotional photography.

You are taught how to use a fully manual camera, shooting film in the studio and on location. Students develop and print black and white film in the darkroom and manipulate prints using Photoshop in the computer suite. You will learn about photographers' work, produce independent research and develop your own analytical skills. Visits to galleries are an essential part of the course to complete the critical and contextual studies element.

The technical skills required to be successful at A Level are taught continuously throughout the entirety of the course with students being encouraged to explore both traditional methods and new media. The course commences with short introductions to a varied range of themes and approaches, supported by both historical and contemporary Photographers. Students visit many exhibitions and galleries to broaden their appreciation and knowledge of how photography can be used. A work journal is kept that displays the development and experimentation of an idea from inception to completion and is a key element in final assessment.

The second year builds on the first to reach full A Level standard. Final assessment happens in June of the second year, with coursework worth 60% and a final externally set unit worth 40%. The modules encourage you to develop your own ideas and style but the course does have a structure which encourages you to learn more about Photographers and photographic skills. The A Level course includes a detailed written study on a theme/topic of your own choice that connects with your practical work.

Many of our students go on to Art Foundation courses at the major Art Schools. Following this they take up places on degree courses in photography, graphics, fashion, illustration, fine art, printed and woven textiles and stage design.

- Coursework, Creative Solving 60%
- Externally set assignment 40%

Entry Requirements: **Basic entry grade requirements**

Special Requirements: **A grade 5 or above in GCSE Art would be advantageous but not essential**

Exam Board: Edexcel

PHYSICS

Units covered:

1. Measurements and their errors
2. Particles and radiation
3. Waves
4. Mechanics and materials
5. Electricity
6. Further mechanics and thermal physics
7. Fields and their consequences
8. Nuclear physics
9. Astrophysics

The course is assessed by 3 examinations. Each examination is 2 hours long. Paper 1 assesses units 1 to 5 and 6.1 (Periodic motion). Paper 2 assesses units 6.2 (Thermal Physics), 7 and 8.

Paper 3 is in 2 sections. Section A assesses Practical skills including data analysis, Section B assesses the Astrophysics unit.

The coursework element in A Level Physics has been replaced by a focus on practical skills over a range of core practicals.

As well as answering questions in written exams, students' practical skills will be assessed by teachers as part of the Practical Endorsement at A Level. This is separate to the A Level grade and will be reported as a 'Pass' on A Level certificates.

Overall, at least 40% of the marks in assessments for physics will require the use of mathematical skills.

Subject Specific Entry Requirements: **Grade 6/6 or above in combined science or two grade 6 (including Physics and one other science) if taken as triple science.**

Studying A Level Mathematics with Physics is NOT a requirement, but is an advantage, as is taking Physics alongside other Science subjects.

Exam Board: AQA

PSYCHOLOGY

Psychology is the scientific study of mind and behaviour. It seeks to understand how people think, feel, and act in different situations and the underlying mental processes that drive these behaviours. At the A Level, students delve into various aspects of this fascinating field, exploring classic and contemporary research to understand human psychology comprehensively.

The AQA Psychology A Level covers a range of topics, providing students with a broad foundation in psychological principles and theories. Some of the key areas studied include:

- Social Influence: Examining how individuals are affected by the presence and actions of others.
- Memory: Investigating how information is encoded, stored, and retrieved in the human mind.
- Attachment: Exploring the development of emotional bonds between infants and caregivers.
- Clinical Psychology and Mental Health: Studying mental disorders, their causes, and treatments.



- Approaches in Psychology: Introducing different cognitive, behavioural, and biological perspectives.
- Biopsychology: Examining the relationship between biological processes and behaviour.
- Research Methods: Learning about scientific approaches to studying psychology, including data collection and analysis.
- Issues and Debates: Discussing key controversies and ethical considerations in psychological research.

Additionally, students study the optional topics of schizophrenia, aggression and relationships.

Throughout the course, students develop critical thinking skills, learn to evaluate research methods, and gain insights into the complexities of human behaviour. This knowledge prepares them for further study in psychology and provides valuable understanding applicable to many aspects of life and various career paths.

How is the course assessed?

This A Level is 100% exam-based and consists of three papers at the end of the two-year course. Each of the three papers is worth a third of your final grade. There is no coursework.

At least 25% of the exam will test your knowledge of Research Methods. A minimum of 10% of the assessments' marks will require using mathematical skills. These skills will be applied in the context of A Level Psychology and will be at least the standard of higher-tier GCSE Mathematics.

Subject Specific Entry Requirements: **Grade 6/6 or above in Combined Science or two grade 6s in separate sciences**

Special Requirements:

- **Proficiency in essay writing**
- **Strong numeracy skills**
- **Commitment to extensive subject-related reading**

Exam Board: AQA

SOCIOLOGY

Sociology is a lively and enjoyable subject, being the study of society and how the social world shapes our ideas, our social behaviour and our individual identities. It's also about how societies change by people experimenting with new ideas and identities. No prior knowledge of Sociology is needed.

Year One

Socialisation, culture and identity: (01)

This component introduces learners to the key themes of socialisation, culture and identity and develops these themes through the context of youth subcultures. This option

develops skills that will enable individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues. The following tables outline the content that must be studied. This is split into two sections, Section A and Section B.

Section A: Introducing socialisation, culture and identity

1. What is culture?
2. What is socialisation?
3. What is identity

Section B: Option 2
Youth Subcultures

This option focuses on youth as an important period in the socialisation process when individuals are developing a sense of identity within their peer groups. It allows learners to explore different types of youth subcultures and the roles they may play in society.

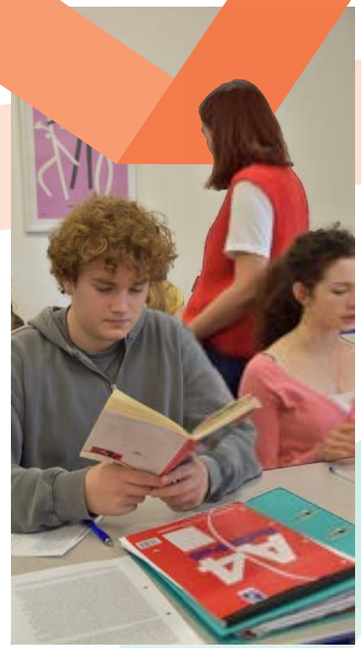
1. How and why are youth culture and subcultures formed?
2. Why do young people participate in deviant subcultures?

Researching and understanding social inequalities (02)

In this section, learners are introduced to a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods. Learners are encouraged to consider the practical, ethical and theoretical issues arising in sociological research and to apply knowledge of research methods to the particular context of social inequalities.

Section A

1. What is the relationship between theory and methods?
2. What are the main stages of the research process?
3. Which methods are used in sociological research?



Section B Understanding Social Inequalities

Within this section learners will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. Learners are able to engage in theoretical debate, explore conceptual issues and develop skills of analysis and evaluation of sociological research and evidence.

1. What are the main patterns and trends in social inequality and difference?
2. How can patterns and trends in social inequality and difference be explained?

Year Two

Debates in Contemporary Society (03)

This component engages learners in theoretical debates and how these relate to a contemporary global society. The component will develop knowledge and understanding of social processes and social change. It develops links between the topics studied in this component, the nature of sociological thought, contemporary social policy and the core themes. Contemporary and global debates are introduced through a compulsory topic of 'Globalisation and the digital social world' in Section A, whilst Section B explores them in more depth from a detailed study of crime and deviance. This is split into two sections, Section A and Section B.

Section A Globalisation and the Digital Social World

1. What is the relationship between globalisation and digital forms of communication?
2. What is the impact of digital forms of communication in a global context?

Section B Option 1 Crime and Deviance

This option focuses on debates in contemporary society through a detailed study of crime and deviance. The social construction of crime and deviance are considered and the ways in which crime is socially distributed, explained and reduced. This option introduces a global dimension, with reference to patterns and trends. It aims to give an understanding of different theoretical approaches to the study of crime and deviance.

1. How are crime and deviance defined and measured?
2. What are the patterns and trends in crime?
3. How can crime and deviance be explained?
4. How can crime and deviance be reduced?

There will be three exam papers at the end of Year 13. Some short answer responses are required as well as essay-based responses.

Entry Requirements: **Basic entry grade requirements**

Exam Board: OCR H580

SPANISH

Theme 1: La evolución de la sociedad española

- El cambio en la estructura familiar
- La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.
- El mundo laboral
- La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo
- para los jóvenes; la igualdad de género.
- El impacto turístico en España
- El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.

Theme 2: La cultura política y artística en el mundo de habla española

- La música
- Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.
- Los medios de comunicación
- La televisión y las telenovelas: los medios de comunicación escritos y en internet; el
- impacto en la sociedad y la política.
- Los festivales y las tradiciones
- Los festivales, las fiestas, las costumbres y las tradiciones.

Theme 3: La inmigración y la sociedad multicultural española

- La inmigración históricamente y contemporáneamente
- Los orígenes de la inmigración; los musulmanes en Al-Ándalus; la influencia de los
- inmigrantes del norte de África y América Latina.
- La integración y el multiculturalismo
- Los beneficios y los retos del multiculturalismo; las actitudes hacia las comunidades de
- Inmigrantes.

Theme 4: La dictadura franquista y la transición a la democracia

- La dictadura franquista
- La Guerra Civil y el ascenso de Franco, la vida cotidiana bajo el franquismo: la opresión
- política, la censura, las divisiones en la sociedad.
- El paso de la dictadura a la democracia
- El papel del Rey Juan Carlos en la transición; el Gobierno de Suárez; el impacto de la dictadura en la sociedad actual.

Paper 1: Listening, reading and translation

Written examination:
1 hour and 50 minutes

40% of the qualification

This paper draws on vocabulary and structures across all four Themes.

Section A: Listening

Section B: Reading

Section C: Translation into English

Paper 2: Written response to works and translation

Written examination:
2 hours and 40 minutes

30% of the qualification

Section A: Translation of an unseen passage from English into Spanish.

Section B: A written extended response on one of the literary texts listed.

Students select one question from a choice of two.

Section C: A written extended response on only one question on one of the films

Paper 3: Speaking

Total assessment time: between 21 and 23 minutes including a single period of 5 minutes' formal preparation time

30% of the qualification

Task 1: Students discuss one Theme from the specification based on a stimulus containing two different statements.



Task 2: Students present a summary of the key findings of the written sources they have used for their research and answer questions on this. They then have a wider discussion on their research.

Subject Specific Entry Requirements: **Grade 6 or above in GCSE Spanish**

Exam Board: Edexcel

THEOLOGY (RELIGIOUS STUDIES)

Theology A Level is an exciting subject which explores three distinct areas of inquiry, each exploring a range of religious, non-religious and philosophical perspectives. The three aspects of the OCR Religious Studies (H573) course are:

- Ethics (Moral Philosophy)
- Philosophy of Religion
- Themes and Issues in Christian Thought

Part One: Ethics

The Ethics component asks fundamental questions like: What is good? How should I behave? What makes an action right or wrong? What does it mean to live well?

Various ethical theories will be explored that attempt to answer the above questions, including: Deontological Ethics (Kant), Consequentualism (Utilitarianism) and Natural Law (associated with Thomas Aquinas)

Ethical issues such as euthanasia, abortion, and business ethics will



also be discussed, and students will be required to come to reasoned judgements on their ethical implications.

Part Two: Philosophy of Religion

The Philosophy of Religion component examines fundamental questions about the nature of religion, existence of God, and religious experience. It involves critical exploration of philosophical arguments, religious concepts, and challenges to religious belief. Key topics often include

- Arguments for the Existence of God (Ontological Argument, Cosmological Argument, Teleological (Design) Argument, arguments from Religious Experience
- Challenges to the Existence of God (Problem of Evil and Religious attempts to explain evil)

Part Three: Themes and Issues in Christian Thought

Debates and issues in Christian thought that students will explore include the following: Does the concept of original sin make sense? Why did Jesus have to die? Can we trust the Biblical accounts of Jesus' life? How do we know who God is? Are non-Christians going to Hell according to Christianity? Is it ever justified to commit acts of violence in the name of Christianity? Can a person be a feminist, a socialist, and a Christian at the same time?

Examinations Required: Three 2 hour exams.

- Philosophy of Religion
- Religion and Ethics
- Development in Religious Thought

Entry Requirements: **Basic entry grade requirements**

Exam Board & Syllabus Names: OCR Religious Studies (H573)



BEYOND THE ACADEMIC CURRICULUM

SIXTH FORM ASSEMBLY

Every Monday morning we hold a Sixth Form Assembly which all students are expected to attend unless they have an out of grid subject lesson.

We hold stimulating debates and encourage our students to think about current and diverse issues. Speakers are invited from all kinds of professions and backgrounds to come in and talk to our students. We are very fortunate to have many interesting, thought-provoking and sometimes controversial talks.

Speakers on issues of interest in the past have been Bryan Elsley - Skins writer; Tim Spector - Professor of genetic epidemiology; Stephen Mangan - British actor & comedia Deborah Tabi - The Young Minds Campaign; Rupert Sanderson - British shoe designer; Cornelia Parker - Artist; Martin Elliot - Cardiotheratic surgery; Mariana Mazzucato - Economist & academic; Dr Alice Bell - Head of Climate & Health Policy at the Wellcome Trust; Indira Varma - Actress; Katie Razzall - BBC's culture & media editor

SIXTH FORM COUNCIL & PREFECT SYSTEM

As part of our 'Student Voice' we have a Year 12 Council that meets regularly. The Sixth Form Council actively contributes to making real decisions about what goes on in the school. The function of the group is also to raise matters of interest or concerns that have been put forward by tutor groups.

Each year the students elect a Senior Prefect team. The Senior Prefects work closely with the Director of Sixth Form organising a number of events. They raise money for charity and take a key role in the induction of new students to the school, as well as representing the Sixth Form at key events such as Open Day and Parents' Information Evenings. They write reviews of all our assembly speakers for the school Friday News publication and periodically deliver assemblies on topics that interest them. They also put on a Sixth Form Christmas Panto!

MENTORING & COUNSELLING

We are committed to providing opportunities and support for students to develop skills which will enable them to take responsibility for their own learning and lives. Few of us are able to work effectively when stressed or unhappy therefore we also have a Sixth Form Counselling Service to provide support for those students who may need extra help in developing independent learning skills.

We have two part-time Counsellors and a team of academic mentors, from the teaching staff, to advise, monitor and support students who might be struggling with the demands of A Level study in a particular subject. We also have outside mentoring schemes with 'Step Up', 'Inspire' and 'WOW' (Women of the World Organisation (who arrange work experience opportunities for students in a range of industries) and Kings College (K+) who give students support mentoring and also an insight into Higher Education.

I TRULY BELIEVE THAT IT'S THROUGH INSTITUTIONS LIKE CAMDEN SCHOOL FOR GIRLS, WHERE YOUNG PEOPLE ARE ENCOURAGED TO CLOSELY EXAMINE THIS WORLD AND DECLARE, UNASHAMEDLY, THAT IT OUGHT TO BE BETTER THAT ANY SOCIETAL CHANGE EMERGES

FORMER HEAD BOY

EXTRA CURRICULAR

WHILST WE HAVE VERY HIGH ACADEMIC STANDARDS, WE ALSO RECOGNISE THAT THERE'S MORE TO SIXTH FORM LIFE THAN THE SUBJECTS STUDENTS STUDY, SO WE TAKE EXTRACURRICULAR ACTIVITIES VERY SERIOUSLY. OUR STUDENTS FEEL A REAL SENSE OF ACHIEVEMENT AND CONFIDENCE WHEN JOINING OTHERS TO ENJOY LEARNING AND SELF-DEVELOPMENT BEYOND THE CURRICULUM.

As well as the performing arts and enrichment studies, our students take part in many activities including:

The Sixth Sense: writing articles for and publishing a regular sixth form magazine.

Student Run Clubs: a variety of clubs run by and for sixth form and some main school students such as: Creative Thinking; Green Club; Literary Society; Feminist Club; Football; Basketball Club; Med. Soc.

Debating: with three formal debates throughout the year and a debating club which takes part in many competitions.

Assemblies: students present assemblies on topics of personal interest.

Charities: The Sixth Form is a very outward looking body of students which support charities wholeheartedly. We do this in a variety of ways from simply holding out buckets at school events, asking parents for their support, to actually putting ourselves on the line and doing something big or small to help raise money.



Senior Prefect Team 26/27

Every year the whole of the Sixth Form vote to support one national and one international charity.

Some of our charity events are long term, we have supported Crisis at Christmas for at least ten years. Last year our students raised money through a football tournament, bake sales and other innovative initiatives so we were able to donate respectively to Camden Streets Kitchen and UNICEF. Every autumn the Sixth Form supports the whole school in raising money for Breast Cancer by having a 'Pink Day' where there are competitions, cake sales, the 'Pink Police' and of course we all dress in pink!



ENRICHMENT STUDIES

Enrichment studies have been designed to broaden a students' Post 16 experience. These will be timetabled in Grid A, i.e. Friday morning and Wednesday afternoon. Courses in this block are generally taught over one academic year. Students have the choice whether to undertake an enrichment study or not.

CERAMICS
CHARTERED INSTITUTE FOR SECURITIES & INVESTMENT
INTERNATIONAL SHORT STORIES
DEBATING
DRAMA PRODUCTION
FILM STUDIES
FOOTBALL
HISTORY OF IDEAS
DUKE OF EDINBURGH GOLD AWARD
RELIGION AND CULTURE APPRECIATION
MUSIC THEORY

MUSIC

Camden School for Girls has a large and active Music Department. Whether an experienced musician or a beginner there are a range of ensembles that students can join:

BAND WORKSHOP
BIG BAND
JAZZ BAND
SIXTH FORM SINGERS
CHAMBER CHOIR
SYMPHONY ORCHESTRA

AFTER SCHOOL HOURS ACTIVITIES

There are also other enrichments and opportunities which take place outside normal school hours. Students' will be asked for a small donation to cover the cost of providing these activities. The school has offered the following after school hours activities in the past:

MASTER CLASSES

Master Classes are for all students but particularly for those who are considering Oxbridge or other high demand Russell group universities.

The aim of these sessions is to alert our students that they have to work outside the confines of the A Level syllabus if their bid for places at these competitive institutions is to be successful.

Past Master Classes range from:

Author Q&A with David Nicholls

Academic Freedom - and why it matters with Edward Skidelsky

Vermeer, toleration, and women's rights in 17th Century Holland with Andrew Graham-Dixon

Unpacking Israel and Palestine with Colin Shindler

Transcendence for Beginners with Clare Carlisle

Sexuality and Gender in Ancient Rome with Anne Alwis

The History of Brainwashing and Thought Control with Daniel Pick

Evolution and Genetics with Steve Jones

Politics Q&A with Jeremy Corbyn

SPRING REVISION

In order to also support students in their academic studies, we offer Spring Revision Sessions, which comprise one or two hour targeted revision sessions across a range of academic subjects.

AT CAMDEN THERE IS ALWAYS A SENSE THAT THINGS ARE ACTUALLY POSSIBLE, A DESIRE TO PUSH THE LIMITS, THE SENSE THAT IF YOU WANT SOMETHING YOU CAN ACHIEVE IT, AND BEING ACTIVELY ENCOURAGED AND INSPIRED TO DO SO, TO BE BOLD AND CREATIVE, TO PROGRESS FORWARD TO GO 'ONWARDS AND UPWARDS', AS IS THE SCHOOL MOTTO...

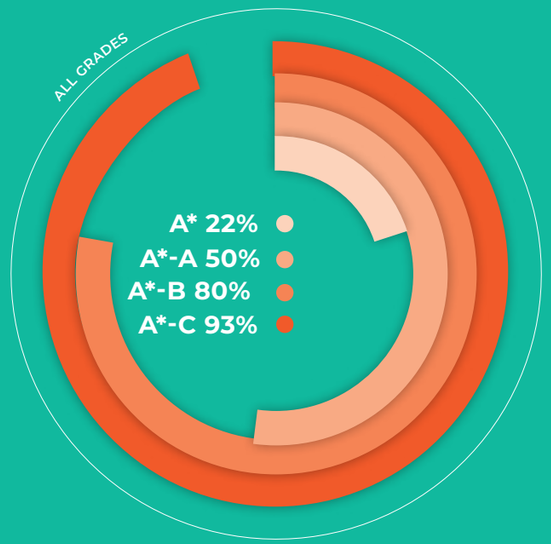
FORMER HEAD GIRL

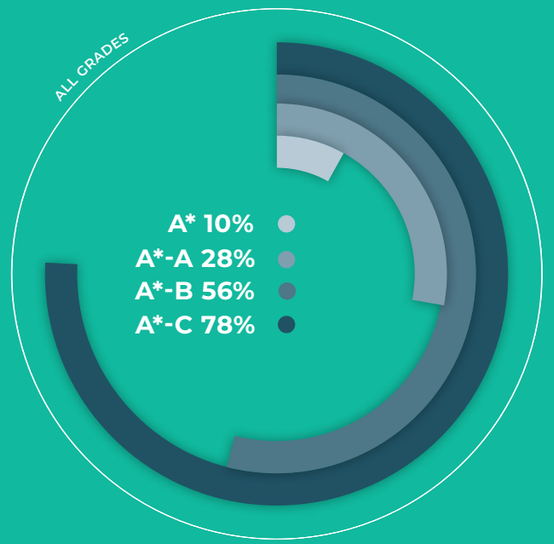
RESULTS 2026

STUDENTS AT CAMDEN SCHOOL FOR GIRLS ACHIEVED AN EXCELLENT SET OF A LEVEL RESULTS AND HAVE, ONCE AGAIN, OUT-PERFORMED STUDENTS NATIONALLY BY A SIGNIFICANT MARGIN.

OVERALL ATTAINMENT

- 29% of students were awarded 3 or more A Levels with A*-A grades
- 64% of students were awarded 3 or more A Levels with A*-B grades
- 28 places at Oxbridge or medical school
- International placements at Megas Moniz University of Dentistry in Portugal and Civil Engineering at Milan's Polytechnic University





Camden School for Girls Sixth Form A Level Results

National A Level Results

All percentages have been rounded to the nearest whole number
National Data Source: Joint Council for Qualifications 2026 (England Only)

	A*	A* - A	A* - B	
	CSG	CSG	CSG	NAT.
ART*	46.7%	66.7%	100.0%	67.8%
BIOLOGY	5.9%	21.6%	54.9%	50.6%
CHEMISTRY	16.9%	42.4%	69.5%	55.5%
CLASSICAL STUDIES	12.5%	75.0%	87.5%	61.1%
DRAMA	10.0%	50.0%	80.0%	63.0%
ECONOMICS	9.8%	34.1%	75.6%	61.8%
ENGLISH LITERATURE	32.2%	55.9%	94.9%	56.7%
FURTHER MATHS	35.0%	55.0%	80.0%	80.5%
FRENCH	35.7%	85.7%	100.0%	67.1%
GEOGRAPHY	8.8%	35.3%	85.3%	54.6%
HISTORY	24.6%	63.8%	89.9%	58.5%
HISTORY OF ART	18.2%	45.5%	81.8%	N/A
LATIN		25.0%	25.0%	82.4%
MATHEMATICS	19.6%	53.6%	73.2%	61.7%
MUSIC	45.5%	63.6%	100.0%	52.9%
PHILOSOPHY		18.8%	75.0%	51.4%
PHOTOGRAPHY*	12.5%	37.5%	87.5%	67.8%
PHYSICS	25.8%	45.2%	77.4%	53.8%
POLITICS	23.1%	56.4%	89.7%	59.0%
PSYCHOLOGY	16.7%	30.0%	56.7%	47.8%
SOCIOLOGY	25.0%	50.0%	87.5%	49.0%
SPANISH	30.0%	65.0%	85.0%	65.4%
THEOLOGY	45.5%	54.5%	90.9%	56.3%
EPQ‡	44.4%	82.2%	93.3%	73.6%
ALL A LEVEL SUBJECTS	21.7%	49.4%	80.1%	55.6%

All percentages have been rounded to 1 decimal place.

National Data Source: Joint Council for Qualifications 2026 (England Only)

* National data is not for a single subject, but for a range of related subjects. Therefore the values given may not be an accurate comparison for the individual subject.

‡ For EPQ, England Only data is not available, All UK Candidates are used for comparison



WHAT I HAVE LOVED MOST ABOUT CAMDEN HAS BEEN ITS EMPHASIS ON THE HOLISTIC EDUCATIONAL EXPERIENCE. WHILST EDUCATION IS ALWAYS THE MAIN PRIORITY, CAMDEN MAKES SURE THAT WE LEAVE AS TRULY WELL-ROUNDED INDIVIDUALS

FORMER HEAD BOY

HIGHER EDUCATION

NEARLY ALL OUR SIXTH FORM STUDENTS APPLY FOR HIGHER EDUCATION. AS ALWAYS, STUDENTS WHO LEFT US IN JULY 2026 APPLIED FOR A VARIETY OF COURSES, RANGING ACROSS THE ARTS, HUMANITIES, SOCIAL SCIENCES AND SCIENCES.

Every year approximately three quarters of our students secure places at the prestigious Russell Group universities. This year 20 of our students obtained the necessary grades to take up their Oxbridge offers and 8 students gained places to study medicine, dentistry, or veterinarian science. In addition, 16 students obtained places on Art Foundation and/or Degree courses at Art School.

Art College remains a firm favourite with some students taking an Art Foundation course as a prelude to further study in a more specialised area of Art, whilst others are spending a year on an Art Foundation course prior to taking up an academic degree at a different Higher Education Institution.

Many of our students choose to take a gap year. Some work for a period of time in order to finance travel to far-flung and exotic places; others go abroad for the entire year, either on volunteer projects around the world or to live in a country where they can learn a new language or improve their fluency in one already studied. Others apply for internships which gives them the opportunity to experience working in an industry they are particularly interested in, and which may inform their choice of subject for undergraduate study.

We take the university application process very seriously. A full programme of advice and guidance is arranged to inform and support students over the two years, enabling them to complete successful applications to universities and colleges.

All students have access to Unifrog. This online platform enables students to research up to date information on all universities in the UK. It also provides information about other post A Level options such as degree level apprenticeships or studying abroad and gives helpful tutorial support for the whole process including writing personal statements.

In the Spring Term we have the Higher Education Conference. This event is designed to introduce our Year 12 students to the Higher Education process and other post A Level options. There are sessions from a wide range of academics, researchers, professionals and enrollment specialists to give students a better understanding of undergraduate study and to aid them through the process of selecting a university course or other options such as apprenticeships or art foundation courses.

In the Spring Term of Year 12 all students have a one to one interview with our UCAS Coordinator to discuss their plans, ambitions and options after Sixth Form.

In the Summer Term we have our Careers Conference, designed to further inform post A Level progression choices, at which people from a diverse range of professions share their career pathways with our students.

UCAS forms are started in the Summer Term of Year 12 and completed in the Autumn Term of Year 13. During this time, our UCAS Coordinator works alongside the Head of Year, helping students to choose courses and universities, to draft and re-draft personal statements, complete the online application form and to collate references.

An intensive re-focusing programme is arranged for students in the first week of Year 13, entailing workshops run by representatives from at least 10 universities. These are specifically devoted to the skills of filling in the UCAS application forms for degree courses and guiding students on personal statements. There are also mock interviews arranged throughout the term as required.

ADMISSIONS POLICY

DETERMINED ADMISSIONS ARRANGEMENTS FOR CAMDEN SCHOOL FOR GIRLS SIXTH FORM – SEPTEMBER 2027

THE ADMISSIONS SYSTEM

Each year the school admits a minimum of 140 external students into Year 12 of the sixth form for a two-year linear A Level course. The actual number of places available to external students joining the school in Year 12 depends on the number of internal students continuing into the sixth form.

HOW PLACES ARE ALLOCATED TO EXTERNAL STUDENTS

The basic qualification: All applicants must have an academic grade verification from their current school stating their predicted grades. These must in all cases include GCSEs at grade 6 or above in English Language and Mathematics, and three other GCSEs at grade 6 or above.

To study Further Maths students must be predicted a minimum of grade 7 in GCSE Mathematics.

Places will first be offered to applicants meeting the basic qualification (and any higher individual grade requirements in relation to their specific subjects) who have an Education Health and Care (EHC) Plan naming the school (issued by their local authority).

Places will then be offered in the following order:

1. Looked after[1] and previously looked after[2] children

   Looked after children or children who were previously looked after but immediately afterwards became subject to an adoption, child arrangement, or special guardianship order including those who appear to the admission authority to have been in state care outside of England and ceased to be in state care as a result of being adopted.

2. Applicants having a sibling[3] living at the same address and already attending the school at the time of admission.

   In cases where multiple siblings tie for the last place, then all will be offered a place, even if this exceeds the planned admission number.

3. Applicants who can provide evidence of an exceptional social or medical need that only Camden School for Girls is able to meet.

   Such applications will only be considered if the case is made known to the school and supported by appropriate evidence at the time of the original application. This will normally be in the form of a letter from a suitably qualified professional such as the applicant's doctor, consultant or social worker.

The remaining places will be allocated to those applicants meeting the basic qualification who live closest to the school and for whom places on their chosen courses are available. Distance to the school is measured in a straight line ('as the crow flies') from the centre of the pedestrian gate in the perimeter fence on Sandall Road and the permanent address at which the applicant normally resides at the time of the application. The school will carefully verify the permanent address of the applicant.

Once applicants have been ranked according to distance, places will be allocated in order of closeness to the school, subject to the following procedures.

1. Once the places available for a particular course of study have been filled, any other applicant who has chosen that course will be not considered for admission, regardless of whether places are available on other courses that the applicant has chosen.
2. In the unlikely event of more than one applicant being tied for entry under these criteria, the place will be randomly allocated. This process will be independently verified.

The furthest distance that successful applicants live from the school varies from year to year and depends upon the varying demand for individual courses.

The school reserves the right to withdraw courses that fail to recruit in sufficient numbers.

All students not offered a place will be put on the waiting list. As places become available they will be offered to the students on the list in distance order, provided that their courses are available.

THE APPLICATION TIMETABLE

- Application forms will be available from **Tuesday 17 November 2026** via our website
- An Open Day and Evening will be held on **Tuesday 17 November 2026**
- The deadline for completed applications is **midday, Wednesday 13 January 2027**
- On receipt of applications, academic grade verifications are sought by CSG from the applicant's current school. The final date for receipt of the grade verification is **Wednesday 24 February 2027**.
- We will notify applicants and parents if a grade verification is not received by **Wednesday 10 February 2027** which is 14 days before the deadline. It is then the responsibility of the applicant to follow up on our grade verification request from their current school.
- Conditional offer letters will be sent on **Thursday 1 April 2027** requesting a reply by **Wednesday 21 April 2027**
- All applicants who receive a conditional offer will be invited to attend a 'Welcome Evening' at the school to give students an insight into the ethos of the school and to meet the student senior prefects and the sixth form pastoral and teaching team.
- **Students who are not originally offered a place because they were not predicted the required grades or due to distance from the school, will be invited to reapply via a Supplementary Enrolment Form on the official Enrolment Day if (a) they do achieve the required grades (b) are still interested in a place.**

CONDITIONS

All places offered are subject to the following post-acceptance conditions:

1. The applicant must provide documentary proof of having in fact obtained GCSEs at or above level 6 in English Language and Mathematics, and three other GCSEs at grade 6 or above.
2. The applicant must provide documentary proof of having in fact all relevant entry requirements.
3. The applicant must produce proof of address in the form of a copy of their parent/carer's current council tax bill.

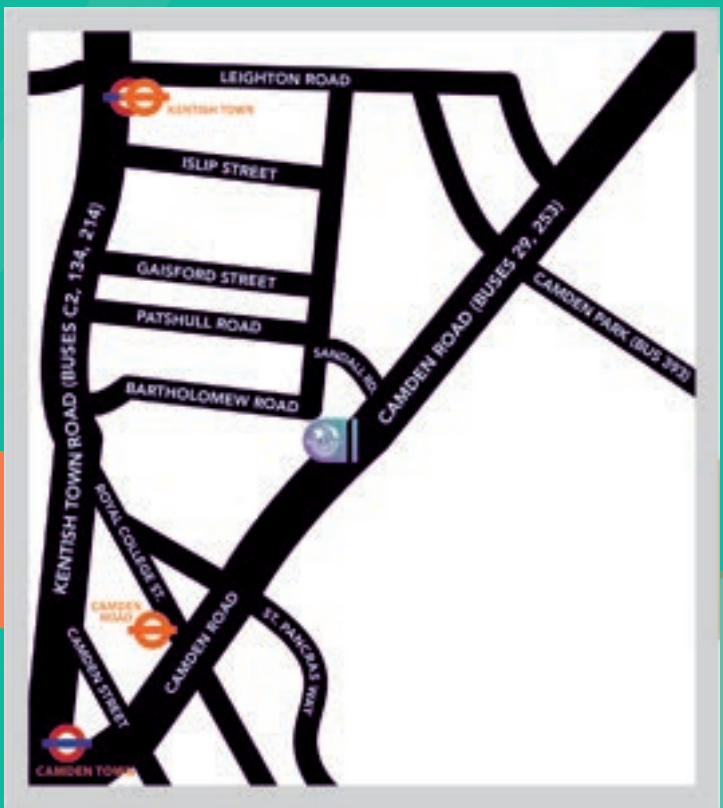
Any applicant who is unable to satisfy these conditions will not be admitted to the school. Should you wish to appeal, you can find details of the independent appeals process on the school's website.

[1] A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions at the time of making an application to a school.

[2] Paragraph 1.7 of the School Admissions Code gives equal highest priority to 'previously looked after children'.

[3] Sibling is defined in these arrangements as; a sister or brother, a half-sister or brother, an adopted sister or brother, a step-sister or brother or the child of the parents' partner where the child for whom the school place is sought is living in the same family unit and at the same address as that sibling.





THE CAMDEN SCHOOL FOR GIRLS SIXTH FORM

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