



Chigwell School

Sixth Form Handbook

2008 - 2009

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Welcome

I would like to take this opportunity to welcome you to the Chigwell School Sixth Form. We hope that this booklet will give all students and parents an insight into what is on offer and to answer any questions that you might have. However, if you do have any other thoughts or concerns, please do not hesitate to get in touch.

The vast majority of students in the Upper Fifth at Chigwell choose to move on to A level study here after completing their GCSEs and we are very glad that they do. Their experience of school over a long period of time means that they can contribute a great deal to the life of Chigwell as a whole and most would say that they enjoy their time in the Sixth Form most of all.

At the same time, each year we welcome a number of new students to the Chigwell Sixth Form from a variety of maintained and independent schools. We work hard to make sure that all integrate well and there is an induction programme for all Sixth Formers. These new entrants make a valuable contribution to the life of the Sixth Form and the School as a whole, and we are very aware of the importance of the different experiences that they bring to us.

In addition, we welcome a small but significant number of overseas boarders each year. They come from a whole variety of backgrounds as we deliberately seek to recruit from a mix of nationalities. As the world beyond school becomes ever more multi-national, being able to learn about different cultures at first hand is a real asset which should not be overlooked.

The details which follow therefore provide information for those intending to study A levels at Chigwell. They provide a brief description of the Sixth Form and more details on the subjects we anticipate being available.

It should be realised that Sixth Form standards at Chigwell are high. This year the average number of GCSE passes at grade C and above for those entering the Sixth Form is nine. The A level pass rate in 2008 was 100% with 85% of our candidates obtaining A or B grades. As might be expected, the vast majority of leavers go on to university and many of these to some of the most selective universities including Oxbridge.

Those hoping to enter the Sixth Form from our Upper Fifth year should have shown a sustained effort and a positive, committed and mature approach to their studies and have passed a minimum of six GCSE subjects at B or above. They will be expected to obtain A*, A or in some cases B grades in any subject which they wish to study in the Sixth Form. Where the subject has not been studied at GCSE they will be expected to have achieved these grades in related subjects. Applicants to the Sixth Form will also need to have displayed a willingness to contribute fully to the life of the School.

For those joining Chigwell from other schools we look for similar grades together with evidence from school report and interview that the applicant has the flair and commitment to make a success of a Sixth Form career.

In return, we aim to ensure that those who spend two years in the Sixth Form at Chigwell have an overwhelmingly positive and productive experience. As a section of the School, the Sixth Form has grown in recent years, making it possible to offer greater choice but we are small enough to care and treat everyone as an individual. Sixth Formers play a key part in the life of Chigwell as a whole, as leaders and role models, and there is a broad range of opportunities on offer for them – we hope that you will enjoy finding out more.

Michael Punt
Headmaster.

THE SIXTH FORM AT CHIGWELL CHOOSING YOUR A LEVELS

One of the most exciting features of any Sixth Form A level curriculum is the opportunity this provides for you to pursue the subjects of your choice. The current organisation and assessment of the A level curriculum provides a broad academic experience for students in their first year before narrowing slightly with students studying more complex ideas to greater depth in their second year. A levels are well regarded by universities and will provide good preparation to your study in Higher Education.

Essentially, the A level course is separated into two components.

Advanced Subsidiary (AS) Level courses form the first half of the A level course and are designed to be of a standard that is half way between GCSE and A level. AS courses are ‘stand alone’ qualifications but are necessary prerequisites for studying the second half of the A level course comprising the **Advanced (A2) Level course**.

At Chigwell, it is expected that sixth form students will study four AS courses in their first year. Each course has a number of units of assessment (i.e. is modular) which are taken at the end of the Lower Sixth year. Each AS will account for 50% of a full A level.

The Sixth Form at Chigwell is a two year course, but entry to the Middle Sixth is conditional on students achieving at least C grades at AS level in the Lower Sixth.

In the second year of the Sixth Form the majority of students will study three of their AS subjects to A2 level and thus complete three A levels as is currently the norm. There will continue to be scope to complete four A levels and hard working and able students will be encouraged to do so. Again, each A2 course will consist of units of assessment which will be taken at the end of the second (MVI) year. At least 20% of A2 assessment will be synoptic. Synoptic study requires the knowledge, understanding and skills learned in the core units of both AS and A2 courses to be explored in relationship to the various concepts studied and explored analytically, sometimes in unfamiliar situations.

Sixth form study is a period for experiencing education in its widest sense. The curriculum allows breadth of study whilst retaining the integrity of academic depth associated with sixth form study. Students will be challenged to succeed but with application and determination will draw much from their studies leading to academic success at A level and successful university applications.

A BROAD AND VARIED EDUCATION

At Chigwell we take great pride in the fact that our Sixth Form offers an excellent all-round education in a friendly and supportive environment conducive to academic study. We are also very keen to give students opportunities in a variety of co-curricular pursuits that will help them develop into well rounded and valued members of the community.

Academic study is clearly an integral part of life in the Sixth Form. We expect all of our students to work hard to fulfil their potential and hope that they choose subjects they enjoy studying as this is clearly advantageous. We also aim to equip our students with skills for life after school. These take into account the key skills of Communication, Information and Communication Technology and Application of Number integral to academic work as well as additional programmes of community work and voluntary service that all Sixth Formers participate in.

As well as pursuing the academic study of their chosen subjects, we do, of course, hope that our Sixth Form students will continue to contribute much to the life of the School. There are many extra-curricular opportunities: Sports, Art, Music, Drama, Public Speaking, Debating, Duke of Edinburgh Award, Scouts, Williams Project, Model United Nations and much more.

It is essential that pupils approach Sixth Form study with application and commitment, not only commitment to study but also to sports and exercise. We have a wide range of sports and physical activities that students can take part in with our major sports being football, cricket, hockey, netball and tennis. Sixth Formers have the advantage of being offered aerobics, weight-training, basketball, badminton, squash, golf and swimming. Our comprehensive programme of fixtures on Wednesdays and Saturdays runs throughout the school year and the Sixth Form are actively encouraged to take part in competitive games.

Sixth Form study is the pinnacle of a school career and should be approached with energy and diligence. We want our students to work hard academically, take full advantage of the opportunities available and ultimately prepare themselves well for study at university and on into their future careers.

NEW WORK PATTERNS

A marked feature of the transition to Sixth Form work is the greater onus placed upon the student to develop self-discipline in his/her attitude towards work and to utilise time effectively. At this level, students will be expected to organise their own work programmes, to be able to cope with varying deadlines for the production of assignments, and to show a willingness to contribute positively towards the learning process by participating fully in class, and taking the initiative to read around the subjects being studied.

It is expected that students in the first year will spend approximately three hours, five nights a week, pursuing their studies. At school, some periods of private study are built into the timetable and in these periods students are expected to prepare work on their own. In the Lower Sixth many of these periods are supervised to encourage good academic practice. Clearly, the ability to work independently and to use study periods effectively is important. We are aiming to develop the skills in school that will be required for successful study at university.

SIXTH FORM GUIDANCE

All Sixth Formers will be assigned to year tutors within their Houses. These will take a close interest in the academic performance, extra-curricular activities and pastoral welfare of the students in their care. Tutors will hold two group meetings each week throughout the term. In addition to this, tutors will hold a formal tutorial with each of their tutees each term. These meetings are conducted on a one-to-one basis and are formally documented to help build a profile of the students. In the event of significant problems arising, tutors will communicate with parents in order to keep them fully informed.

As Head of Sixth Form, I am always available to discuss academic and pastoral concerns and raise them with the appropriate staff. I am also responsible for managing the university applications procedure and will co-ordinate the guidance we provide for university applications. We do offer a comprehensive programme of advice for pupils on these matters during term time, though I am available to meet parents and discuss issues on an individual basis when necessary.

A LEVEL RESULTS 2008

	A	B	C	D	E	Entered	%A	%AB	%ABC
Art	4	6	3	0	0	13	31%	77%	100%
Biology	11	10	3	0	1	25	44%	84%	96%
Chemistry	16	6	2	1	0	25	64%	88%	96%
Computing	2	1	1	0	0	4	50%	75%	100%
Design & Technology	3	2	0	0	0	5	60%	100%	100%
Drama	2	5	3	0	0	10	20%	70%	100%
Economics	19	8	7	0	0	34	56%	79%	100%
English Literature	10	7	4	2	0	23	43%	74%	91%
French	3	3	1	1	0	8	38%	75%	88%
Geography	27	5	2	0	0	34	79%	94%	100%
German	7	2	1	0	0	10	70%	90%	100%
Government & Politics	12	5	0	1	0	18	67%	94%	94%
History	7	1	1	0	0	9	78%	89%	100%
Latin	0	0	0	0	1	1	0%	0%	0%
Mathematics	33	11	2	3	0	49	67%	90%	94%
Further Mathematics	5	2	0	0	0	7	71%	100%	100%
Music	4	1	2	0	0	7	57%	71%	100%
Physical Education	1	5	4	0	0	10	10%	60%	100%
Physics	10	4	0	0	0	14	71%	100%	100%
Religious Studies	9	8	4	0	0	21	43%	81%	100%
Spanish	0	1	0	1	0	2	0%	50%	50%
Polish	0	1	0	0	0	1	0%	100%	100%
Russian	1	0	0	0	0	1	100%	100%	100%
Total	186	94	40	9	2	331	56%	85%	97%

Our A level results this year were, again, our best ever. 85% of entries were at A/B grade with a 100% pass rate. 34 students achieved 3 A grades or better, with 20 achieving at least 4 A grades and 3 gaining 5A grades.

ENTRY TO HIGHER EDUCATION

A level study is goal orientated not only towards exams but also for your future beyond School. University looms on the horizon early in the Sixth Form and students are encouraged to have an eye on this when making their A level choices. It is important that you ensure you take subjects that will complement your chosen degree courses and do your research carefully to ensure you know if universities require specific subjects at A level for particular degree courses. If you are unsure about this, then please do ask for advice.

We work very hard at Chigwell to provide a comprehensive programme of information for sixth formers as they prepare for university application through UCAS. Students are encouraged to attend Open Days at universities and have a wide ranging two day event at the end of the AS exams in school dedicated entirely to the applications procedure. The Sixth Form Tutor team work with great dedication in preparing individual students for application and interviews. We use the on-line application procedure *apply* which is advantageous to our students as a quick, efficient and easily monitored system accessible from home or school via the internet.

We aim to keep up with the latest developments in higher education to give our students the best information when making their applications. In recent years universities have become more flexible about the A level combinations they require. There are, however, several points to note when choosing your A level subjects:

1. Universities are increasingly looking for evidence of breadth. This is especially important when choosing the fourth AS subject.
2. For science and technical degrees many courses require at least two Science A levels or Mathematics with one Science.
3. In general there is greater flexibility in the choice of arts subjects because few courses have strong vocational implications.
4. Subjects forming part of the traditional curriculum at school generally require an A level pass if they are studied as a single subject at degree level. For example, an A level in English is usually a prerequisite for a degree course in that subject.
5. There are many courses available that are not part of the traditional A level curriculum. Students interested in, for example, American Studies, Law and Psychology should be aware of the need to demonstrate extra-curricular work in those areas and should be able to show how their AS and A2 subjects link with their chosen degree subjects.

A M Long
Head of Sixth Form

A level Subjects offered at Chigwell School

ART & DESIGN

Head of Department – Mr R. Sliwa

You will have experienced success and enjoyment at GCSE. You may be interested in an exciting career in one of the many aspects of art and design, or you may have other, equally valid, reasons for wanting to continue to develop your talent. You will be enthusiastic; receptive to new ideas and ways of working; a good independent learner; interested in contemporary ideas and practice, and willing to travel to experience the delight of discovering some of the artefacts which enrich our cultural heritage.

You will enjoy working alongside people with similar abilities and interests as yourself, and with talented and experience teaching staff. You will be enthusiastic to use the excellent facilities for computer graphics, photography, printing, and other two and three-dimensional work, including in your own time and the occasional weekend or holiday.

The course encourages a broad approach which allows candidates to develop a sound grounding in a number of skills areas while still exploring the subject in depth. The AS course consists of a series of set exercises which explore a particular theme using a variety of media and processes. If you continue to A2 you will choose the theme for your specialist project. This is your opportunity to continue to develop the skills in which you feel most confident, and which you may wish to continue at degree level.

At the end of your course you may choose to follow some of your predecessors into studying art and design at degree or foundation level. In the past two years we have helped people into Nottingham (architecture), London College of Fashion (Fashion Management, and Foundation), Lviv University (book illustration), Chelsea (foundation), St Martin's (foundation), University College for the Creative Arts (Foundation), Lincoln College (graphic design).

BIOLOGY

Head of Department – Mr W.P. Eardley

The Biology Department follows the OCR's Advanced Subsidiary (AS) and A2 level Biology courses, which develop more deeply the ideas and explore more widely the principles introduced in GCSE Biology, as well as introducing new, more complex concepts. The courses reflect the quantum leaps in our understanding of biological issues over recent decades, particularly in the field of genetic engineering. They are also designed to develop further theoretical and practical study skills, with much emphasis placed on the understanding and application of biological ideas and the ability to investigate practically.

The AS course, usually taken in the first year, comprises the module units of:

F211 - Cells, Exchange & Transport : F212 - Molecules, Biodiversity, Food & Health

The A2/Advanced Level course, taken in the second year, comprises the module units of:

F 214 - Communication, Homeostasis & Energy: F 215 - Control, Genomes & Environment

Assessment of the various module units will be by external examination. Module examination papers for units F211 and F214 are 60 minutes long and those for units F212 and F 215 are 105 minutes long. In all cases, the papers comprise both structured questions requiring short answers and questions requiring extended answers.

There is also a coursework component (unit F213 at AS level and unit F216 at A2 level) designed to test practical competence, which will be assessed by means of qualitative, quantitative and evaluative tasks that are carried out during normal lesson time. Students will have several opportunities to attempt these tasks and the scores of the best 3 will be used.

A level Biology provides a useful background for those considering careers in medicine, dentistry, veterinary science, agriculture, environment science, food science and the rapidly developing 'biotechnologies'. **Most medical schools now require A level Biology as a condition of entry.**

Chemistry is a very sensible companion subject. Geography can form a successful combination with Biology and Chemistry, especially for those interested in Geography, Land Management and Environmental Science at university.

Pupils wishing to study AS level Biology will normally be required to achieve at least a B grade in GCSE Biology or BB in Double Award Science.

A level results in the department are consistently good. Last year (07-08) 84% of the A2 and 56% of the AS candidates achieved a grade A or B pass.

CHEMISTRY

Head of Department – Dr T. Martin

Why should I study Chemistry?

A level chemistry is an enjoyable and intellectually stretching course. Employers and universities view success at A level chemistry as a clear indication of academic ability. A number of courses either specifically require chemistry or find it desirable. These include courses such as chemical engineering, medicine, veterinary medicine, biological sciences, environmental science, pharmacy and dentistry. The A level Edexcel course will enable you to acquire the skills and understanding needed to make judgements about chemical issues that may affect your everyday life. You will be able to apply concepts that you learn to contemporary areas of chemistry which will include climate change, green chemistry, pharmaceuticals and chemistry research.

What skills will I gain?

During the course you will develop important skills requested by both employers and universities. You will gain high level problem solving skills and be better able to communicate both orally and in writing. Handling data will form an important part of the course and this will enable you to demonstrate information retrieval skills as well as numeracy and ICT. You will carry out practical experiments whenever possible and this will enable you to build up a range of practical skills that require creativity and accuracy as well as developing a firm understanding of health and safety issues.

What will I learn?

The A level course follows on from GCSE, revisiting some previously studied ideas but with a greater emphasis on explaining rather than simply describing the behaviour of molecules. While studying chemistry you will develop practical skills that include chemical preparations, making observations, collecting data, analysing experimental results and formulating conclusions. You will also gain an appreciation of how scientific models are developed and evolve, the applications and implications of science, the benefits and risks that science brings and the ways in which society uses science to make decisions.

Entry requirement

You will need at least an A grade in either chemistry or additional science along with an interest for the subject. Ideally this should be supported by a comparable grade in mathematics.

CLASSICAL CIVILISATION

Head of Department – Mr C. J. Lord

Classical Civilisation is the study of the civilisations of ancient Greece and Rome, especially their history, literature and art. As such it is the only A-level course which lets you study the same subject from these three different angles. The Greeks and Romans invented our concepts of politics, Empire, science, poetry, drama, and philosophy, and their greatest minds still speak to all of us, regardless of accidents like where or when we happen to be born. Whatever you study at university you will keep coming up against these remarkable peoples.

Classical Civilisation is a universally recognised academic A level, highly regarded by universities for its multidisciplinary approach and core knowledge base. Everything is studied in English translation, so no knowledge of Greek or Latin is required, and the languages do not form part of the course. In addition no GCSE in Classical Civilisation, Latin or Greek is required.

We will be using AQA's new specification:

At AS:

The comedies of Aristophanes: vulgar, satirical and fantastic political plays about the problems of being in a democracy, where politicians use their silver tongues to get power and riches.

Greek epic: Homer's Iliad or Odyssey. These are the foundation texts of western civilisation - major narrative poems telling the story of Troy, and dealing with the Big Questions of life, death, man, woman, god and country.

At A2:

Greek tragedy: four deadly serious plays about dysfunctional families and out-of-control kings - Sophocles' King Oedipus and Antigone, and Euripides' Medea and Hippolytus.

Either Roman epic (Virgil's Aeneid, a Roman version of Homer, telling how Rome was founded from the ashes of Troy), or Socrates and Athens (a study of the philosopher's life, death and ideas, and how they fitted (or, rather, didn't fit) into the Athens of the time).

You can see from the above that Classical Civilisation involves a combination of literature (including a lot of drama), history and philosophy, so there are significant benefits to be gained from studying it alongside subjects such as English, Drama, History, and Government & Politics. It really helps you understand the origins of many of the concepts you will find in these subjects. Classical Civilisation also has strong connections with Art and Religious Studies, and the benefits of studying it with Latin or Greek are obvious.

In lessons you are given all you need to be able to read the ancient texts and historical material for yourself, and then discuss your reactions to them, developing your understanding of how the literature or the history fits together. When studying Greek Drama, which we try and do in as dramatic a way as possible, we see productions and conduct our own play-readings, with DVDs of our "performances" to take home.

In Classics we have excellent Sixth-Form facilities – pleasant, well-resourced teaching rooms with a good library, and a strong tradition of getting the best results. We have an active extra-curricular life, under the aegis of the Stott Classical Society.

This includes trips (we are visiting Greece in spring 2009, and hope to go to Italy the following year), and a large website of materials and practice questions.

A 'B' grade at GCSE English Literature would be expected for this subject, but, we would like to repeat: no GCSE in Classical Civilisation, Latin or Greek is required.

COMPUTING and ICT

Head of Department – Mr D. Morse

Today, we are living in a world where the use of computers surround us and, to an extent, we all take their use for granted. A-level Computing has been designed to allow students to learn the fundamental principles of how computers and network systems work and how they can be used. The subject will prepare students who wish to go on to higher education courses or employment where a knowledge of computing would be beneficial.

During the course students will study the hardware and software aspects of computing and they will develop their problem-solving ability in a computing context. They will learn to consider social, legal and ethical issues of using computers and they will maintain an awareness of emerging technologies and an appreciation of their potential impact on society.

In the problem solving aspect of the course students will learn how to use standard programming techniques to solve problems by producing short programs for a range of tasks. It will encourage the capacity to think creatively, logically and critically and is well suited to students who are studying mathematics. The other aspects of the course are suitable for students who simply want to understand, better, how computers and networks operate.

In the second year of the course students undertake a practical programming task of their choice. This not only allows them to demonstrate the programming skills, which they have learnt, but also enables them to develop skills in project and time management.

There are two modules at AS and both are examined by a written paper set by the board. The main areas covered are:

- hardware and software;
- data structure and management;
- networking and data transmission;
- social, legal, ethical and environmental considerations of using computers;
- using programming to solve problems.

There are also two modules at A2. One is examined by a written paper set by the board, whereas the second module is an internally assessed practical task which involves the development and testing of a computer system of the student's choosing. The main areas covered in the written module are:

- operating systems and what they do;
- data representation and manipulation;
- databases.

Whilst not assuming that students will have studied the subject at GCSE, the syllabus does assume that students have a basic understanding and knowledge of both the hardware and software of a standard, stand-alone computer system

DESIGN and TECHNOLOGY

Head of Department – Mr C.J. Mills

Design & Technology prepares its candidates to participate in tomorrow's rapidly changing world. They learn to think and intervene creatively, to improve the quality of products, systems and environments.

In the Sixth Form at Chigwell School pupils learn to become autonomous and creative problem solvers, as individuals and as members of a team. They must consider products' needs, requirements and opportunities, respond to them by developing a range of ideas then are able to manufacture real, functional products.

It is a rapidly growing and fast developing department which has recently been reorganised.

The OCR AS & A2 Product Design courses enable pupils to combine practical skill with an understanding of aesthetic, ergonomic, social and environmental issues, technology and industrial practices. They reflect on and evaluate existing products as well as their own design and practical work. Design and technologists become discriminating and informed users and designers of products and learn to become innovators. It is a fascinating, exciting and flexible subject which is especially attractive to those who want to maintain strong links with the 'real world' outside the classroom.

Aims & Objectives

The AS & A2 Product Design syllabus aim to:

- Encourage candidates to combine their designing and making skills with knowledge and understanding, in order to design and make quality products,
- Promote design and technology capability in candidates through activities which involve a range of contexts, materials and processes and to lead to practical results;
- Give opportunities to develop practical abilities and the confidence to design, make and modify products for identified purposes, selecting and using resources effectively,
- Encourage the development of candidates' critical and aesthetic abilities, enabling them to evaluate design and technology activity, including their own, in the context of an identified need,
- Encourage candidates to consider the effects and implications of technological activity,
- Provide for activities which cross subject boundaries and give candidates opportunities to work both individually and as a member of a team.
- Give candidates the opportunity to study, propose and realise prototype solutions to designing and making situations closely linked to the real world of product/system manufacture.

Course Structure

There are 4 units of assessment. Candidates need to be assessed in two for the AS award and a further two for the Advanced GCE award.

The AS Product Design course consists of:

- **Advanced Innovation Challenge**, in which candidates are expected to design products and produce conceptual models (in the D&T workshop) while completing a design folder under timed conditions.
- **The Product Study**, candidates are expected to select a product, analyze it, establish its weaknesses, redesign it then produce models and a prototype to present the new design proposal.

The A2 Product Design course consists of:

- **The Major Project**, in which candidates are required to produce a coursework portfolio which fully demonstrates their designing, making and evaluation skills, using creativity, flair and innovation.
- **An Examination**, the subject content of this unit is focused towards products and applications and their analysis in respect of: materials, components and their uses, manufacturing processes and industrial and commercial practices.

A qualification in Design & Technology is ideal for those looking work in the design, manufacturing or engineering industries. It has also proved popular to students who seek an academically challenging subject that can offer a wide curriculum which welcomes an artistic, creative and scientific approach.

A 'B' grade at GCSE Design & Technology would be a necessary prerequisite. Further information about studying Design & Technology at AS / A2 Level can be obtained from Mr Chris Mills either in person or via email: cmills@chigwell-school.org

DRAMA and THEATRE STUDIES

Head of Department – Ms A. E. Bailey

INTRODUCTION

The academic study of Theatre as an independent discipline has become firmly established in recent years. Many major universities, as well as Drama colleges, now offer degree courses in Theatre Studies and the subject is accepted by admissions tutors at all British Universities including Oxbridge. The Drama Department at Chigwell is able to offer Drama students first-rate performance facilities, housed as it is in the school's superb Drama Centre. Whilst the course is delivered primarily through a practical exploration of texts and theatrical genres, there is a considerable emphasis on written work and students develop critical skills through the analysis of processes involved in performance. We have strong links with Higher Education and offer a uniquely prestigious VI Form Drama Scholarship in conjunction with the Guildhall School of Music & Drama, further details of which can be obtained by contacting the School. We also work closely with our nearest Drama School, the University of Essex's *E15 Acting School* whose 3rd year B.A. (Hons) Contemporary Theatre students spend a term with us mentoring students in their practical work.

The Course

Examination Board – AQA

AS Unit 1 - 60% of AS marks, 30% of total A-Level marks

Written – Live Theatre Production Seen and Prescribed Play

One question to be answered from each of two sections:

Section A: response to live theatre seen during the course.

Section B: study of one set play from a choice of six plays.

Externally set and assessed.

AS Unit 2 - 40% of AS marks, 20% of total A-Level marks

Practical – Presentation of an Extract from a Play

Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting notes.

Internally assessed and externally moderated.

A2 Unit 3 30% of the total A-Level marks

Written – Further Prescribed Plays including Pre-Twentieth Century

Study of two further set plays. One question to be answered from each of the two sections: Section A: pre-twentieth century plays and Section B: twentieth century or contemporary plays.

Section B is synoptic, requiring suggestions for a complete stage realisation of a short extract from the play printed in the paper.

A2 Unit 4 20% of the total A-Level marks

Practical – Presentation of Devised Drama

Performance by a group of devised drama. The assessment also includes candidates' preparatory and development work and supporting notes.

Synoptic.

Internally assessed and externally moderated.

Outside of the normal lesson commitments, students will be encouraged to contribute to **the theatrical life of the school** in an effort to develop and practise your particular skills.

Regular trips to London Theatres take place throughout the year and during the Easter Break students are able to take part in the National Student Drama Festival in Scarborough for a week-long intensive series of workshops, performances and discussion.

For further information, please contact Ms Amanda Bailey.

ECONOMICS

Head of Department – Mr R. S. Spicer

What is economics?

- Economics asks the question “*how can we make the best use of our scarce resources?*”
- It is a *social* science, halfway between the arts and the sciences.
- It has a theoretical component, but the subject is driven by a need to explain the real world.
- Above all, economics is a *technique of thinking*.

What kind of issues will I study?

Issues that economists examine are varied, interesting and exciting. They include:

- Why are footballers’ wages so high?
- Should students pay for their higher education?
- How can we improve the NHS?
- What have been the consequences of a single currency in Europe?
- How do policy makers, such as the Chancellor of the Exchequer and the Bank of England, manage the economy?

What about the course?

The AS course comprises two modules:

The *Markets in Action* module examines the way markets function and the way in which firms behave and compete in different markets. It also explores through a series of case studies what makes markets efficient or sees them fail. Government policies in these areas are looked at critically.

The *National and International Economy* module concentrates on understanding the way economies as a whole function. It investigates key national and international economic indicators, policies and problems.

The A2 course involves the study of two further modules:

The *Transport Economics* has a focus on economic concepts and issues which are applied to a variety of transport contexts. The Transport industries are considered in terms of models of market structure.

The *Global Economy* module provides a framework for understanding and evaluation of macro-economic performance in national, regional and global contexts. The topics analysed include trade and integration, development and sustainability and the economics of globalisation.

What about the exams:

There are two exams at AS, each 1.5 hours long consisting of short answers to a real world issue. At A2, exams are longer and involve data response and essay questions.

Will I enjoy the course?

You will enjoy this course if you want to study a subject that:

- is relevant to the world in which you live and to your future;
- encourages you to discuss current affairs and issues;
- focuses on real world issues and problems;
- is studied through investigation, not just listening and reading;
- develops a full range of skills that will be useful in other subjects you study and in employment;
- examines issues logically and systematically;
- places emphasis on independent research, analysis and evaluation of information and allows you to utilise ICT resources such as spreadsheets, the internet and presentation packages (PowerPoint).

Where will economics lead me?

- A level economics is **highly** respected by all universities for a wide range of courses, including Oxford (PPE, Economics and Management, Engineering, Economics and Management) and Cambridge (Economics, Social and Political Sciences).
- Economics is also an education for life.
- Employment opportunities where your economics skills will be particularly valued include business management and consultancy, journalism, media, the law, marketing, the civil service, politics and teaching.

Am I suited to economics?

To do well at economics you should have:

- an interest in current affairs;
- an open and questioning mind;
- an ability to relate to theoretical models and an ability to express yourself well, both in discussion and on paper;
- a B grade at least in either GCSE Mathematics or English.

How can I find more?

To get a feel for what the subject is like:

- speak to students currently studying economics;
- call into *The Economics Block* and meet the teachers, Mr David Harston and Mr Ron Spicer.

ENGLISH LITERATURE

Head of Department – Mrs E. R. Rea

AS overview

English Literature should attract all students with a love of literature and reading. You should enjoy exploring how literature shapes, represents and reflects different cultures, people and places over history. A desire to discuss and examine texts both in the close detail, as well as in the moral and philosophical themes they explore, is essential. Studying English also enables you to become an expert in both written and oral expression.

Generally the course will aim to look as broad a range of literature as possible across the three literary genres of poetry, prose and drama. For A-Level English Literature, students will be required to read texts in their social, historical and literary context and research relevant background to texts. During the course, students can expect to explore connections and comparisons between different literary texts, informed by interpretations of other readers. They will be aiming to produce articulate and informed responses in both the examination context and in extended independent coursework components. Study of texts in class will be thematic or related to set topics, therefore requiring students to make comparisons across texts. The course will also involve an element of critical appreciation of unseen texts.

We use film and theatre to support our studies of texts wherever possible. Furthermore, students are encouraged to develop their personal reading tastes through independent reading; all students are required to participate in a once-monthly meeting to discuss a pre-selected modern prize-winning novel e.g. winner of the Man Booker Prize for Fiction.

Students would be expected to have achieved highly in English Language and Literature at GCSE with at least a B grade in both subjects. We would especially encourage those pupils who anticipate taking English Literature through to the end of A2.

The subject promotes the Key Skills of personal development and communication through the free exchange of ideas, lively debate and clearly expressed written argument. Studying English prepares you for a degree course in the subject, but it also prepares you well for any course in which reading, analysing, synthesising, arguing and summarising play a major role.

Cross-curricular links are regularly made with such subjects as History, RS, PSHE, Government and Politics and Classics. An interest in current affairs, philosophy, moral and ethical issues is also useful as much of Literature is born out of a writer's interest in these contextual factors.

GEOGRAPHY

Head of Department – Mr D.W. Hartland

Geography is a fascinating, exciting and flexible subject which is especially attractive to those who want to maintain strong links with the 'real world' outside the classroom. The A level Geography course covers a wide range of relevant knowledge and skills which provide an invaluable background to life in today's world. A minimum of a B grade at GCSE Geography would be normally required.

The AS Course

Unit 1

Global Challenges (One and a half hour exam) – 30%

Students will study the global hydrological system and coastal system as a focus for a detailed study of process, change and management

Unit 2

Geographical Investigations (One hour exam) – 20%

Students will study the processes operating in rural and urban areas, and how these vary over space and time. They will consider the issues facing these areas today, with a choice of contents in which these issues can be set.

The A2 Course

Unit 3

Contested Planet (Two and a half hours exam) – 30%

The unit focuses upon global challenges by exploring processes and concepts woven around a theme of sustainability. Physical themes include a study of changing weather and climate. It will also consider ecosystems at a global scale. Human themes investigate the global challenge posed by population growth, and issues of international migration. It also considers the changing global economy.

Unit 4

Geographical Research (One and a half hour exam) – 20%

Students will be able to study a topic of interest from a variety of choices. This is a pre-release paper so some materials are provided before the exam. The topics cover such areas as: tectonic hazards, cold environments, life on the margins, cultural diversity, pollution and health and the rural landscape.

Geography complements well other social science subjects, such as history and economics and can lead to a wide variety of careers.

GOVERNMENT and POLITICS

Contact Mr S. B. Pepper

What is politics? Politics is everything from the war in Iraq to arguing with your parents about your bedtime, from asking for a higher wage to the power relationship between you and your teachers. Everything in life is political (except politics, and that's personal).

Voicing your opinion is essential in Government/Politics, because it cannot exist without discussion and argument; therefore, you should be willing to talk in class. We study political ideology and opinions, state institutions, the British political system (e.g. voting behaviour, political parties and pressure groups), and the European Union at the AS level; at A2, we focus on American politics and then conclude with a synoptic module where we tie together elements spanning the entire AS/A2 course (we follow the AQA specifications). However, we always incorporate examples from other countries, especially those countries that students know about – this year, we have already discussed to various lengths Canada, China, Ecuador, France, Germany, Hungary, Israel, Russia, Sweden, Thailand, and Ukraine.

This course is challenging but ultimately rewarding. The textbook is not huge, but students will be expected to read and use outside sources (e.g. films, newspapers, Internet). There is a lot of essay-writing as well as class discussion. But we also get involved on a practical level – for example, students can participate in Model United Nations conferences every term (from nearby Haileybury College to UNESCO in Paris); students participated in the British election campaign in 2005. On trips to Westminster, we have met Tony Blair and John Reid, and last year several students were elected to the Young Essex Assembly. Several students have gone on to study Politics at university, or to begin internships at Westminster or in Brussels. The final examinations are essay-based; the results have been encouraging, with 71% A and 100% A/B grades.

Government and Politics combines well with History, Economics, English, RS, Geography and languages, as well as providing a stimulating alternative for those who opt for studying sciences. It is useful for those considering applying for PPE or SPS at Oxbridge, or Economics, History, International Relations, Law or any other arts or social science-related subjects at university – as well, obviously, as Politics itself. It is also worth studying if you are interested in the world around you, the society in which you live, the food you eat, the laws you observe (or don't, as the case may be), and/or the people who govern you.

No prior study of the subject is required, but an awareness of current events helps, and an interest in current events and/or politics is essential.

HISTORY

Head of Department – Mr P. W. Marchant

History is the study of human experience in past ages. It is possible to study the history of almost anything or anyone, and this broad range of subject matter is one of the qualities that makes it so fascinating. The course focuses on significant individuals, events, ideas, issues and movements within the political, social, economic, cultural, intellectual and religious spheres.

The periods and topics chosen are likely to be taken from the following options :

At AS topics are likely to be taken from the French Revolution and Napoleonic aftermath, and from Tudor and early Stuart England.

At A2 the likely focus will be upon Elizabeth I and Russian history from the mid 19th to the mid 20th centuries.

A level historians often find that by learning about the past they are better equipped to make sense of the present than would otherwise be the case, and that they develop a rounded appreciation of this country's cultural roots and heritage. A historical training is intellectually rigorous and stimulating: students are exposed to a wide-range of sources; they learn to manage large quantities of information critically and analytically; to develop informed opinions supported by reasoned arguments, and to communicate their ideas effectively. Such skills are very marketable.

A good pass in history is academic 'hard-currency'. It can assist applicants in securing places at the most selective universities and is particularly helpful for those wishing to take courses in law, politics, economics, philosophy, archaeology, anthropology, sociology, education, theology, languages, literature and many other subjects within the field of the arts and humanities, as well as history itself. Many history graduates find that their degree provides openings into the civil service, law, publishing, journalism, the arts, the media, education, advertising, marketing, business management and many other careers.

If you don't like reading, writing and, above all, thinking, history is not for you. If you do and are interested in people and great events in the past it will be a perfect fit. A good candidate will normally have attained grade B or above at GCSE, but the most successful A level historians are those who are simply interested in the subject and enjoy it.

LATIN and GREEK

Classics gives you a profound historical understanding of the beginnings of everything else you learn about, and a realisation that people haven't changed much. And, if you study Latin or Greek, you will be able to read the actual words Homer or Virgil used, to get a direct line into the thought of minds dead for thousands of years. Latin and Greek require detailed study and clear thinking, qualities highly valued by universities and employers. Classics is big in the news at the moment, with a series of blockbuster films and tv programmes, from *Alexander* to *Rome*.

What follows applies to Latin; Greek has a very similar syllabus. We will be using OCR's new Latin specification. It is too early to say exactly what you will be studying, but it is likely to comprise of:

	Language	Literature
LVI (AS)	Translation of a piece of Latin prose into English, at a level of difficulty between GCSE and A2.	Two authors: perhaps Cicero or Tacitus for prose literature, and perhaps Virgil or Ovid for poetry. You would study about 200 lines of both authors; in the exam you would be presented with a small passage from these lines, and would have to answer questions on the author's meaning and style. There are no essays to write.
MVI (A2)	Translation of harder pieces of prose and verse into English. There is also an option for translation in Latin.	Again two authors, one prose and one poetry, with slightly larger sections to read (250 lines each). Again no essays.

As you can see, it's half Language – working out what a piece of Latin means, and then creating a piece of good English conveying that meaning, trying as you go to capture the spirit and nuance of the original. And half Literature – reading and studying Latin literature and answering questions on it.

We try to blend the traditional with the new: on the one hand you'll be doing what classicists have always done, carefully reading Latin with a dictionary to hand; and on the other you'll be discussing the literary merits of what you read, and relating it to how the texts have been treated in English literature and the fine arts. In Classics we have excellent Sixth-Form facilities – a pleasant, well-resourced teaching room with a good library, and a strong tradition of getting the best results. We have an active extra-curricular life, under the aegis of the Stott Classical Society. This includes trips (we are visiting Italy in autumn 2007, and hope to go to Greece the following year), and a large website of materials and practice questions.

Students would be expected to have achieved a B at GCSE Latin/Greek.

MATHEMATICS and FURTHER MATHEMATICS

Head of Department – Mr S. M. Chaudhary

Mathematics at these levels differs significantly from that encountered at IGCSE. In particular, there is a greater emphasis on algebraic manipulation as ideas become more abstract. It is important to possess a real interest in the subject, a determination to “get the answer no matter how long it takes me” and pleasure in overcoming problems. Many students will be familiar with the demands of A-level, having studied a module in their UV. From other students we expect a grade A or A* at IGCSE, although in some circumstances a B grade may be acceptable. Motivation is very important – Mathematics is full of challenges, it is very rewarding for those who have the right attitude and approach to their studies.

We follow the EDEXCEL Modular Syllabus.

Advance Level Mathematics will have four areas of study with seventeen units

AS Units

Pure/Core Mathematics C1

Mechanics M1

Statistics S1

Decision Mathematics D1

A2 Units

Pure/Core Mathematics C2, C3, C4, FP1, FP2, FP3

Mechanics M2, M3, M4, M5

Statistics S2, S3

Decision Mathematics D2

Pure Mathematics is the heart of the subject, studying some ideas for ostensibly no reason other than their intrinsic interest, while other topics provide the mathematical “tools” needed in a wide variety of subjects.

Through studying the Applied Mathematics; Mechanics, Statistics and Decision Mathematics, students should gain an understanding of the process of mathematical modelling. Mechanics links well with Physics, using mathematics to model mechanical situations, while Statistics teaches how to analyse data, including the mathematics required to assess the likelihood of events occurring, supporting Economics and Business Studies, Geography, Chemistry and Biology.

We will offer courses in the Sixth Form leading to:

‘AS’ level Mathematics	comprising 3 units
A level Mathematics	comprising 6 units
‘AS’ level Further Mathematics	comprising 3 additional units
A level Further Mathematics	comprising 6 additional units

Students will typically be examined in three AS units, C1 in January and C2 and S1 in June of the Lower Sixth and a further three A2 units in the Middle Sixth, with C3 in January. Further Mathematics will be examined in an additional three units in both the Lower and Middle Sixth.

Units are dependent on earlier ones – e.g. C3 requires C1 and C2 to have been covered. The Applied units often need some work from the corresponding Pure units.

Within reason, A/S and A level Mathematics courses can be tailored to an individual's needs. The units can be combined in a variety of ways. We will be happy to advise on choices during the induction course in June, at the start of the course in September or by telephone if this is helpful.

AS Mathematics may be of value to those studying the three sciences, or those following arts A-levels but who wish to pursue their interest in Mathematics.

A-level Mathematics is compatible with many other subjects including: Geography, History, Economics and Business Studies, English and Languages but especially the Sciences: Physics, Chemistry and Biology.

Further Mathematics is to be enjoyed by those students with a real grasp and love of the subject. The course takes mathematical ideas beyond those covered at A-level, providing a much wider range of skills and tackling some topics more deeply. It provides excellent preparation for those wishing to read Mathematics, Physics or Engineering at university and it has proved to be highly beneficial to those with Oxbridge aspirations. Most students taking Further Mathematics do so as a fourth A level.

MODERN FOREIGN LANGUAGES: French, German, Spanish

Head of MFL: Mr S. Coppel

Why study modern foreign languages in the sixth form?

If you take French, German or Spanish you are opting into one of the disciplines most sought by employers. There is widely perceived to be a drastic shortage of graduates in modern foreign languages in the UK and this is likely to get worse over the coming years. You are thus making yourself a valuable commodity if you become an A level linguist and develop this as part or the whole of a subsequent degree course. Another tempting reason to choose one or two MFLs is that the shape of the new A levels simplifies the structure of the course, making this subject area more accessible to students approaching it from GCSE level. At the end of the LVI (AS), students take a brief ten minute oral test and a written paper combining listening, reading and writing, and a similar pattern is followed after MVI (A2).

On a more down to earth note, after an A level you should be able to really use the language, on paper and orally, giving you a skill of practical use in the real world and something which can offer a lot of personal satisfaction. A level also involves much more study of the culture and societies behind the language, which many students find particularly interesting.

What does it involve?

A level in modern foreign languages builds logically on what you learn at GCSE. If you are strong in the UV you are likely to flourish in the LVI and MVI. The A level topics themselves are nearly all related to GCSE topics: we choose to teach some straightforward literature in all three languages in the MVI as well, because we find it develops reading and writing skills very effectively. Grammar is fundamental, and the expectation in the sixth form is that you leave basic mistakes behind as much as possible at GCSE and develop confidence in using a variety of tenses and idiom, much of which has already been introduced in the LV and UV.

This idea of development of skills as being just as important as development of knowledge at A level is reinforced by the type of testing. Listening is done not with a teacher playing a cassette at the front of the class as at GCSE, but with each student being in control of their MP3 device ([we use PDA computers](#)), able to play tracks as many times as they want so long as they complete the exam in time; conversation in the oral tests at AS and A2 provides opportunity to discuss topics of the student's own devising which they have researched and prepared.

Our requirements

We ask that modern linguists have at least a grade A at GCSE in their chosen language. All sixth form linguists should have a good advanced level bilingual dictionary at home which they should use on written homework tasks; their teachers can advise on this.

What subjects compliment a modern foreign language?

Another modern foreign language is an ideal one, especially for able linguists: familiarity with one language helps the other. Otherwise, our students take all manner of different subjects alongside ours.

What might it lead to?

Firstly, it is worthwhile pointing out that a modern foreign language A level is now widely seen by many traditional universities as an indication of ability more generally. All subjects can point to skills they develop indirectly, and we are no exception: a modern foreign language encourages attention to detail and analytical skills, and more than in most disciplines our students have to be strong communicators.

However, where a modern foreign language really sells is its practicality. It gives an edge to a host of degree choices and the CVs that follow: a graduate in law offering a language as well has a big selling point, and this example can be replicated in a variety of other professions. The best time to add a language to your portfolio of skills is when you are young; it gets harder later; and sixth form options time is a useful point to consider this.

MUSIC

Head of Department – Miss A. Lapwood

The Music Department offers both AS and A2 Music and the vast majority of students do continue to A2. Due to the specialist nature of the subject (students should be at least Grade 6 for the performing paper), groups tend to be quite small and this allows opportunity for healthy discussions from people who are really passionate about the subject. The course has components in Listening, Analysis, Composing and Performing, with students choosing to specialise either with Composing or Performing at A2.

Extra-curricular music is thriving at Chigwell with a number of Orchestras, Wind Band, Swing Band, Chamber Choir, Chapel Choir, Choral Society, Barbershop Group, Early Music Group and a variety of instrumental chamber ensembles. Students are expected to play a leading role in this, not least to count towards their portfolio of performances during the course.

Students are expected to have at least an A in GCSE Music in order to take this course.

EXAM SPECIFICATION

Students are studying for the new AQA syllabus which has three components- **Influences on Music** (a written paper, accounting for 30% of the marks), **Creating Musical Ideas** (Composing Coursework, accounting for 30% of the marks) and **Interpreting Musical Ideas** (Performing, accounting for 40% of the marks). Students study for the above topics through listening, analysing music and set works, learning how composers harmonised their music and creating their own compositions. Students are also encouraged to go along to as many concerts as possible during the course.

ASSESSMENT

There is a written exam for the ‘Influences on Music’ paper but the other two units are coursework based and will most likely take place in the Lent term.

PHYSICAL EDUCATION

Head of Department – Mrs S. Bint

It is important that anyone considering this course should have a lively and enquiring mind, an interest in Physical Education, a willingness to explore new ideas and an ability to communicate ideas effectively. In essence, the course will enable students who enjoy sport and sporting activities to develop their all round knowledge of the subject whilst pursuing an academic course they enjoy.

The course follows the Edexcel specification and will be split in four units over the two year course which will cover topics such as physiology, opportunities and pathways in sport, healthy and active lifestyles, analysis of performance, local and national provision of sport, how competitive sport has developed over time as well as taking on two of the three optional roles of performer, official or coach in your chosen sport. Some aspects are internally assessed whilst other are externally assessed in the form of exams and coursework.

Physical education is a tough academic A level and should not be viewed as an easy option therefore students wishing to study AS level Physical education will require a minimum standard of grade B in both English and Biology (or B at Dual Award Science) at GSCE. We would also expect candidates to have shown a positive contribution to the games programme at school and continue to do so during their course.

PHYSICS

Head of Department – Mr P. I. Cocks

The A level course builds on the foundations laid down in the previous two years during the GCSE course. At A level the topics already investigated are expanded to greater depth and new areas explored.

The Sixth Form course currently follows the new OCR A Physics specification which prepares students for Advanced Level and Advanced Subsidiary (AS) on a Modular Scheme.

These AS and A2 specifications have been developed by the examination board to begin teaching in September 2008.

During year 12 two theory units are studied along with a practical skills unit which is teacher assessed and externally moderated by OCR. This can lead to an AS qualification. Year 13 is then a continuation of the course, covering two A2 theory units and a further practical assessment unit. The total of the six units will give the student a full A level qualification.

Candidates will be encouraged to demonstrate :

1. knowledge of : scientific terminology, laws and models of Physics and practical applications
2. comprehension : as in the interpretation and use of information, in problem solving and in the ability to write concise and accurate experimental reports
3. ability : to apply their knowledge to solve problems, in both familiar and unfamiliar situations
4. the ability to analyse and assess data
5. their practical skills in assessed experimental investigations throughout the course

Computers are also used for data collection and theoretical modelling throughout the course.

The subject is a quantitative one and a sound understanding of Mathematics is necessary if the candidate is to get most out of the course. It is, therefore, strongly advised that this course is studied in conjunction with a higher level Mathematics qualification. To allow students to get the most out of their study, A* or A grades in GCSE Physics or Science would normally be a necessary requirement for entry into the course.

RELIGIOUS STUDIES

Head of Department - Mr A. Powney

Why students choose RS at A Level

Religious Studies is a very popular and successful A Level at Chigwell. It investigates a genuinely thought provoking subject. It is not exclusively for those who follow a particular faith and the course that we follow does not seek to make the case for any particular religion. Students come from a diversity of faiths – or none.

Instead, this subject introduces students to many major theological, philosophical, and ethical problems. So, if you've ever wondered whether abortion is morally acceptable, if humans can experience God, whether it is true that you can take religion seriously and get a grasp of the Big Bang theory at the same time, why there is evil or whether you should be worried about medical science, then Religious Studies at A Level will help you to get where you're going.

Religious Studies seeks to think about the claims of religion. Religion is becoming, once again, a major force in world history. It presents a perspective with which all intelligent scientists have to deal. It is found in every culture (and language). Religious Studies is an increasingly important part of the sensible student's preparation for entry into the global economy.

What the subject involves

Religious Studies involves no coursework (assessment is based entirely on exams). Our students learn how to present ideas, pick apart competing views, and, structure coherent arguments, through essay writing, and from being encouraged to engage in class discussions on a regular basis. It is hoped that by the end of the course students will have a clearer idea of the views of theologians and philosophers, as well as of their own values and beliefs about the world and the basis on which they hold them. In this subject, you can say what you feel, and you can discover what you think. Students at the end of this course will also be in a stronger position to get to grips with conflicting information and to articulate and defend their own points of view in the face of opposition.

Course requirements

Religious Studies complements a range of other A Level subject choices, those in Humanities and in the Sciences. Students are expected to have achieved a minimum of a B grade at GCSE Religious Studies (but sometimes people change as they grow older, and some students presently doing A level did not take a GCSE in RS). Beyond this, we are also looking for people who are broad-minded and who have the intellectual curiosity needed to tackle complex and controversial questions.

Chigwell's Religious Studies students have gone on to a wide range of degree courses and careers. Theology graduates from the major universities are prime candidates for banks and legal firms looking for people able to see the wood for the trees and go straight to the heart of a problem. Whilst a number of Chigwell's Religious Studies students have pursued the subject at degree level, opting for Theology or Philosophy at the top universities, others have gone on to study Medicine, Law, Business, and Drama, to name only some.