



Earlscliffe

Sixth Form
Curriculum Booklet

2020-21

The Sixth Form at Earlscliffe

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This A-level curriculum booklet has been written to set out the courses that we offer at Earlscliffe. There are descriptions of each of the subjects, what they contain, how they are assessed and to where they may lead. There is advice on how to construct an academic programme, taking into account skills and abilities and aspirations for higher education and life beyond Earlscliffe.

The process of constructing an academic programme

As part of the application made to Earlscliffe each pupil provides an initial indication of choice of subjects so that the process of timetabling can begin. Timetable constraints will prevent a completely free choice of A-level courses.

Whilst we naturally attempt to satisfy the desired combination of courses chosen by each individual pupil, we are not able to guarantee that every combination can be made available.

The curriculum is revised regularly; changes are therefore likely from time to time.

The choice of subjects

For many pupils, choosing A-levels is not easy. In trying to decide which A-levels to do it is advisable to consider four important questions:

- *Which subjects do I like?*
- *Do I possess the necessary skills and abilities to do these subjects?*
- *Which subjects do I need for entry to my intended University course?*
- *Given my academic programme, what qualifications will I have after two years in the Sixth Form?*

Which subjects do I like?

At A-level each subject is studied to a greater depth than at GCSE. The course usually consists of up to nine periods per week for two years and requires considerable private study time. You need commitment if you are to make a success of it and this is more likely to be forthcoming if you enjoy the subject.

You will know whether or not you have enjoyed a subject over the two years leading to GCSE, but you will not really know whether or not you will enjoy subjects that are new in the Sixth Form. Even subjects that you have enjoyed to GCSE can be different at A-level. You can learn something about the nature of an A-level course by talking to Mr Harding or Mr Johnson.

At this point it is worth emphasising that there is no such thing as a 'useless' A-level. Employers are looking to employ good graduates, and often the subject in which such graduates have taken their degree is not of primary importance. If you are good at a subject, or if you particularly enjoy it, think seriously about studying it at A-level whatever your friends may think about its relevance in the twenty-first century. In two years' time you really do need the best A-level grades you can get.

Do I possess the necessary skills and abilities?

A-level courses are very different from GCSE courses. The specification material is more substantial and conceptually more demanding. Examination questions are more searching and require longer, more carefully reasoned answers. This means that you are unlikely to do well in a subject at A-level unless you get at least a B grade in that subject at GCSE. There are also subjects that, even with a good GCSE grade, you will find rather too demanding at A-level and that you are therefore best advised to avoid. On the other hand there are subjects in which, given adequate commitment over two years, you will have a good chance of securing a highly respectable A-level grade. A list of departmental recommendations for the study of each subject at A-level is set out in this guide.

The best person to consult for advice about whether you are likely to make a success of a particular A-level course is your present teacher in the subject. He or she will probably have experience of pupils taught in the past and will therefore be well qualified to offer advice about how you are likely to do in the future. He or she will also be able to explain exactly what the subject entails.

Which subjects do I need?

If you have a clear idea of which course you intend to follow in higher education you should consult the Head Teacher or Deputy Head to discover which A-levels will be needed as entrance requirements. If you are unclear about your intended higher education course, choose subjects you enjoy and in which you are likely to do well, with as much thought as possible as to courses you might study.

University entry requirements are often flexible, but there are some courses for which choice of A-levels is critical. Examples of such courses, together with the A-levels required, include:

Veterinary Medicine and Medicine:	Biology and Chemistry to A-level; a few medical schools require Biology and Chemistry, plus either Mathematics or Physics, at A-level.
Physiotherapy:	Biology
Biological Sciences:	Biology, and preferably Chemistry
Engineering:	Mathematics, and preferably Physics
Physics:	Physics and Mathematics
Chemistry:	Chemistry and Mathematics
Economics:	Economics and Mathematics

Most university departments will make offers that are conditional on specified grades in three A-level subjects. Similarly if you opt for both Mathematics and Further Mathematics at A-level you may need to include two other subjects to satisfy the entrance requirements for some university departments. In the past, some universities (most notably Bath, Cambridge and LSE) have published lists of 'non-preferred' A-level subjects, i.e. subjects they consider to provide an insufficiently rigorous preparation for undergraduate study. The Russell Group, a group of universities which aims to protect and promote excellence in Higher Education in the UK, has now published a document called 'Informed Choices' which advises pupils on the best subject combinations for a wide range of university courses. This can be viewed on www.russellgroup.ac.uk/informed-choices.aspx. If you are seriously considering applying to Oxford or Cambridge, or any other highly competitive university department, the Head Teacher, Mr Harding will be happy to discuss subject choice with you before you make your final decision.

You must also be realistic in your expectations as you embark on a Sixth Form course. For example, most medical schools will reject a UCAS application in two years' time if you do not have at least six GCSE 'A' grades (or the equivalent) including Mathematics, Biology and Chemistry.

If English is not your first language, UK universities will require you to present evidence of your proficiency in English as a condition of any offer of a place, and you should speak to the Head Teacher or Deputy Head so that they can advise you further. If you require a student visa (Tier 4) to study at university, your proficiency in English must also satisfy the requirements of the UK Border Agency; irrespective of whether or not you have a GCSE or IGCSE pass in English we recommend that you gain an IELTS pass with a minimum score of 6.5 in all four skills.

Given my academic programme, what qualifications will I have after two years in the Sixth Form?

Whereas the majority of Earlscliffians finish their Sixth Form career with four A-levels and an EPQ and/or additional qualifications, the qualifications that you will obtain at the end of your Sixth Form career will depend on a number of factors. You are strongly advised to think about these permutations in relation to the subjects you have chosen and your higher education aspirations.

Qualification - The Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a qualification open to all A-level students. Earlscliffe offers the Edexcel EPQ. The EPQ is equivalent to an AS-level, although it is marked to A2 standards, so the best students can receive an A* grade. Some UK universities will give conditional offers including the EPQ and you are more likely to receive an offer because you are studying for the EPQ.

EPQs are particularly suited to those students who enjoy working independently on something that really interests them. EPQ students must be particularly good at managing their time, so that the EPQ does not interfere with their other academic studies. For this reason it is best for students to wait to see how well they can cope with their studies, rather than attempting to embark upon an EPQ from the very start of the Michaelmas Term.

The EPQ has three components. These are:

1. The project itself, which for most students takes the form of a 5,000-word essay addressing a question of the student's choice. Examples of past questions include 'What is the best temperature and technique to use when cooking steak sous vide and how can the science behind it be applied more generally to the technique?' and 'How influential is the NRA in maintaining America's stance on gun control?'. In theory the EPQ can be about almost anything. In practice, however, it is wise to choose an EPQ on the basis that one can access scholarly academic material for research purposes.

Alternatively students write a 1,000-word evaluative essay in support of some artefact which they've produced, such as an epic poem, or an engine, or a portfolio of chair designs.

2. A project log, which is effectively an academic diary containing reflections on the learning process. It is important to realize that the EPQ is more about process (how good you are at independent learning) rather than content (whether or not your research findings are objectively 'correct').

3. A project presentation. This typically takes the form of a brief powerpoint presentation followed by a Question and Answer session before an audience invited by the student, and their mentor (the member of the teaching staff guiding the student through the EPQ process).

- 20% of the marks are awarded for how well you manage the project – so students need to be well organized.
- 20% are for your research skills and use of resources.

- 40% is given for how well you realise your plan and overcome problems in meeting your objectives.
- 20% is for your ability to review your progress and evaluate your own performance.

The EPQ is submitted in May each year. The ideal is for it to be written during the Lower Sixth summer holiday.

Access Arrangements at A-level

The Joint Council of Qualifications (JCQ) has significantly tightened the regulations governing exam access arrangements and there is no longer an automatic continuation of concessions from GCSE to A-level. If a school fails to hold the required evidence relating to an application for access arrangements an accusation of maladministration can be made and paper disqualification can occur. Seeking unfair advantage in a public exam can be classed as criminal fraud. The regulations governing access arrangements are linked to the Equality Act 2010 and parents should be aware that pupils working with concessions are listed as 'disabled learners'.

JCQ regulations state that a pupil is only eligible for access arrangements if they have a significant history of need and are currently making regular use of support. In line with the regulations it is our aim to provide strategies to overcome a difficulty, rather than to register a pupil as a disabled learner. Improved revision and exam technique often solve timing difficulties. An application for access arrangements must also include assessment scores that fall in the below average range.

The IELTS Test

Overseas pupils applying to a British university are likely to be required to take the Academic IELTS test. The International English Language Testing System (IELTS) is an English proficiency test and is used by many universities as evidence of an applicant's level of English. The IELTS may also be required by overseas university applicants by way of meeting UK visa requirements. Non-EU students will sit the 'IELTS for UKVI' test.

There are four parts to the IELTS and these are:

1. 1 hour writing test
2. 1 hour reading test
3. 30 minutes listening test
4. 15 minutes speaking test

It is important that overseas pupils applying to a British university find out the IELTS requirements of their prospective university course at an early stage so that pupils can work towards achieving a good IELTS score in the Lower Sixth. There are dedicated IELTS lessons for Sixth Formers and additional IELTS lessons can also be arranged as required.

IELTS may be taken as many times as is necessary. It is scored on a scale of 0.0 to 9.0. Most UK universities will demand an average score of 6.0-6.5 as an entry requirement, with others such as LSE, Oxford and Cambridge demanding at least 7.5.

UK University Admissions Tests

Some universities and colleges require that you pass an admissions test as well as standard qualifications if you are applying for courses in particular subjects. These external exams are designed to provide a test which in so far as possible you cannot revise for or be drilled for, unlike a GCSE knowledge-based

paper, for example. However, there are a number of test preparation guides, texts, and courses provided commercially which you may investigate.

The most well-known tests are for candidates applying for medicine, veterinary science and bio-medical degrees: the BMAT and UKCAT tests.

The details for a majority of these university admissions tests are provided below, although it is not an exhaustive list.

Please check whether you have to pass an admissions test when deciding which courses you are going to apply for, as there may be admissions tests that are not included in the list on this page.

You can do this by checking the Entry Profile for your chosen course(s) on the [UCAS Course Search](#).

You can also contact your universities or colleges directly by phone or email, or check the prospectus on their website.

It is YOUR responsibility as the candidate, to make these checks and to ensure that entry deadlines are met.

BioMedical Admissions Test (BMAT)

For entry to medicine, veterinary medicine and biomedical science courses.

Classics Admissions Tests (CATS)

For entry to any course including Classics at the University of Oxford.

English Literature Admissions Test (ELAT)

For entry to English courses at the University of Oxford.

Graduate Medical School Admissions Test (GAMSAT)

For graduate entry into medicine and dentistry courses.

History Aptitude Test (HAT)

For entry to all degrees involving history at the University of Oxford.

Health Professions Admissions Test (HPAT)

For entry to certain medical courses at the University of Ulster.

The National Admissions Test for Law (LNAT)

For entry to law.

Mathematics Aptitude Test (MAT)

For entry to mathematics or computer science, or a joint honours degree involving mathematics at the University of Oxford.

Modern and Medieval Languages Test (MML)

For entry to modern and medieval languages at the University of Cambridge.

Modern Languages Admissions Test (MLAT)

For entry to any course including a modern language at the University of Oxford.

Physics Aptitude Test (PAT)

For entry to physics, or a joint degree involving physics at the University of Oxford.

Sixth Term Examination Papers (STEP)

For entry to mathematics at the University of Cambridge and University of Warwick.

Thinking Skills Assessment (TSA Cambridge)

For entry to computer science, natural sciences, engineering, economics, land economy and politics, psychology and sociology (PPS) at a number of University of Cambridge colleges.

Thinking Skills Assessment (TSA Oxford)

For entry to philosophy, politics and economics (PPE), economics and management (E&M), experimental psychology (EP) or psychology and philosophy at the University of Oxford.

Thinking Skills Assessment (TSA) UCL

For entry to European social and political studies at University College London (UCL).

UK Clinical Aptitude Test (UKCAT)

For entry to medical and dental schools.

Applying to US universities

Application Process

International students often underestimate the amount of time required to apply for admission to a college or university in the United States. You can avoid this mistake by setting a schedule for yourself that begins well in advance of the time that you plan to begin your studies.

When setting your timetable, always remember that starting the process early is the best way forward. You will need to allow yourself sufficient time to thoroughly research the institution and/or program that will best serve your academic and professional goals. Then you must meet the application deadlines of the universities to which you apply, which may be up to ten months before the beginning of the school term.

Especially for schools with competitive admissions (so-called Ivy League plus others), the application process takes a significant amount of time and effort. You will need to write personal statements and request recommendations from teachers or others who know you well. Even if you are applying on line via the **Common Application**, you will want to get started early. University websites and other academic

internet sites may provide quick and convenient access to the required application forms, but you still need time to research your options, contact teachers and institutions to provide recommendations and transcripts, and sign up for required entrance exams in time to meet application deadlines.

Application Timeline

This application timeline will provide you with detailed information about the steps you should take and when you should take them in order to plan your approach to studying in the USA. The plan starts 18 months before you wish to study, so you need to get planning soon! Of course, if you don't have that much time you can still jump in and catch up – but the earlier the better.

18 Months Before U.S. Study

- Research various colleges and universities programs
- Register and prepare for required entrance exams
- Keep working hard in school

12-14 Months Before U.S. Study

- Choose the schools to which you will apply
- Obtain all necessary information and forms for each school
- Take required entrance exams

10-12 Months Before U.S. Study

- Request any forms and information again, if necessary
- Identify your references and supply them with required reference forms
- Request transcripts from your school/s
- Write your application essay (also called a “personal statement”)

10 Months Before U.S. Study

- Retake entrance exams if scores were unsatisfactory
- Line up all required financing
- Complete and mail applications
- Electronic Applications: An Additional Note

3 Months Before U.S. Study

- Apply for your student visa
- Research health insurance options for your time abroad
- Make travel arrangements for when you arrive in the U.S.

Standardised Tests

Most U.S. colleges and universities require that you take one or more standardised admissions tests in order to gain entrance into their programs. SAT, ACT, TOEFL, IELTS.

Test Overview

Most U.S. colleges and universities will require that both undergraduate and graduate students applying

for admission take one or more standardised admission tests. They are intended to provide a common measure for comparing the abilities of students who come from a variety of educational backgrounds and institutions. Scores from these tests will be sent with your application packets, along with your college applications, essays, references, transcripts, work experience and other information you prepare for consideration.

Universities generally determine the ability of an international student after reviewing all of the criteria above, including whether his or her English skills are sufficient to successfully complete their academic program. Some schools may place more weight on students' test scores than others. Various factors complicate the interpretation of standardised test scores for international students. For example, the degree of English proficiency may affect test performance. Moreover, school officials must consider the cultural and educational backgrounds of international students, since the tests were developed for students who were educated in the United States.

The level of skills required for success in undergraduate studies varies by field or department. Institutions often look at the separate components of test scores because there may be significant differences between them. For example, one student might score low on the verbal measure but high on a math measure of a test, while another student might score the opposite. An English department and an engineering department would consider these students differently.

Institutions might also look at separate measures on English proficiency tests such as grammar, listening, reading, speaking and writing. Some departments might consider it crucial to have high scores in listening and speaking; others might feel it is important to have high scores in reading and writing.

Types of Standardised Tests

Most undergraduate courses will require the TOEFL or IELTS exam for all international students to ensure that they have adequate proficiency in English to succeed in U.S. colleges. All standardised tests listed here are given in English.

For undergraduate admissions, required standardised tests usually include:

1. SAT (<https://sat.collegeboard.org/home>)
2. IELTS (<http://www.ielts.org/>)
3. ACT (<http://www.actstudent.org/>)



Aims

- students will be taught to investigate, explore and record information from a variety of sources
- they will learn how to develop ideas in response to a wide range of stimuli and imaginative and creative thinking
- they will learn about different art forms and how they are used to communicate ideas and emotions
- to communicate effectively in a visual way, students will learn skills and use of materials and techniques through practice, experimentation and modification
- they will learn to distinguish between a variety of ways to achieve intended outcomes and be self-critical and analytical in their work

Entry requirements

It is expected that students will have obtained a high grade GCSE in Art or equivalent of at least two years' in-depth study and practice in the subject. Enthusiasm, self-motivation, creativity and aptitude are integral to success in this subject.

Course Structure - AS and A-level are two separate stand-alone qualifications

AS	A-level
<p>Component 1: An internally guided project based on a theme. 60% of AS-level.</p> <p>Component 2: An externally set assignment. Students choose one from a set of five questions. Following preparation time there is a period of 10 hours of supervised but unaided time to produce a finished outcome. 40% of AS-level.</p>	<p>Component 1: Personal Investigation. An internally guided practical investigation into an idea, issue, concept or theme, supported by written material. 60% of A-level.</p> <p>Unit 4: An externally set assignment. Students choose one from a set of eight questions. Following preparation time they will have 15 hours of supervised but unaided time to produce a finished outcome. 40% of A-level.</p>

Career and opportunities

These may include careers in such fields as advertising, marketing design, architecture, fashion and product design and the media. The study of art can also help you develop transferable skills you can take into any career or job. Universities, art colleges and employers are impressed by creative and self-determined candidates.



Aims - The aims of the Edexcel Advanced Subsidiary and Advanced GCE in Biology are to:

- enable students to sustain and develop an enjoyment of, and interest in Biology and its applications
- develop an understanding of the link between theory and experiment and skills in the design and execution of experiments
- develop essential knowledge and understanding in Biology and, where appropriate, the applications of Biology

Entry requirements

We would expect that applicants to this course would have grades 9-4 in British GCSE Biology/Science and Mathematics or equivalent grade/mark in their national system of secondary education.

Course Structure

Edexcel's GCE in Biology comprises six units and contains an Advanced Subsidiary subset of three AS units. The Advanced Subsidiary (AS) GCE is the first half of the GCE course. It may be awarded as a discrete qualification or can contribute 50% of the total Advanced GCE marks.

AS	A-level
<p>Paper 1: Lifestyle, Transport, Genes and Health. This first topic for this paper involves the study of the functioning of the circulatory system and the importance of lifestyle choices to health. Whilst the second topic explores the exchange and transport of materials, DNA, protein synthesis enzymes and monohybrid inheritance within the context of the genetic disease Cystic Fibrosis.</p> <p>Paper 2: Development, Plants and the Environment. This first topic for this paper involves the study of the development of multicellular organisms from single cells to complex individuals. The second topic focuses on the biodiversity and wealth of natural resources used by humans.</p>	<p>Paper 1: The Natural Environment and Species Survival. This paper involves the study of topics studied for AS Biology plus a topic that builds an appreciation for photosynthesis as a process that underpins the majority of ecosystems. The second topic looks at the wide variety of techniques used by forensic pathologists to determine the identity and the time and cause of death in organisms, including humans.</p> <p>Paper 2: Energy, Exercise and Co-ordination. This paper involves the study of topics studied for AS Biology plus a topic that is centred on the physiological adaptations that enable animals and humans to undertake strenuous exercise. The second topic considers how the working of the nervous system enables us to see.</p> <p>Paper 3: General and Practical Applications in Biology. This paper involves the interpretation and analysing experimental results/data based upon the topics 1 -8. There is also one section with questions based upon a pre-released scientific article.</p>

Career and opportunities

By studying Biology at school or college students are opening the door to a wide variety of rewarding careers. As well as learning about how the organisms works, students will get a broad training in skills that all employers value – an ability grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, evaluation, mathematical and IT skills. “A” grades in Biology are highly valued by leading British universities. Careers in Biology may be very versatile and literally “mind-blowing”, but if you have chosen Medicine, Veterinary Science, Biochemistry or Zoology, or even management and finance, the skills developed by studying Biology are still highly regarded.



Aims - The aims of the AQA Advanced Subsidiary and Advanced GCE in Business are to:

- give the students an understanding of four key elements of business performance: accounts, marketing personnel and logistics
- encourage the students to use their knowledge of business models and theory to explain the behaviour and success or failure of real businesses around the world
- provide students with the confidence and skills needed to run their own organisations in the future

Entry requirements

We would expect that applicants to this course would have grades 9-4 in British GCSE English and Mathematics or equivalent grade/mark in their national system of secondary education.

Course Structure

AS	A-level
1 What is business? 2 Managers, leadership and decision making 3 Decision making to improve marketing performance 4 Decision making to improve operational performance 5 Decision making to improve financial performance 6 Decision making to improve human resource performance	1-6 as for AS plus: 7 Analysing the strategic position of a business 8 Choosing strategic direction 9 Strategic methods: how to pursue strategies 10 Managing strategic change
Assessed Paper 1 <ul style="list-style-type: none"> • Written exam: 1 hour 30 minutes • 80 marks in total - 50% of AS Paper 2 <ul style="list-style-type: none"> • As in Paper 1 but exam consists of one case study 	Assessed Paper 1 <ul style="list-style-type: none"> • Written exam: 2 hours • 100 marks in total - 33.3% of A-level Paper 2 <ul style="list-style-type: none"> • Data response (as Paper 1) Paper 3 <ul style="list-style-type: none"> • Case study (as Paper 1 & 2)

Career and opportunities

The individual elements of the Business Studies course give the students the chance to decide whether they would like to pursue a business career in finance, marketing personnel or logistics. The A-level course gives them a sound grounding in each of these key career areas. More holistically the subject should equip students with the skills that they will need in later life to become entrepreneurs themselves or managers of departmental areas within a corporation.



Aims - For students to:

- gain an understanding of how the chemical elements interact and the role they play in making up our world and beyond
- understand the relevance of science beyond the laboratory
- learn analytical, evaluative and synoptic skills
- develop practical skills, including the ability to plan and manipulate information and data
- be able to use scientific logic to assess critically a wide range of ideas presented in newspapers, books and in the electronic media
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Entry requirements

The course doesn't require previous knowledge of Chemistry, however most of our As students had either GCSE or some form of basic Chemistry education before, which is certainly beneficial.

Be prepared to extend your knowledge by reading books and relevant articles in contemporary science magazines, be ready to enter the International Chemistry Olympiad, attend fascinating science lectures at UK universities and you will come with us for an unforgettable two-day visit the University of Cambridge Science Festival every spring.

We use a wide range of internet based activities to prepare our students for a successful examination.

Earlscliffe College is in Partnership with the Royal Society of Chemistry, the world's leading chemistry community - and all their tools and resources are to help us bring chemistry to life in the classroom.

Course Structure

AS	A-level
Unit 1: Physical chemistry, Inorganic chemistry Relevant practical skills Written examination, lasting 1 hour 30 minutes.	Unit 1 and Unit 2 Physical, Inorganic and Organic chemistry Relevant practical skills Written examination, lasting 3 hours
Unit 2: Depth study, Physical chemistry Organic chemistry Relevant practical skills Written examination, lasting 1 hour 30 minutes.	Unit 3: Any content, any practical skills Written examination, lasting 2 hours

Career and opportunities

Students do chemistry mostly to go on to study **Medicine** and do research at prestigious universities. Along with Engineering these are the best paid science related jobs all over the world. **Chemical engineers** develop novel materials that improve our quality of life and new batteries to fuel our various electrical devices. **Chemists** work for pharmaceutical companies to develop new drugs to cure diseases and help fight bugs that would destroy our crops. **Molecular biologists** want to understand the way living cells operate and study DNA, proteins and their reactions. **Analytical chemists** can be involved in forensic investigations and help keep sports drug free. **Environmental sciences** involve a great deal of chemistry including ways to reduce pollution and the ways our waste can be recycled.



Aims

For students to:

- develop and build on the skills acquired at GCSE
- To enhance employment prospects
- To facilitate foreign travel
- To provide an insight into another culture and society
- To provide students with a sound basis for further study

Entry requirements

Ideally, students wishing to study A-level Chinese should either have at least a grade 7 or 8 in GCSE Chinese or be a native speaker.

Course Structure

AS	A-level
Paper 1 Listening, reading and translation into English (40%)	Paper 1 Listening, reading and translation into English (40%)
Paper 2 Written response to works and translation (30%)	Paper 2 Written response to works and translation (30%)
Paper 3 Speaking (30%)	Paper 3 Speaking (30%)

Career and opportunities

Some modern language graduates work on a self-employed basis as interpreters or translators. However, many others choose careers not directly related to their subject but where there is the opportunity to use their language skills, for example working for companies who trade or offer services internationally or to non-English speaking customers and suppliers. This means that language graduates work for a huge variety of employers and sectors, including: teaching and education; government and public administration; business services; museums and libraries; tourism; media and internet; science, engineering and technology; transport and logistics; charity and voluntary work.



Aims

The aims of the AQA A-level Economics course are to:

- give the students an understanding of the workings of the national and global economy
- encourage students to apply their economic knowledge to interpret real world events
- equip students to think logically and critically about economic and political ideas that are presented to them

Entry requirements

It is expected that prior to embarking upon this course students will have achieved grades 9-4 in UK GCSE English and Mathematics (or equivalent).

Course Structure

All students will be required to sit three terminal examinations at the end of a two year period of study at Earlscliffe

Paper 1: Individuals, firms, markets and market failure (Micro-economics)

1. Economic methodology and the economic problem. 2. Individual economic decision making. 3. Price determination in a competitive market. 4. Production, costs and revenue. 5. Perfect competition, imperfectly competitive markets and monopoly. 6. The labour market. 7. The distribution of income and wealth: poverty and inequality. 8. The market mechanism, market failure and government intervention in markets.

Assessed: written exam: 2 hours. 80 marks (33.3% of A-level)

Questions: Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks;
Section B: essay questions requiring written answers, choice of one from three worth 40 marks

Paper 2: The national and international economy (Macro-economics)

9. The measurement of macroeconomic performance. 10. How the macro-economy works: the circular flow of income, AD/AS analysis, and related concepts. 11. Economic performance. 12. Financial markets and monetary policy. 13. Fiscal policy and supply-side policies. 14. The international economy

Assessed: written exam 2 hours. 80 marks (33.3% of A-level)

Questions: Section A: data response questions requiring written answers, choice of one from two contexts worth 40 marks;
Section B: essay questions requiring written answers, choice of one from three worth 40 marks

Paper 3: Economic principles and issues (considering Micro and Macro-economic issues raised in paper 1 & 2)

Assessed written exam: 2 hours. 80 marks. (33.3% of A-level)

Questions: Section A: multiple choice questions worth 30 marks;
Section B: case study questions requiring written answers, worth 50 marks. All the question papers are compulsory

Career and opportunities

The study of Economics is seen as a rigorous preparation for a wide variety of careers in both the public and private sector. Within the government sector students can go on to work as economists at the Treasury, at the Bank of England or with the European Commission. Economics graduates are employed directly by large companies as economic forecasters and market advisors. Economics is also seen as a good grounding for careers in accountancy, banking and the law.



Aims

English Literature A’s historicist approach to the study of literature rests upon reading texts within a shared context. Working from the belief that no text exists in isolation but is the product of the time in which it was produced, English Literature A encourages students to explore the relationships that exist between texts and the contexts within which they are written, received and understood. Studying texts within a shared context enables students to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives. English Literature A privileges the process of making autonomous meaning, encouraging students to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

Entry requirements

We would expect that applicants to this course would have grades 9-7 in British GCSE English or equivalent grade/mark in their national system of secondary education. This is an “extra subject” at A-level and is usually taught in lieu of Wednesday SCS activities.

Course Structure (4 lessons per week)

AS	A-level
<p>Paper 1: Love through the Ages: Shakespeare and Poetry Study of two texts: one Shakespeare play and one AQA Anthology of Love Poetry through the Ages (Pre-1900 or Post-1900) written exam: • 1 hour 30 minutes</p> <p>Paper 2: Love through the Ages: Prose Study of two prose texts. Examination will include an unseen prose extract. Written exam: • 1 hour 30 minutes</p>	<p>• Core content: 3.1 Love through the ages / 3.2 Texts in shared contexts / 3.3 Independent critical study: Texts across time</p> <p>Paper 1: Love through the ages Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play. Written exam: • 3 hours</p> <p>Paper 2: Texts in shared contexts Choice of two options: WW1 and its aftermath or, modern times: Written exam: • 2 hours 30 minutes • Examination will include an unseen extract</p> <p>Non-exam assessment: Independent critical study: 50 marks • 20% of A-level • Assessed by teachers</p>

Career and opportunities

There is a pretty diverse range of careers open to graduates with an English degree: copywriter, PR, journalist, marketing, advertising, animator, designer, public speaker, teacher, curator and TV producer are just a few.



Aims

To enable students to:

- develop and build on the skills acquired at GCSE
- To enhance employment prospects
- To facilitate foreign travel
- To provide an insight into another culture and society
- To provide students with a sound basis for further study

Entry requirements

Ideally, students wishing to study A-level French, German, Spanish or Polish should either have at least a Grade 5 or 6 in GCSE French/German/Spanish or Polish or be a native speaker.

Course Structure

AQA GCE in French/German/Spanish or Polish comprises of 3 papers in either AS or A-level

AS	A-level
Paper 1 Listening, reading and translation	Paper 1 Listening, reading and translation
Paper 2 Written response to works and translation	Paper 2 Written response to works and translation
Paper 3 Speaking	Paper 3 Speaking

Career and opportunities

Some modern language graduates work on a self-employed basis as interpreters or translators. However, many others choose careers not directly related to their subject but where there is the opportunity to use their language skills, for example working for companies who trade or offer services internationally or to non-English speaking customers and suppliers. This means that language graduates work for a huge variety of employers and sectors, including: teaching and education; government and public administration; business services; museums and libraries; tourism; media and internet; science, engineering and technology; transport and logistics; charity and voluntary work.



Aims

OCR AS and A Level in Further Mathematics B (MEI) is designed for learners with an enthusiasm for mathematics, many of whom will go on to degrees in mathematics, engineering, the sciences and economics, or any subject where mathematics is developed further than in A Level Mathematics.

AS and A Level Further Mathematics build from GCSE, AS and A Level Mathematics.

As well as building on algebra and calculus introduced in A Level Mathematics, the AS Level Further Mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing. The non-core content includes different options that can enable learners to specialise in areas of mathematics that are particularly relevant to their interests and future aspirations.

AS Level Further Mathematics prepares learners for further study and employment in highly mathematical disciplines that require knowledge and understanding of sophisticated mathematical ideas and techniques

Entry requirements

Grade 7 at GCSE or equivalent in Mathematics Students studying Further Mathematics must also study A-level Mathematics or have completed a recognised A-level course of study. Further Mathematics is an “extra subject” at A-level and is for the highly able. It is delivered in lieu of Wednesday SCS activities.

Course Structure (4 lessons per week)

AS	A-level
<p>This is a linear course comprising of a pure mathematics compulsory unit and two optional units. The optional units can be selected from mechanics, statistics, working with algorithms, further pure maths with technology and numerical methods.</p> <p>There are three papers, one for each unit. Each lasts 1 hour 15 minutes and comprises 33.3% of the qualification</p>	<p>This is a linear course comprising of a pure mathematics compulsory unit and either two or three optional units depending on whether the student wishes to specialise in a particular area and sit a major and a minor paper or three minor papers. These optional units can be selected from mechanics, statistics, working with algorithms, further pure maths with technology and numerical methods.</p> <ul style="list-style-type: none"> The pure maths paper will last 2 hours and 40 minutes and comprises 50% of the qualification A major paper lasts two hours 15 minutes and comprises 33.3% of the qualification A minor paper lasts one hour 15 minutes and comprises 16.7 of the qualification

Career and opportunities

Mathematical experts in demand across all types of industries the world over. Study maths and you have access to career opportunities in sectors you may never have even considered including specialised fields such as law and medicine. That said, a large number of maths careers are still based within business or science and technology-related sectors, with maths graduates occupying roles such as accountant, actuary, statistician, technician, Economist or market researcher. Career opportunities include;

- | | | |
|---------------|---------------|------------|
| Statisticians | Actuaries | Physicists |
| Surveyors | Town planners | Engineers |
| Teaching | Management | Computing |
| Accountancy | | |



Aims

- develop and apply understanding of contemporary geographical concepts and processes to understand and interpret our challenging world
- inspire students about the world around them and gain employment, with skills and knowledge from geographical studies
- develop an awareness of the complexity of interactions within and between societies, economies, cultures and environments at local and global scales
- become global citizens who recognise the challenges of sustainability and the implications for our own and each other’s lives
- become adept in the use and application of skills and new technologies through geographical studies both in and outside the classroom

Entry requirements

Students wishing to study A-Level Geography should have at least a grade 5 or 6 in GCSE English and/or Geography. Students should also have a keen interest in reading books and articles, watching documentaries and films and being able to work independently outside of the classroom, particularly to update case study knowledge.

Course Structure

A-level			
	Exam time	Type of assessment	Percentage of overall grade
Component 1 Dynamic Landscape	2h15 Min	Written Paper	30% of total mark
Component 2 Dynamic Places	2h15 Min	Written Paper	30% of total mark
Component 3 Synoptic Paper	2h15 Min	Written Paper	20% of total mark
Component 4 Field/Coursework	No exam	Moderated	20% of total mark

Career and opportunities

Geography combines well with both arts and science subjects as it is a broad based subject that really fits well for your future progression. It leads to a variety of careers in sustainability, urban regeneration, retail location, managing the effects of hazards and climate change. Careers in law, human rights, politics and welfare benefit from studying aspects of Geography such as “Global Development” and “Migration, Identity and Sovereignty”, for instance.



Aims

Students of Government and Politics are encouraged to:

- develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes
- acquire knowledge and understanding of the structures of and power within the political system of the United Kingdom, and how these may differ from those of other political systems
- acquire knowledge and informed understanding of the rights and responsibilities of the individual and encourage an interest in, and engagement with, contemporary politics

Entry requirements

Ideally, students wishing to study A-level Government and Politics should either have at least a Grade B in GCSE English or be of a Band 6 standard in IELTS writing. More importantly, perhaps, is an interest in current affairs!

Course Structure

Assessment Overview	Content Overview
<p>Component 1: UK Politics</p> <ul style="list-style-type: none"> • 2 hours/33½% • TWO thirty-mark questions (Section A) and ONE 24-mark question (Section B) 	<p>Section A Political Participation:</p> <ul style="list-style-type: none"> • Democracy and participation • Political parties • Electoral systems • Voting behaviour and the media <p>Section B Core Political Ideas:</p> <ul style="list-style-type: none"> • Conservatism • Liberalism, • Socialism
<p>Component 2: UK Government</p> <ul style="list-style-type: none"> • 2 hours/33½% • TWO thirty-mark questions (Section A) and ONE 24-mark question (Section B) 	<p>Section A</p> <ul style="list-style-type: none"> • The constitution • Parliament • Prime Minister and executive • Relationships between the branches <p>Section B</p> <ul style="list-style-type: none"> • ONE non-core political idea
<p>Component 3: Comparative Politics (Global Politics)</p> <ul style="list-style-type: none"> • 2 hours/33½% • TWO twelve-mark questions and TWO 30-mark questions 	<ul style="list-style-type: none"> • Sovereignty and globalisation • Global governance: political and economic • Global governance: human rights and environmental • Power and developments regionalism and the European Union • Comparative theories.

Career and opportunities

Studying Government and Politics would lead to a wide range of career opportunities including those in public affairs, banking, social work, journalism, law, probation work, sales, public relations and research.

Government and Politics combines well with all humanities and arts subjects. The skills you develop will be transferable to other subjects and will support your studies generally.



Aims

For students to:

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
- build on their understanding of the past through experiencing a broad and balanced course of study
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds
- develop the ability to ask relevant and significant questions about the past and to research them
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
- develop their use and understanding of historical terms, concepts and skills
- make links and draw comparisons within and/or across different periods and aspects of the past
- organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements

Entry requirements

Ideally, students wishing to study A-level History should either have at least a Grade 5 or 6 in GCSE English and History. We study modern History which is aimed at helping you have an understanding of the world in which we live in and the world in which you will be forging your careers in. Be prepared to read articles and books, watch documentaries and films and be able to work independently outside of the classroom.

Course Structure

AS	A-level
<p>Unit 1: Breadth study with interpretations Option 1H: Britain transformed, 1918–97 Written examination, lasting 2 hours 15 minutes.</p> <p>Unit 2: Depth study Option 2H.1: The USA, c1920–55: boom, bust and recovery Written examination, lasting 1 hour 30 minutes.</p>	<p>Units 1 & 2 plus:</p> <p>Unit 3: Themes in breadth with aspects in depth Option 33: The witch craze in Britain, Europe and North America, c1580–c1750 Written examination, lasting 2 hours 15 minutes.</p> <p>Unit 4: Coursework Internally assessed, externally moderated.</p>

Career and opportunities

A significant number enter the **legal profession**, where their analytical and critical reasoning skills are highly valued, as well as library, information and archivist careers, where their research expertise and ability to select, manage and organise information comes to the fore.

Politics, publishing, journalism, media and **writing** in all its forms are similarly suitable, alongside **business and commerce, public sector administration** and the **charity and voluntary sectors**.



Aims

For students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand coherence and progression in mathematics and how different areas of mathematics are connected
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- reason logically and recognise incorrect reasoning
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- make deductions and inferences and draw conclusions by using mathematical reasoning
- interpret solutions and communicate their interpretation effectively in the context of the problem
- read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology, such as calculators and computers, effectively and recognise when it may be inappropriate to use them
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

Entry requirements

A grade 7 at GCSE or equivalent in mathematics

Course Structure

AS	A-level
<p>This is a linear course comprising of compulsory teaching in the fields of pure mathematics, statistics and mechanics. There are no optional modules.</p> <p>There are two examination papers:</p> <p>Paper 1: Pure mathematics lasts 2 hours, has 100 marks which makes up 62.5% of the qualification</p> <p>Paper 2: Statistics and Mechanics lasts one hour and 15 minutes, has 60 marks and makes up 37.5% of the qualification</p>	<p>This is a linear course comprising of compulsory teaching in the fields of pure mathematics, statistics and mechanics. There are no optional modules.</p> <p>There are three examination papers:</p> <p>Paper 1: Pure Mathematics 1</p> <p>Paper 2: Pure Mathematics 2</p> <p>Paper 3: Statistics and Mechanics</p> <p>Each paper is lasts 2 hours, has 100 marks and makes up 33.3% of the qualification</p>

Career and opportunities

Mathematical experts in demand across all types of industries the world over. Study maths and you have access to career opportunities in sectors you may never have even considered including specialised fields such as law and medicine. That said, a large number of maths careers are still based within business or science and technology-related sectors, with maths graduates occupying roles such as accountant, actuary, statistician, technician, Economist or market researcher.



Aims

- students will learn how to technically use a DSLR camera, and apply relevant techniques to help communicate ideas
- they will learn how to investigate the work of photographers and artists to help inform and develop their work
- they will learn how photography can represent ideas, feelings, and meanings and utilise this within their own work
- during the lessons students will explore a variety of technical photographic practices using the DSLR on outdoor locations, studio workshops, developing their images through Camera Raw and Photoshop workshops
- students will be required to document the journey of their photography project in an A4 sketchbook illustrating the development and exploration of their work. The sketchbook needs to present a range of techniques, approaches and methods working towards a final outcome

Entry requirements

If you have studied Photography or ART to GCSE it would be advantageous but not essential. The most important requirements are a keen interest in photography combined with enthusiasm and a willingness to work hard during the lessons and in your own time.

Course Structure

AS	A-level
Component 1: Portfolio An internally guided project based on a theme. 60% of AS	Component 1: Personal Investigation An internally guided practical investigation into an idea, issue, concept or theme, supported by written material. 60% of A-level
Component 2: Externally set assignment An externally set assignment students choose one from a set of questions. Preparatory period + 10 hours supervised time. 40% of AS	Component 2: Externally set assignment An externally set assignment students choose one from a set of questions. Preparatory period + 15 hours supervised time. 40% of A-level

Career and opportunities

You may go on to study Photography at University or combine it with other creative subjects such as Fine Art, Interior Design, Graphic Design, Web Design, Multi-Media, Advertising or Video Production. Potential careers within Photography could include Photographic Professional Practice, Journalism, Advertising, Fashion, Media and Film.



Aims

The aims and objectives of the Pearson Edexcel Level 3 Advanced Subsidiary GCE (AS) and Advanced GCE (A-level) Physics are to enable students to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem solving skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

Entry requirements

We would expect that applicants to this course would have grades 9-4 in British GCSE Physics/Science and Mathematics or equivalent grade/mark in their national system of secondary education. Use of mathematical skills will make up 40% of the assessment.

Course Structure

AS and A-level Physics are linear qualifications; assessments for each qualification will now take place at the end of each course. AS is a stand-alone qualification, meaning it will not form part of students' A-level grades. However, the content of the AS is included in the A-level content, to allow the two qualifications to be co-taught. That will make it possible for the students to make final decision on what course they should complete by the end of February, when the level of their achievement and expectations would be quite clear.

AS	A-level
<p>Students should gain experience of a wide variety of practical work that gives them opportunities to develop their practical and investigative skills by planning, carrying out and evaluating experiments. Content of the course covers:</p> <p>Topic 1: Working as a Physicist Topic 2: Mechanics Topic 3: Electric Circuits Topic 4: Materials Topic 5: Waves and Particle Nature of Light</p>	<p>This course includes 5 topics from AS specification. In addition to them it also contains:</p> <p>Topic 6: Further Mechanics Topic 7: Electric and Magnetic Fields Topic 8: Nuclear and Particle Physics Topic 9: Thermodynamics Topic 10: Space Topic 11: Nuclear Radiation Topic 12: Gravitational Fields Topic 13: Oscillations</p>

Career and opportunities

By studying Physics at school or college students are opening the door to a wide variety of rewarding careers. As well as learning about how the universe works, students will get a broad training in skills that all employers value – an ability grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills. "A" grades in Physics are highly valued by leading British universities. Careers in physics may be very versatile, but if you have chosen medicine, engineering, IT or architecture, or even management and finance, the skills developed by studying Physics are still highly regarded.



Aims

To develop essential knowledge and understanding of various areas of Psychology and how they relate to each other. This involves developing an appreciation of the scientific method and confidence in a variety of practical, mathematical and problem-solving skills. It also involves developing an appreciation of the many applications of Psychological science to social issues.

Entry requirements

There are no prior learning requirements to take this course. However, the course demands both fluent writing skills and being comfortable with numbers. It is therefore recommended that those wishing to study A-level Psychology should have obtained 5 or 6 grades in GCSE English and Maths, or their international equivalents. A commitment to hard work is essential for this course.

Course Structure

Currently we follow the Edexcel A-Level syllabus. In the first year, A-level candidates complete topics 1-4. In the second year, candidates complete topics 5, 6, and 9.

AS	A-level
Topic 1 – Social Psychology Topic 2 – Cognitive Psychology Topic 3 – Biological Psychology Topic 4 – Learning Theories Topics 1-4 are assessed via a 2-hour external examination, and comprise 35% of the total A-level.	Topics 1-4 plus: Topic 5 – Clinical Psychology Topic 6 – Criminological Psychology Topics 5 and 6 are assessed via a 2-hour external examination, and comprise 35% of the total A-level. Topic 9 – Psychological Skills Topic 9 is assessed via a 2-hour external examination, and comprises 30% of the total A-level.

Career and opportunities

Studying Psychology gives you a broad range of skills that span both science and the arts and opens up opportunities with a wide variety of employers. Careers directly related to psychology include clinical psychologist, counselling, educational psychologist, forensic psychologist, psychology lecturer, and sports psychologist. However, the subject also opens up opportunities in advertising and marketing, human resources, finance, the media, and social services, amongst others.



Aims - To enable students to:

- develop and build on the skills acquired at GCSE
- enhance employment prospects
- facilitate foreign travel
- provide an insight into another culture and society
- provide students with a sound basis for further study

Entry requirements

Ideally, students wishing to study A-level Russian should either have at least a Grade 5 or 6 in GCSE Russian or be a native speaker.

Course Structure

Edexcel/Pearson Russian GCE comprises of 4 units, two at AS and two at A2.

AS	A-level
<p>Unit 1 Assessment: 8-10 minute assessment in two sections.</p> <p>Section A requires students to respond to four Edexcel-set questions.</p> <p>Section B requires the teacher to engage the student in a discussion</p> <p>Unit 2 Assessment: 2 hour 30 minute paper in three sections.</p> <p>Section A requires students to listen to a range of authentic recorded Russian language material and to retrieve and convey information given in the recording.</p> <p>Section B requires students to read authentic Russian-language printed materials and to retrieve and convey information.</p> <p>Section C requires students to write 150–165 words in the form of a letter, report or article in Russian based on a short printed Russian-language stimulus.</p>	<p>Unit 3 Assessment: 11-13 minute assessment Students first outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes.</p> <p>Unit 4 Assessment: 2 hour 30 minute paper in three sections. Section A: A short written translation exercise to test students’ ability to transfer meaning from English into Russian effectively.</p> <p>Section B: A Russian-language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas, that invite either discursive or creative writing.</p> <p>Section C: A research-based essay in Russian (180–200 words) to reward students for Russian-language research skills linked to an area of interest to the student that relates to the culture and/or society of a Russian-language country, countries or community.</p>

Career and opportunities

Some modern language graduates work on a self-employed basis as interpreters or translators. However, many others choose careers not directly related to their subject but where there is the opportunity to use their language skills, for example working for companies who trade or offer services internationally or to non-English speaking customers and suppliers. This means that language graduates work for a huge variety of employers and sectors, including: teaching and education; government and public administration; business services; museums and libraries; tourism; media and internet; science, engineering and technology; transport and logistics; charity and voluntary work.



Aims

IELTS, the International English Language Testing System, is designed to assess the language ability of students who want to study or work where English is the language of communication.

The Academic module is for those wishing to go to university in the UK, and for those seeking professional registration.

IELTS is designed to assess English language skills at all levels. There is no such thing as a pass or fail in IELTS. Results are reported as band scores on a scale from 1 (the lowest) to 9 (the highest). Students should aim to score at least a Band 6.5.

Course Structure

Listening (approximately 30 minutes)	Test Parts: There are 4 sections: Section 1 is a conversation between two people set in an everyday social context (e.g. a conversation in an accommodation agency) Section 2 is a monologue set in an everyday social context (e.g. a speech about local facilities or a talk about the arrangements for meals during a conference) Section 3 is a conversation between up to four people set in an educational or training context (e.g. a university tutor and a student discussing an assignment, or a group of students planning a research project) Section 4 is a monologue on an academic subject (e.g. a university lecture).
Reading (1 hour)	Test Parts: There are 3 sections. Each section contains one long text. Texts are authentic and are taken from books, journals, magazines and newspapers. They have been written for a non-specialist audience and are on academic topics of general interest. Texts range from the descriptive and factual to the discursive and analytical. Texts may contain non-verbal materials such as diagrams, graphs or illustrations.
Writing (1 hour)	Test Parts: There are 2 tasks: In Task 1, candidates are presented with a graph, table, chart or diagram and are asked to describe, summarise or explain the information in their own words. They may be asked to describe and explain data, describe the stages of a process, how something works or describe an object or event. In Task 2, candidates are asked to write an essay in response to a point of view, argument or problem The issues raised are of general interest to, suitable for and easily understood by candidates entering undergraduate or postgraduate studies or seeking professional registration. Responses to Task 1 and Task 2 should be written in a formal style.
Speaking (11-14 minutes)	Test Parts: There are 3 parts: Part 1 - Introduction and interview (4-5 minutes); general questions on familiar topics, e.g. home, family, work, studies and interests; Part 2 (3-4 minutes) - task card which asks candidates to talk about a particular topic and which includes points which they can cover in their talk (2 minutes). Candidates are given 1 minute to prepare their talk. They then have one or two questions on the same topic; Part 3 Two-way discussion (4-5 minutes) – further questions which are connected to the topic of Part 2. These questions give candidates an opportunity to discuss more abstract issues and ideas.

A-level subject options 2020-21

Each student should choose one subject from each option block

Block A

Geography

History

Mathematics

Photography

Block B

Art

Business

Chemistry

Economics

Block C

Biology

Government and Politics

Physics

Psychology

Students may also choose an extra subject from Block D

Block D

English Literature

Further Mathematics

Departmental recommendations at GCSE, or equivalent, for the study of A-levels

Art	Grade 5 or 6 in Art is recommended.
Biology	Grade 7 or 8 in Biology and Chemistry or A* grades in Science plus Additional Science. In addition an A grade in Mathematics is recommended.
Business (formerly Business Studies)	Grade 5 or 6 in Business Studies (or if the subject has not been taken at GCSE, an appropriate equivalent to be determined by the School). A good level of spoken and written English is necessary for success in this course.
Chemistry	Grade 7 or 8 in Chemistry or grades 9 in Science plus Additional Science. In addition grade 9 in Mathematics is recommended.
Economics	Grade 5 or 6 in Mathematics A good level of spoken and written English is necessary for success in this course.
English	Grade 5 or 6 in English Language and English Literature
Further Mathematics	Grade 7 or 8 in Mathematics is recommended.
Geography	Grade 5 or 6 in Geography (or if the subject has not been taken at GCSE, an appropriate equivalent). A good level of spoken and written English is necessary for success in this course.
Government and Politics	Grade 5 or 6 in History, Geography or an appropriate humanities subject. A good level of spoken and written English is necessary for success in this course.
History	Grade 5 or 6 in History, Geography or an appropriate humanities subject. A good level of spoken and written English is necessary for success in this course.
Mathematics	Grade 7 or 8 in Mathematics is recommended.
Modern Foreign Languages	Grade 7 or 8 in the relevant language.
Physics	Grade 7 or 8 in Physics or Grades 9 in Science plus Additional Science. In addition grade 9 in Mathematics is recommended.

Going Beyond the Classroom: Super-Curricular Learning

One of the best ways you stand out during your Sixth Form studies is through the amount of independent study you undertake outside of the classroom. Regardless of your future plans, the ability to extend yourself and research independently into your interests is an invaluable skill – this will support your university applications and/or future job applications and interviews. All universities expect more than just classroom knowledge, which is where super curricular activities come in; these are academic enrichment tasks that show you are interested in your studies beyond what is on the school syllabus.

This ‘Discovery List’ has been put together to help you develop your interests not only in your chosen fields of study, but also in the wider world around you.

General resources

iTunes U

Free podcasts, video lectures, reading recommendations

A whole range of resources from leading universities (Oxford, Yale)

YouTube

Has its own educational channel – EDU

Radio 4

Excellent range of archive material

Recommended – Week in Westminster / Thinking Allowed / A History of the World / In Our Time

TED

Watch talks from experts from a variety of fields

MOOCs – Massive Open Online Courses – These online courses provide videos, reading lists and activities – you often don’t need to formally complete the course

FutureLearn – www.futurelearn.com

EdX – www.edx.org

Coursera – www.coursera.org

Websites of Professional organisations e.g.

www.rsc.org – Royal Society of Chemistry

www.history.org.uk – The Historical Association

Read newspapers!

Some online versions are free

Read more than one to develop your critical skills

Podcasts

Hardcore History - Dan Carlin (born 1965) is an American political commentator and podcaster. Once a professional radio host, Carlin eventually took his show to the Internet, and he now hosts two popular independent podcasts: Common Sense and Hardcore History

History of the World in 100 Objects - Director of the British Museum, Neil MacGregor, narrates 100 programmes that retell humanity’s history through the objects we have made

The Infinite Monkey Cage - Brian Cox and comedian Robin Ince from BBC Radio 4 have hosted a humour-riddled exploration of questions in science big and small

Stuff You Should Know - Josh Clark and Charles Bryant, friends and senior editors at HowStuffWorks, answer questions — many you may have wondered about in the past, and many that you’ve probably never considered.

Planet Money - explores the math-heavy aspects of economics and finance, along with the psychology of behaviour and economic decision making, in order to answer questions about why people act the way they do.

The greatest non-fiction reads

Art

The Shock of the New by Robert Hughes (1980)

Hughes charts the story of modern art, from cubism to the avant garde

The Story of Art by Ernst Gombrich (1950)

The most popular art book in history. Gombrich examines the technical and aesthetic problems confronted by artists since the dawn of time

Ways of Seeing by John Berger (1972)

A study of the ways in which we look at art, which changed the terms of a generation's engagement with visual culture

Biography

Lives of the Most Excellent Painters, Sculptors, and Architects by Giorgio Vasari (1550)

Biography mixes with anecdote in this Florentine-inflected portrait of the painters and sculptors who shaped the Renaissance

The Life of Samuel Johnson by James Boswell (1791)

Boswell draws on his journals to create an affectionate portrait of the great lexicographer

The Diaries of Samuel Pepys by Samuel Pepys (1825)

"Blessed be God, at the end of the last year I was in very good health," begins this extraordinarily vivid diary of the Restoration period

Eminent Victorians by Lytton Strachey (1918)

Strachey set the template for modern biography, with this witty and irreverent account of four Victorian heroes

Goodbye to All That by Robert Graves (1929)

Graves' autobiography tells the story of his childhood and the early years of his marriage, but the core of the book is his account of the brutalities and banalities of the first world war

The Autobiography of Alice B Toklas by Gertrude Stein (1933)

Stein's ground breaking biography, written in the guise of an autobiography, of her lover

Culture

Notes on Camp by Susan Sontag (1964)

Sontag's proposition that the modern sensibility has been shaped by Jewish ethics and homosexual aesthetics

Mythologies by Roland Barthes (1972)

Barthes gets under the surface of the meanings of the things which surround us in these witty studies of contemporary myth-making

Orientalism by Edward Said (1978)

Said argues that romanticised western representations of Arab culture are political and condescending

Environment

Silent Spring by Rachel Carson (1962)

This account of the effects of pesticides on the environment launched the environmental movement in the US

The Revenge of Gaia by James Lovelock (1979)

Lovelock's argument that once life is established on a planet, it engineers conditions for its continued survival, revolutionised our perception of our place in the scheme of things

History

The Histories by Herodotus (c400 BC)

History begins with Herodotus's account of the Greco-Persian war

The History of the Decline and Fall of the Roman Empire by Edward Gibbon (1776)

The first modern historian of the Roman Empire went back to ancient sources to argue that moral decay made downfall inevitable

The History of England by Thomas Babington Macaulay (1848)

A landmark study from the pre-eminent Whig historian

Eichmann in Jerusalem by Hannah Arendt (1963)

Arendt's reports on the trial of Adolf Eichmann, and explores the psychological and sociological mechanisms of the Holocaust

The Making of the English Working Class by EP Thompson (1963)

Thompson turned history on its head by focusing on the political agency of the people, whom most historians had treated as anonymous masses

Bury My Heart at Wounded Knee by Dee Brown (1970)

A moving account of the treatment of Native Americans by the US government

Hard Times: an Oral History of the Great Depression by Studs Terkel (1970)

Terkel weaves oral accounts of the Great Depression into a powerful tapestry

Shah of Shahs by Ryszard Kapuściński (1982)

The great Polish reporter tells the story of the last Shah of Iran

The Age of Extremes: A History of the World, 1914-1991 by Eric Hobsbawm (1994)

Hobsbawm charts the failure of capitalists and communists alike in this account of the 20th century

We Wish to Inform You That Tomorrow We Will Be Killed with Our Families by Philip Gourevitch (1999)

Gourevitch captures the terror of the Rwandan massacre, and the failures of the international community

Postwar by Tony Judt (2005)

A magisterial account of the grand sweep of European history since 1945

Journalism

The Journalist and the Murderer by Janet Malcolm (1990)

An examination of the moral dilemmas at the heart of the journalist's trade

The Electric Kool-Aid Acid Test by Tom Wolfe (1968)

The man in the white suit follows Ken Kesey and his band of Merry Pranksters as they drive across the US in a haze of LSD

Dispatches by Michael Herr (1977)

A vivid account of Herr's experiences of the Vietnam war

Literature

The Lives of the Poets by Samuel Johnson (1781)

Biographical and critical studies of 18th-century poets, which cast a sceptical eye on their lives and works

An Image of Africa by Chinua Achebe (1975)

Achebe challenges western cultural imperialism in his argument that Heart of Darkness is a racist novel, which deprives its African characters of humanity

The Uses of Enchantment by Bruno Bettelheim (1976)

Bettelheim argues that the darkness of fairy tales offers a means for children to grapple with their fears

Mathematics

Godel, Escher, Bach: An Eternal Golden Braid by Douglas Hofstadter (1979)

A whimsical meditation on music, mind and mathematics that explores formal complexity and self-reference

Memoir

Confessions by Jean-Jacques Rousseau (1782)

Rousseau establishes the template for modern autobiography with this intimate account of his own life

Narrative of the Life of Frederick Douglass, an American Slave by Frederick Douglass (1845)

This vivid first person account was one of the first times the voice of the slave was heard in mainstream society

De Profundis by Oscar Wilde (1905)

Imprisoned in Reading Gaol, Wilde tells the story of his affair with Alfred Douglas and his spiritual development

The Seven Pillars of Wisdom by TE Lawrence (1922)

A dashing account of Lawrence's exploits during the revolt against the Ottoman empire

The Story of My Experiments with Truth by Mahatma Gandhi (1927)

A classic of the confessional genre, Gandhi recounts early struggles and his passionate quest for self-knowledge

Homage to Catalonia by George Orwell (1938)

Orwell's clear-eyed account of his experiences in Spain offers a portrait of confusion and betrayal during the civil war

The Diary of a Young Girl by Anne Frank (1947)

Published by her father after the war, this account of the family's hidden life helped to shape the post-war narrative of the Holocaust

Speak, Memory by Vladimir Nabokov (1951)

Nabokov reflects on his life before moving to the US in 1940

The Man Died by Wole Soyinka (1971)

A powerful autobiographical account of Soyinka's experiences in prison during the Nigerian civil war

The Periodic Table by Primo Levi (1975)

A vision of the author's life, including his life in the concentration camps, as seen through the kaleidoscope of chemistry

Bad Blood by Lorna Sage (2000)

Sage demolishes the fantasy of family as she tells how her relatives passed rage, grief and frustrated desire down the generations

Mind**The Interpretation of Dreams by Sigmund Freud (1899)**

Freud's argument that our experiences while dreaming hold the key to our psychological lives launched the discipline of psychoanalysis and transformed western culture

Music**The Romantic Generation by Charles Rosen (1998)**

Rosen examines how 19th-century composers extended the boundaries of music, and their engagement with literature, landscape and the divine

Philosophy**The Symposium by Plato (c380 BC)**

A lively dinner-party debate on the nature of love

Meditations by Marcus Aurelius (c180)

A series of personal reflections, advocating the preservation of calm in the face of conflict, and the cultivation of a cosmic perspective

Essays by Michel de Montaigne (1580)

Montaigne's wise, amusing examination of himself, and of human nature, launched the essay as a literary form

The Anatomy of Melancholy by Robert Burton (1621)

Burton examines all human culture through the lens of melancholy

Meditations on First Philosophy by René Descartes (1641)

Doubting everything but his own existence, Descartes tries to construct God and the universe

Dialogues Concerning Natural Religion by David Hume (1779)

Hume puts his faith to the test with a conversation examining arguments for the existence of God

Critique of Pure Reason by Immanuel Kant (1781)

If western philosophy is merely a footnote to Plato, then Kant's attempt to unite reason with experience provides many of the subject headings

Phenomenology of Mind by GWF Hegel (1807)

Hegel takes the reader through the evolution of consciousness

Walden by HD Thoreau (1854)

An account of two years spent living in a log cabin, which examines ideas of independence and society

On Liberty by John Stuart Mill (1859)

Mill argues that "the only purpose for which power can be rightfully exercised over any member of a civilised community, against his will, is to prevent harm to others"

Thus Spake Zarathustra by Friedrich Nietzsche (1883)

The invalid Nietzsche proclaims the death of God and the triumph of the Ubermensch

The Structure of Scientific Revolutions by Thomas Kuhn (1962)

A revolutionary theory about the nature of scientific progress Politics

The Art of War by Sun Tzu (c500 BC)

A study of warfare that stresses the importance of positioning and the ability to react to changing circumstances

The Prince by Niccolò Machiavelli (1532)

Machiavelli injects realism into the study of power, arguing that rulers should be prepared to abandon virtue to defend stability

Leviathan by Thomas Hobbes (1651)

Hobbes makes the case for absolute power, to prevent life from being "nasty, brutish and short"

The Rights of Man by Thomas Paine (1791)

A hugely influential defence of the French revolution, which points out the illegitimacy of governments that do not defend the rights of citizens

A Vindication of the Rights of Woman by Mary Wollstonecraft (1792)

Wollstonecraft argues that women should be afforded an education in order that they might contribute to society

The Communist Manifesto by Karl Marx and Friedrich Engels (1848)

An analysis of society and politics in terms of class struggle, which launched a movement with the ringing declaration that “proletarians have nothing to lose but their chains”

The Souls of Black Folk by WEB DuBois (1903)

A series of essays makes the case for equality in the American south

The Second Sex by Simone de Beauvoir (1949)

De Beauvoir examines what it means to be a woman, and how female identity has been defined with reference to men throughout history

The Wretched of the Earth by Franz Fanon (1961)

An exploration of the psychological impact of colonialisation

The Medium is the Massage by Marshall McLuhan (1967)

This bestselling graphic popularisation of McLuhan’s ideas about technology and culture was co-created with Quentin Fiore

The Female Eunuch by Germaine Greer (1970)

Greer argues that male society represses the sexuality of women

Manufacturing Consent by Noam Chomsky and Edward Herman (1988)

Chomsky argues that corporate media present a distorted picture of the world, so as to maximise their profits

Here Comes Everybody by Clay Shirky (2008)

A vibrant first history of the ongoing social media revolution

Religion

The Golden Bough by James George Frazer (1890)

An attempt to identify the shared elements of the world’s religions, which suggests that they originate from fertility cults

The Varieties of Religious Experience by William James (1902)

James argues that the value of religions should not be measured in terms of their origin or empirical accuracy
Science

On the Origin of Species by Charles Darwin (1859)

Darwin’s account of the evolution of species by natural selection transformed biology and our place in the universe

The Character of Physical Law by Richard Feynmann (1965)

An elegant exploration of physical theories from one of the 20th century’s greatest theoreticians

The Double Helix by James Watson (1968)

James Watson’s personal account of how he and Francis Crick cracked the structure of DNA

The Selfish Gene by Richard Dawkins (1976)

Dawkins launches a revolution in biology with the suggestion that evolution is best seen from the perspective of the gene, rather than the organism

A Brief History of Time by Stephen Hawking (1988)

A book owned by 10 million people, if understood by fewer, Hawking’s account of the origins of the universe became a publishing sensation

Society

The Book of the City of Ladies by Christine de Pisan (1405)

A defence of womankind in the form of an ideal city, populated by famous women from throughout history

Praise of Folly by Erasmus (1511)

This satirical encomium to the foolishness of man helped spark the Reformation with its skewering of abuses and corruption in the Catholic church

Letters Concerning the English Nation by Voltaire (1734)

Voltaire turns his keen eye on English society, comparing it affectionately with life on the other side of the English channel

Suicide by Émile Durkheim (1897)

An investigation into protestant and catholic culture, which argues that the more vigilant social control within catholic societies lowers the rate of suicide

Economy and Society by Max Weber (1922)

A thorough analysis of political, economic and religious mechanisms in modern society, which established the template for modern sociology

A Room of One's Own by Virginia Woolf (1929)

Woolf's extended essay argues for both a literal and metaphorical space for women writers within a male-dominated literary tradition

Let Us Now Praise Famous Men by James Agee and Walker Evans (1941)

Evans's images and Agee's words paint a stark picture of life among sharecroppers in the US South

The Feminine Mystique by Betty Friedan (1963)

An exploration of the unhappiness felt by many housewives in the 1950s and 1960s, despite material comfort and stable family lives

In Cold Blood by Truman Capote (1966)

A novelistic account of a brutal murder in a town in Kansas, which propelled Capote to fame and fortune

Slouching Towards Bethlehem by Joan Didion (1968)

Didion evokes life in 1960s California in a series of sparkling essays

The Gulag Archipelago by Aleksandr Solzhenitsyn (1973)

This analysis of incarceration in the Soviet Union, including the author's own experiences as a zek, called into question the moral foundations of the USSR

Discipline and Punish by Michel Foucault (1975)

Foucault examines the development of modern society's systems of incarceration

News of a Kidnapping by Gabriel García Márquez (1996)

Colombia's greatest 20th-century writer tells the story of kidnappings carried out by Pablo Escobar's Medellín cartel

Travel**The Travels of Ibn Battuta by Ibn Battuta (1355)**

The Arab world's greatest medieval traveller sets down his memories of journeys throughout the known world and beyond

Innocents Abroad by Mark Twain (1869)

Twain's tongue-in-cheek account of his European adventures was an immediate bestseller

Black Lamb and Grey Falcon by Rebecca West (1941)

A six-week trip to Yugoslavia provides the backbone for this monumental study of Balkan history

Venice by Jan Morris (1960)

An eccentric but learned guide to the great city's art, history, culture and people

A Time of Gifts by Patrick Leigh Fermor (1977)

The first volume of Leigh Fermor's journey on foot through Europe - a glowing evocation of youth, memory and history

Danube by Claudio Magris (1986)

Magris mixes travel, history, anecdote and literature as he tracks the Danube from its source to the sea

China Along the Yellow River by Cao Jinqing (1995)

A pioneering work of Chinese sociology, exploring modern China with a modern face

The Rings of Saturn by WG Sebald (1995)

A walking tour in East Anglia becomes a melancholy meditation on transience and decay

Passage to Juneau by Jonathan Raban (2000)

Raban sets off in a 35ft ketch on a voyage from Seattle to Alaska, exploring Native American art, the Romantic imagination and his own disintegrating relationship along the way

Letters to a Young Novelist by Mario Vargas Llosa (2002)

Vargas Llosa distils a lifetime of reading and writing into a manual of the writer's craft

The greatest fiction reads

The 100 greatest novels of all time

1. Don Quixote Miguel De Cervantes

The story of the gentle knight and his servant Sancho Panza has entranced readers for centuries.

2. Pilgrim's Progress John Bunyan

The one with the Slough of Despond and Vanity Fair.

3. Robinson Crusoe Daniel Defoe

The first English novel.

4. Gulliver's Travels Jonathan Swift

A wonderful satire that still works for all ages, despite the savagery of Swift's vision.

5. Tom Jones Henry Fielding

The adventures of a high-spirited orphan boy: an unbeatable plot and a lot of sex ending in a blissful marriage.

6. Clarissa Samuel Richardson

One of the longest novels in the English language, but unputdownable.

7. Tristram Shandy Laurence Sterne

One of the first bestsellers, dismissed by Dr Johnson as too fashionable for its own good.

8. Dangerous Liaisons Pierre Choderlos De Laclos

An epistolary novel and a handbook for seducers: foppish, French, and ferocious.

9. Emma Jane Austen

Near impossible choice between this and Pride and Prejudice. But Emma never fails to fascinate and annoy.

10. Frankenstein Mary Shelley

Inspired by spending too much time with Shelley and Byron.

11. Nightmare Abbey Thomas Love Peacock

A classic miniature: a brilliant satire on the Romantic novel.

12. The Black Sheep Honore De Balzac

Two rivals fight for the love of a femme fatale. Wrongly overlooked.

13. The Charterhouse of Parma Stendhal

Penetrating and compelling chronicle of life in an Italian court in post-Napoleonic France.

14. The Count of Monte Cristo Alexandre Dumas

A revenge thriller also set in France after Bonaparte: a masterpiece of adventure writing.

15. Sybil Benjamin Disraeli

Apart from Churchill, no other British political figure shows literary genius.

16. David Copperfield Charles Dickens

This highly autobiographical novel is the one its author liked best.

17. Wuthering Heights Emily Bronte

Catherine Earnshaw and Heathcliff have passed into the language. Impossible to ignore.

18. Jane Eyre Charlotte Bronte

Obsessive emotional grip and haunting narrative.

19. Vanity Fair William Makepeace Thackeray

The improving tale of Becky Sharp.

20. The Scarlet Letter Nathaniel Hawthorne

A classic investigation of the American mind.

21. Moby-Dick Herman Melville

'Call me Ishmael' is one of the most famous opening sentences of any novel.

22. Madame Bovary Gustave Flaubert

You could summarise this as a story of adultery in provincial France, and miss the point entirely.

23. The Woman in White Wilkie Collins

Gripping mystery novel of concealed identity, abduction, fraud and mental cruelty.

24. Alice's Adventures In Wonderland Lewis Carroll

A story written for the nine-year-old daughter of an Oxford don that still baffles most kids.

25. Little Women Louisa M. Alcott

Victorian bestseller about a New England family of girls.

26. The Way We Live Now Anthony Trollope

A majestic assault on the corruption of late Victorian England.

27. Anna Karenina Leo Tolstoy

The supreme novel of the married woman's passion for a younger man.

28. Daniel Deronda George Eliot

A passion and an exotic grandeur that is strange and unsettling.

29. The Brothers Karamazov Fyodor Dostoevsky

Mystical tragedy by the author of Crime and Punishment.

30. The Portrait of a Lady Henry James

The story of Isabel Archer shows James at his witty and polished best.

31. Huckleberry Finn Mark Twain

Twain was a humourist, but this picture of Mississippi life is profoundly moral and still incredibly influential.

32. Dr Jekyll and Mr Hyde Robert Louis Stevenson

A brilliantly suggestive, resonant study of human duality by a natural storyteller.

33. Three Men in a Boat Jerome K. Jerome

One of the funniest English books ever written.

34. The Picture of Dorian Gray Oscar Wilde

A coded and epigrammatic melodrama inspired by his own tortured homosexuality.

35. The Diary of a Nobody George Grossmith

This classic of Victorian suburbia will always be renowned for the character of Mr Pooter.

36. Jude the Obscure Thomas Hardy

Its savage bleakness makes it one of the first twentieth-century novels.

37. The Riddle of the Sands Erskine Childers

A prewar invasion-scary spy thriller by a writer later shot for his part in the Irish republican rising.

38. The Call of the Wild Jack London

The story of a dog who joins a pack of wolves after his master's death.

39. Nostromo Joseph Conrad

Conrad's masterpiece: a tale of money, love and revolutionary politics.

40. The Wind in the Willows Kenneth Grahame

This children's classic was inspired by bedtime stories for Grahame's son.

41. In Search of Lost Time Marcel Proust

An unforgettable portrait of Paris in the belle époque. Probably the longest novel on this list.

42. The Rainbow D. H. Lawrence

Novels seized by the police, like this one, have a special afterlife.

43. The Good Soldier Ford Madox Ford

This account of the adulterous lives of two Edwardian couples is a classic of unreliable narration.

44. The Thirty-Nine Steps John Buchan

A classic adventure story for boys, jammed with action, violence and suspense.

45. Ulysses James Joyce

Also pursued by the British police, this is a novel more discussed than read.

46. Mrs Dalloway Virginia Woolf

Secures Woolf's position as one of the great twentieth-century English novelists.

47. A Passage to India E. M. Forster

The great novel of the British Raj, it remains a brilliant study of empire.

48. The Great Gatsby F. Scott Fitzgerald

The quintessential Jazz Age novel.

49. The Trial Franz Kafka

The enigmatic story of Joseph K.

50. Men Without Women Ernest Hemingway

He is remembered for his novels, but it was the short stories that first attracted notice.

51. Journey to the End of the Night Louis-Ferdinand Celine

The experiences of an unattractive slum doctor during the Great War: a masterpiece of linguistic innovation.

52. As I Lay Dying William Faulkner

A strange black comedy by an American master.

53. Brave New World Aldous Huxley

Dystopian fantasy about the world of the seventh century AF (after Ford).

54. Scoop Evelyn Waugh

The supreme Fleet Street novel.

55. USA John Dos Passos

An extraordinary trilogy that uses a variety of narrative devices to express the story of America.

56. The Big Sleep Raymond Chandler

Introducing Philip Marlowe: cool, sharp, handsome - and bitterly alone.

57. The Pursuit of Love Nancy Mitford

An exquisite comedy of manners with countless fans.

58. The Plague Albert Camus

A mysterious plague sweeps through the Algerian town of Oran.

59. Nineteen Eighty-Four George Orwell

This tale of one man's struggle against totalitarianism has been appropriated the world over.

60. Malone Dies Samuel Beckett

Part of a trilogy of astonishing monologues in the black comic voice of the author of Waiting for Godot.

61. Catcher in the Rye J.D. Salinger

A week in the life of Holden Caulfield. A cult novel that still mesmerises.

62. Wise Blood Flannery O'Connor

A disturbing novel of religious extremism set in the Deep South.

63. Charlotte's Web E. B. White

How Wilbur the pig was saved by the literary genius of a friendly spider.

64. The Lord Of The Rings J. R. R. Tolkien

Enough said!

65. Lucky Jim Kingsley Amis

An astonishing debut: the painfully funny English novel of the Fifties.

66. Lord of the Flies William Golding

Schoolboys become savages: a bleak vision of human nature.

67. The Quiet American Graham Greene

Prophetic novel set in 1950s Vietnam.

68. On the Road Jack Kerouac

The Beat Generation bible.

70. The Tin Drum Gunter Grass

Hugely influential, Rabelaisian novel of Hitler's Germany.

71. Things Fall Apart Chinua Achebe

Nigeria at the beginning of colonialism. A classic of African literature.

72. The Prime of Miss Jean Brodie Muriel Spark

A writer who made her debut in The Observer - and her prose is like cut glass.

73. To Kill A Mockingbird Harper Lee

Scout, a six-year-old girl, narrates an enthralling story of racial prejudice in the Deep South.

74. Catch-22 Joseph Heller

'[He] would be crazy to fly more missions and sane if he didn't, but if he was sane he had to fly them. If he flew them he was crazy and didn't have to; if he didn't want to he was sane and had to.'

75. Herzog Saul Bellow

Adultery and nervous breakdown in Chicago.

- 76. One Hundred Years of Solitude Gabriel Garcia Marquez**
A postmodern masterpiece.
- 77. Mrs Palfrey at the Claremont Elizabeth Taylor**
A haunting, understated study of old age.
- 78. Tinker Tailor Soldier Spy John Le Carre**
A thrilling elegy for post-imperial Britain.
- 79. Song of Solomon Toni Morrison**
The definitive novelist of the African-American experience.
- 80. The Bottle Factory Outing Beryl Bainbridge**
Macabre comedy of provincial life.
- 81. The Executioner's Song Norman Mailer**
This quasi-documentary account of the life and death of Gary Gilmore is possibly his masterpiece.
- 82. If on a Winter's Night a Traveller Italo Calvino**
A strange, compelling story about the pleasures of reading.
- 83. A Bend in the River V. S. Naipaul**
The finest living writer of English prose. This is his masterpiece: edgily reminiscent of Heart of Darkness.
- 84. Waiting for the Barbarians J.M. Coetzee**
Bleak but haunting allegory of apartheid by the Nobel prizewinner.
- 85. Housekeeping Marilynne Robinson**
Haunting, poetic story, drowned in water and light, about three generations of women.
- 86. Lanark Alasdair Gray**
Seething vision of Glasgow. A Scottish classic.
- 87. The New York Trilogy Paul Auster**
Dazzling metaphysical thriller set in the Manhattan of the 1970s.
- 88. The BFG Roald Dahl**
A bestseller by the most popular postwar writer for children of all ages.
- 89. The Periodic Table Primo Levi**
A prose poem about the delights of chemistry.
- 90. Money Martin Amis**
The novel that bags Amis's place on any list.
- 91. An Artist of the Floating World Kazuo Ishiguro**
A collaborator from prewar Japan reluctantly discloses his betrayal of friends and family.
- 92. Oscar And Lucinda Peter Carey**
A great contemporary love story set in nineteenth-century Australia by double Booker prizewinner.
- 93. The Book of Laughter and Forgetting Milan Kundera**
Inspired by the Soviet invasion of Czechoslovakia in 1968, this is a magical fusion of history, autobiography and ideas.
- 94. Haroun and the Sea of Stories Salman Rushdie**
In this entrancing story Rushdie plays with the idea of narrative itself.
- 95. La Confidential James Ellroy**
Three LAPD detectives are brought face to face with the secrets of their corrupt and violent careers.
- 96. Wise Children Angela Carter**
A theatrical extravaganza by a brilliant exponent of magic realism.
- 97. Atonement Ian McEwan**
Acclaimed short-story writer achieves a contemporary classic of mesmerising narrative conviction.
- 98. Northern Lights Philip Pullman**
Lyra's quest weaves fantasy, horror and the play of ideas into a truly great contemporary children's book.
- 99. American Pastoral Philip Roth**
For years, Roth was famous for Portnoy's Complaint . Recently, he has enjoyed an extraordinary revival.
- 100. Austerlitz W. G. Sebald**
Posthumously published volume in a sequence of dream-like fictions spun from memory, photographs and the German past.

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