



BENENDEN
A COMPLETE
EDUCATION



A LEVEL: MAKING CHOICES

SEPTEMBER 2025

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A LEVEL STUDIES: MAKING CHOICES FOR SEPTEMBER 2025

Dear Students

Choosing which A Levels to study can be a real challenge. There are so many interesting courses to choose from and you need to select three or four. We try to make the process as simple as possible, providing guidance along the way, but the final decisions must be made by you, the students, who will take the courses and whose decisions will affect your future choices.

THE PROCESS OF CHOOSING

In the Autumn Term of 2023, students and parents will attend the Sixth Form Fair and hear a presentation on the principles of choosing their A Level subjects. It's important to remember the wider context in which students will be studying for their A Levels so the fair aims to place A Level study in the context of school life. For example, the number of sports teams a student might be in or how involved they are in Drama, Music or other co-curricular activities. The students have taster lessons, guidance clinics and are encouraged to speak to the Careers Department and subject staff and Tutors. **After October Half Term, they submit their initial choices to guide timetable planning.**

In February 2025, after mocks we ask students to make final A Level choices so we can begin to construct the timetable. There are further sources of advice available:

- This booklet contains details of what you will study at A Level if you choose that subject.
- Consider the feedback received from the careers test many of you took.
- Consider the grades and comments on your reports.

- Use your mock results to inform your feelings about your best subjects – your favourite subjects are not always your strongest and you will need to strike a balance between the two.

There are some key dates to bear in mind as you begin to make your choices:-

- **Saturday 5 October 2024** – UV Parents' Meeting.
- **Monday 7 October** – Provisional choices open.
- **Saturday 9 November 2024** – Deadline for initial choices.
- **Monday 25 February 2025** – deadline for final choices. After this date, whilst it is possible for choices to be changed, that will only be within the framework of the option blocks so we cannot guarantee being able to accommodate all possible option choices.
- **June 2025** – induction to the Sixth Form – the chance to have a week of lessons in the three or four selected subjects and confirm which three or four each student wishes to proceed with.

- **August 2025** – GCSE results published. Staff available on email and by phone to advise individual students.
- **Beginning of September 2025** – Induction – every Six One student will be interviewed by a Tutor to confirm subject choices. Even at this stage, changes may be possible, within the existing option block framework.

Throughout the process there are many people here to help you:-

- **Careers Department** for the latest advice and information about Higher Education and which A Levels are needed for which course.
- **Deputy Head Academic** (Miss Semple), **Head of Sixth Form** (Mr Cullen)
- **Heads of Departments and subject specialists** who will know you and whether an A Level in that subject is right for you.
- **Hms and Tutors** who know you, your personal circumstances, your strengths and weaknesses, and how you learn best.
- **Your parents and family.**

HOW TO CHOOSE YOUR A LEVELS

Any combination of subjects should be possible but getting the best combination for you, is what matters. There are three important factors that must be considered when making an informed choice:-

- **Enjoyment** of the subject – do you love it? Would you relish studying it for two years?
- **Excellence** at the subject is important if a

high grade is to be achieved – we recommend choosing subjects for A Level where you expect to get at least an A or Level 7 at GCSE. However, you can do courses with a lower GCSE grade by negotiation. Some subjects, of course, are new and you will not have a GCSE in that subject. Others do not require you to have studied that subject at GCSE. This booklet should clarify to which subjects this applies.

- **Extension** of that subject into a relevant degree course or career should be considered – if you want to be a doctor, then you need the sciences. If you want to be a composer, you will need music...

The most important thing will be to end up with three good A Level grades because university offers are made on the basis of these; other courses may be viewed as supplements to that core programme and serve to broaden or deepen advanced studies.

Benenden offers a traditional A Level pathway, alongside an exciting Professional Skills Programme, which includes inclusive leadership, volunteering and enterprise, and our progressive Electives Programme. Students are expected to pass all of their GCSEs in order to automatically progress into the Sixth Form, with at least a Level 6 in any subject they wish to study beyond GCSE or a related subject if they are opting for a subject not offered at GCSE.

All students will be given guidance as to which subject combination and how many A Levels are best suited to them regarding their desired course and career paths. We also consider the views of the teachers, and data such as exam results. A small minority may study four A Levels if their academic profile suggests that they will excel or they are studying Further Maths. Our expectation will be those who have majority Level 9s at GCSE will be able to take four A Levels, with the majority studying three A Levels with potentially an EPQ or Core Maths. Along with our busy Sixth Form programme, this will help every student make highly competitive applications to universities, jobs or apprenticeships and also ensure that they get a breadth of education and experience. We can have a conversation about an adapted A Level study programme should this be appropriate for particular individuals.

It is worth remembering the following when thinking about combinations:

- A range of subjects across faculties is not necessarily better than choosing similar disciplines if you know you wish to study a specialist course, such as medicine or engineering, at university.
- Some subjects or subject combinations are not valued as highly as others by some universities (the websites are often explicit in their advice).
- Some subjects are essential for a particular degree course.

We expect to be able to timetable any combination of three courses; however, because we have to create blocks, a completely free selection of a fourth subject is not always possible, but we will do our best. The range of courses on offer is in this booklet but please note it may not be possible to run all these and **we reserve the right to withdraw a course that does not attract more than five students, either at final choices stage or, exceptionally, in September of Six One.**

When you return your initial and final choices forms, we ask you to rank order the four courses you wish to study in order of importance to you.

THE PROFESSIONAL SKILLS PROGRAMME

All students in Six One will study the Benenden Professional Skills Programme. This is a bespoke programme which has been devised by the School and by recruitment consultants and employers. It is endorsed by a range of universities and prestigious businesses and employers. It comprises some compulsory and some optional modules. Compulsory modules will include careers and employment training such as CV writing, interview techniques, creative and critical thinking, research skills and LinkedIn training. Optional modules will include a TEFL qualification, coding, a first aid qualification, a finance qualification, events management and fundraising, and an accredited cookery course.

THE EXTENDED PROJECT

In addition to their three or four A Levels, many students will take the Extended Project which carries UCAS points and is highly regarded by universities. It takes the form of a 5000-word dissertation or a practical project with a 1000-word written report, and the students research and explore a question they have devised and had approved. The work for this does not happen in timetabled lessons, but in the student's own time, and the estimated time it takes is 150 hours. Much of the reading and research can be done in holidays. Students can start it at any point in Six One.

ELECTIVES

On Tuesday afternoons sixth form students have the opportunity to partake in the Electives programme. They may pick courses on a wide range of topics, such as Metacognition and the Art of Thinking, Decrypting Crosswords, Global and Environmental Issues, The World of Wine – and many more. These electives are designed to encourage a love of learning for its own sake and allow students to explore topics beyond the A Level curriculum.

SPORT

In addition, all Sixth Form students continue to take at least two hours of sport, and the Sixth Form programme includes a vast range of options from the traditional team sports with squad training, to more esoteric options such as yoga, fencing and golf. If a student is in a team, these hours are scheduled; otherwise, she has freedom of choice as to when to include the hours in her weekly programme.

A LEVEL SPECIFICATIONS

All A Levels moved to the new linear system, in 2018, which means all the marks are awarded at the end of the two year course and the students will sit three or four examinations in each subject at the end of Six Two. It is vital that students make time each week to consolidate recent and previous knowledge, and revisit topics taught some months previously, as some material examined in June of Six Two will have been taught in the autumn of Six One. Excellent note-keeping and revision techniques are essential for successful A Level study.

WHAT DO UNIVERSITIES ASK FOR?

- Most universities rely on predicted grades, the personal statement and school reference to make an offer to a student. Three attained A Levels is an expectation from most universities.
- GCSE profiles may also be significant as an entry criterion.
- Some universities also require an entrance test or interview.
- What is important is that each student considers which subjects she wishes to study based on her skills, enjoyment and future plans. I hope you find this booklet and the presentation helpful in beginning this thought process. Do not hesitate to contact us if you would like further information.

BEING AN A LEVEL STUDENT

At Benenden we aim to provide a curriculum to develop curious thinkers with a love of learning who can demonstrate independent thought. The curriculum should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We offer a curriculum designed to nurture high aspirations and prepare girls for the opportunities and challenges in the 21st century, both in Britain and globally. Our curriculum should imbue in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.

A Level study can feel very different from study at GCSE. Classes are smaller, and everyone in them has actively chosen to do that subject so the level of enthusiasm and willingness to participate is extremely high. There is less direction from the teacher; girls are expected to take the initiative in note-making, consolidating their learning and revising as the course progresses. All of this happens within a framework of wise guidance and advice from the specialist subject staff. Students are expected to be active and independent learners: to ask questions, participate in discussion, complete all prep to the best of their ability and read beyond the syllabus from extension reading lists issued at the start of the course. Increasing independence and initiative marks the journey from GCSEs to university study. Each girl's Tutor remains a critical partner in her learning and is there as a source of advice, guidance and support in both academic and pastoral matters.



CURRICULUM STRUCTURE

The Year 12 (Six One) curriculum gives students a free choice of academic subjects. Each subject will have five hours of teaching per week. In September 2025 we intend to run the following subjects:

- Art and Design²
- Biology
- Business
- Chemistry
- Computer Science
- Creative Technology
- Drama and Theatre²
- Economics²
- English Language and Literature
- English Literature
- French
- Further Mathematics¹
- Geography²
- Greek
- History²
- History of Art
- Latin
- Mandarin
- Mathematics
- Music²
- Philosophy²
- Physics
- Politics²
- Psychology
- Spanish
- Sports Science (PE)

¹ Further Mathematics is available only if Mathematics is chosen

² The GCSE in this subject is not a necessary pre-requisite for the study of the A Level

For each subject, there is an expectation that the student will complete a minimum of four to five hours of private study each week, ie 16-20 hours per week if four subjects are taken. Some of this work will be done at weekends. It is also essential for students to have enough time in the day to:-

- Read and research for pleasure
- Write quality private study and coursework assignments
- Attend academic extension opportunities
- Participate in co-curricular activities
- Socialise and relax

It does mean that the students are very busy and organisation is central to success. Tutors help by monitoring the workloads of their tutees and giving advice on organisation and revision and study techniques.

ACADEMIC ENRICHMENT AND EXTENSION

As well as achieving the best possible grades in their subjects, we encourage all of our students to become resourceful, resilient, reflective, responsible and collaborative learners, able to make connections between their subjects and judiciously apply what they have learnt. This is consciously encouraged through lessons but also through the learning opportunities beyond the classroom. Enrichment takes place in a variety of cross-curricular, cocurricular and super-curricular ventures including:-

- Our extensive volunteering opportunities in the community, which largely takes place on Tuesday afternoons.
- Outside lecturers on a variety of subjects
- Professional Skills sessions on, for instance, interviewing effectively, how to write a CV and the Enterprise Challenge
- The Electives Programme which also runs on Wednesday mornings
- Special cross-curricular projects which encourage synoptic and connective learning. A number of trips and events are organised by departments throughout the year to supplement the curriculum. These may include trips to museums, the theatre, landmarks, fieldwork centres, exhibitions and lectures, places of worship or competitions.
- Clubs and activities, many of which are run by the Sixth Formers themselves.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL EDUCATION

Spiritual, moral, social and cultural education is integral to our academic provision. We promote the importance of these aspects of our pupils' educational development through the curriculum. Both within and beyond lessons, we aim to help pupils to develop:-

- Spiritually, in the non-material element of a human being acquiring a sense of identity, self-worth, personal insight, meaning and purpose, within a system that gives opportunities to explore values and beliefs, including religious beliefs, and the way in which they affect people's lives.
- Morally, including their ability to distinguish right from wrong and to respect the law.
- Socially, in their ability to accept responsibility for their behaviour, show initiative, and understand how they can contribute to community life, including a broad general knowledge of public institutions and services in Britain.
- Culturally, by acquiring an appreciation of and respect for British and other cultures in a way that promotes tolerance and harmony between different cultural traditions.



THE TIMES
THE ACADEMIC TIMES
Good University Guide
2020
TIMES BOOKS

University of Cambridge Undergraduate Prospectus 2020

THE TIMES
14th edition
A-Z OF CAREERS & JOBS
Hodgson
THE A-Z OF CAREERS & JOBS

University of St Andrews Undergraduate Prospectus 2019

University of St Andrews Undergraduate Prospectus 2019

THE BIG TRIP
YOUR ULTIMATE GUIDE TO GAP YEARS
AND OVERSEAS ADVENTURES

The London School of Economics and Political Science Undergraduate Prospectus 2019

UNIVERSITY OF EXETER UNDERGRADUATE PROSPECTUS 2020

HEAP 2020
50th edition
DEGREE COURSE OFFERS
t

Herring
medical law and ethics
6th edition
OXFORD

HIGHER EDUCATION AND CAREERS ADVICE

As part of the school's Personal and Professional Skills Programme, we run a carefully structured programme of advice about higher education and careers that supports the students as they progress through the Sixth Form. An overview of the UCAS process can be found at the back of this booklet, and there are several key points during the two years where girls and parents are invited to presentations and information sessions. Students in Six One will draft their personal statements and research potential courses in the summer of Six One and finalise their UCAS forms in the very first part of the Autumn Term of Six Two. The well-stocked Careers library is open to all girls and an appointment with one of our higher education specialists can be booked at any point during the year. We pride ourselves on the personalised, tailored service we offer.

There is specialist, structured preparation for any student making an application to Oxford, Cambridge or Medical or Vet school, and active Law and Medical Societies. For those students considering applying to university abroad, we run SAT and ACT training for the States and have support sessions for students to help them prepare

their applications. Students making applications to Hong Kong, Canada, Ireland and Europe will also be fully supported in this process. Students taking entry tests for competitive universities will be prepared for these, and our superb Careers and HE Department work with every girl to help her make exciting and wise choices as she looks ahead to university or higher education and/or employment.

The Sixth Form offers every student the chance to take on a leadership role, whether this is through the Grey Jumper roles, a House position, through becoming a Subject Ambassador, or by volunteering for one of the many community outreach projects we run.

All Students have access to a variety of enrichment and extension opportunities including law, MUN and modern foreign languages. We offer an extensive and challenging lecture and seminar programme, and all subjects offer extension courses for those planning to read that subject or a related one at university. All Sixth Formers are encouraged to take a full part in the School's busy co-curricular programme, and many run their own societies and clubs for younger students.

ASSESSMENT, REPORTING AND EXAMINATIONS

We aim to run progress tests after the Christmas break and again in the Summer Term and there are other progress tests set by departments throughout the year. Mocks in Six Two usually happen the week before February Half Term. Reports are sent home regularly throughout the year, at strategic points, to offer advice and feedback. In each subject the students receive grades for Attainment and a comment on Attitude to Learning.

At all stages in the Sixth Form, girls are supported by their Tutors, Hms, the Head of Year and the Academic Team to sensibly balance their work and play so as to make the very most of the opportunities on offer, and achieve their potential.

The pages that follow are a summary of the content of the courses in each subject. Further details can be found on the Portal under the Curriculum tab. If you require more information, please do not hesitate to contact us.

Helen Semple

Deputy Head Academic

September 2024

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ART AND DESIGN: FINE ART

EXAMINATION BOARD: AQA 7202/C 7202/X
[A Level Specification](#)

A LEVEL: 2 YEAR

Component 1: 60%

Personal Investigation

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

Component 2: 40% Externally-Set Assignment

Separate question papers will be provided. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as soon as possible after that date.

COURSE CONTENT:

Art is a two-year NEA course. Students have the flexibility to explore and experiment, refine and build upon rigorous recording disciplines set down in a portfolio style foundation programme designed to underpin Component 1. There are no suggested themes or starting points for Component 1 but students will be introduced to the course through workshops, which will help them to choose their path of investigation. Students will develop imaginative and creative powers, experimental and documentary skills, and a specialist vocabulary alongside an understanding of the practice of artists. Component 2 allows students to prove that they understand the assessment criteria by producing a body of work independently. Success at A Level Fine Art requires, self-motivation, determination, and dedication. The course equips students with the necessary skills and knowledge required for future life.

Why study Art: If you are the sort of student who enjoys experimenting with materials and discovering 'what happens if', has enjoyed their GCSE Fine Art studies, this course is for you. You will be able to continue to explore a range of studies including; drawing, painting, assemblage, sculpture, installation, printmaking film and photography. This course will also enable students to develop transferable skills. These include independent research, problem solving, illustrating ideas visually, critical and creative thinking, reflection, and presentation skills.

Enrichment opportunities: Students will have their own studio space, which they can access 24 hours a day throughout the year. Art is taught with a low student to teacher ratio and access to professional equipment not usually available in a school. Students will have one to one support available for all technical processes. It includes Life Class at no additional cost. They are invited to trips to London and abroad, and Weekend Activity Trip to Galleries each year as well as a Lectures and talks.

Related careers: Art is recognised as an enabling A-Level, suitable for courses at all major Universities and College in the UK and overseas. It is a highly respected course that shows creative thinking and offers a unique suite of skills that is desirable for many pathways. Students who study Art A-Level have gone on to study at Cambridge, Oxford and to study Medicine and Vet Med courses. It is essential for Architecture, Design pathways such as Interiors Design and Fashion. It can lead to the last free internationally recognised pathway, the Foundation Diploma, offered by centres such as Central Saint Martins, Kingston and Camberwell. The Art Market is a huge international market, moving money between economies and the study of Art is essential in accessing pathways within this in Art buying, curatorship and Art valuing.

Updated September 2024





BUSINESS

EXAMINATION BOARD: Edexcel
[A Level Specification](#)

QUALIFICATIONS REQUIRED

We recommend that students attain at least a 4 in English and maths GCSE.

WHY STUDY ECONOMICS?

Business A-level is a fantastic choice for anyone interested in the world of commerce and entrepreneurship. It's a great way to prepare for university courses in the fields of business and management, and to equip yourself with the know-how to start up your own business or follow a career in finance, accounting, marketing or management post university – to name a few! Tertiary education options aside, Business students will find this subject relevant and meaningful for their future, irrespective of what university course they complete. By the end of the course, students will be more financially literate, understand characteristics of successful leaders, and be more aware of their behaviour as consumers – transferable skills that are bound to be applicable to every student's day to day life and future careers.

COURSE CONTENT

In Business A-level, students will engage with learn about the external and internal business environment. The course includes topics that explore why businesses are important, explore the effectiveness of management, leadership and decision-making, and how this can affect performance in marketing, operational, financial and human resources. The course structure is as follows;

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance
- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

EXAMINATION DETAILS

There are three papers at the end of the course, all are equally weighted at 33%, they will be 2 hours long and the total mark allocation is 100 marks

- **Paper 1:**
Section A: 15 multiple choice questions with 15 marks
Section B: Short answer questions with 35 marks

Sections C and D: Each has two essay question to chose from worth 25 marks each

- **Paper 2: Macroeconomics:**
Three data response questions worth 33 marks each
- **Paper 3: Synoptic paper covering all of the above.**
Case study with approximately six questions

In addition to multiple choice questions, short answer questions and data response questions students will be expected to draw upon a range of mathematical techniques and integrate graphical interpretations of theories into persuasively written, evaluative, essays.

ENRICHMENT OPPORTUNITIES

- Students can participate in competitions such as the Young Financial Journalist of the Year competition or the Bank of England blog writing competition.
- Enterprise challenge; Students can set up their own businesses as part of an enterprise challenge.
- Business trips to see how business operate in the real world.
- Listening to business leaders; Students can listen to business leaders to learn more about business.

RELATED UNIVERSITY COURSES AND CAREERS

Students with AS or Advanced GCE Business Studies have access to a wide range of possible career and higher education opportunities. Careers include Accounting, Finance, Management, Marketing & Sales, Operations & Administration. However, an understanding of the business world will be useful in any career choice. Business Studies students can go onto study a range of related disciplines at university such as: Accounting, Finance, Management, Marketing, Economics and Business Systems & Administration In addition Business studies sits alongside a wide variety of other subjects that can be taken as joint honours degrees. Popular choices include Science and Business, Business and IT, Maths and Finance, Management with Leisure, Sport or Fashion and Law with Business. Careers in Banking, Accountancy, Insurance, Sales, Marketing and even Human Resources are all likely destinations for Business students, either before or after a degree course at a university.



CREATIVE TECHNOLOGY: ART, CRAFT AND DESIGN

EXAMINATION BOARD: AQA 7201
[A Level Specification](#)

QUALIFICATIONS REQUIRED

None required, however we recommend that students have attained at least Level 6 in either Fine Art or Product Design GCSE, or have a digital portfolio of designs and projects at a similar standard.

WHY STUDY CREATIVE TECHNOLOGY?

A-Level Creative Technology allows students to build skills that are vital for working in the wider world, including using creative thinking, problem solving and project-based working. Creative Technology is an emerging part of many courses and digital fluency as well as an understanding of the creative potential of materials will be a key aspect of any further pathway. Creative Technology will inspire and enthuse students to become technology savvy, exploring the fundamentals of technology and gain the practical skills, knowledge and understanding to make creative technology products, e.g. a digital animation and products or projects that combine information technology and creative technology, e.g. a website and a mobile app. It is a broad based course for those who are creative thinkers but may not wish to work in a purely Fine Art skillset.

Benenden provides a unique range of facilities and staff to provide a course that can offer very personalised support and access to a vast range of equipment and specialisms, from gaming design and film to engineering and metalwork.

Students can develop their own projects across two specialised areas for Component 1 and then are able to further develop this specialism in response to a theme for Component 2.

COMPONENT 1

Personal investigation 60%

96 marks

This is a practical investigation supported by written material. Students are required to conduct a practical investigation, into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes.

COMPONENT 2

Externally Set Assignment: 40%

96 marks

Separate question papers will be provided. Each question paper will consist of a choice of eight questions to be used as starting points. Students are required to select one. Students will be provided with exam papers on 1 February, or as soon as possible after that date

HOW ARE THEY ASSESSED?

Non-exam assessment (NEA) set and marked by the centre and moderated by AQA during a visit to the centre. Visits will normally take place in June.

COURSE CONTENT:

The course will introduce students at a foundation level to the following four areas.

Students study core designing and making principles, technical principles, and materials.

Students will then work with at least two of these specialised areas going forward:

Graphic communication: for example interactive media (including web, app and game design), advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television.

Textile design: for example fashion design, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles.

Three-dimensional design: for example ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design.

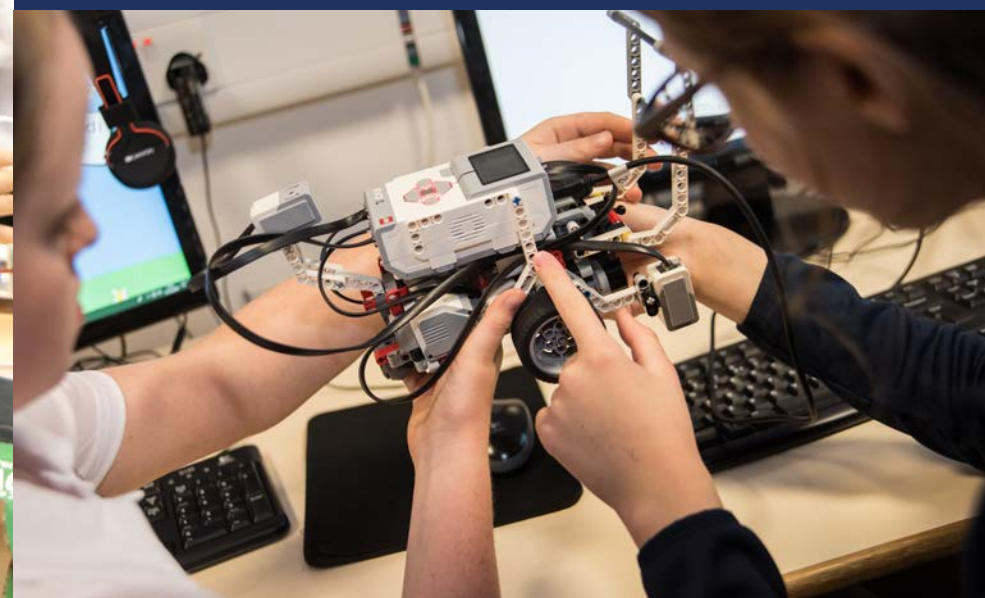
Photography: for example portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).

ENRICHMENT OPPORTUNITIES:

Students will have access to the workshops and Innovation Suite with specialised support. There are a range of clubs, workshop sessions and trips available. Creative Technology students will be able to attend lectures, talks and enter competitions throughout the course.

RELATED CAREERS:

This course provides essential skills used in almost any current career pathway. It would be essential in further study of Graphic Design, design based routes and can work alone or with Fine Art as an essential part of architecture applications, including to Cambridge. The specification, under its broad title of Art and Design, is recognised by the Russell Group and leading universities both in the UK and overseas as an A Level to support entry to all courses.



COMPUTER SCIENCE

EXAMINATION BOARD: OCR H446
[A Level Specification](#)

WHY STUDY THIS SUBJECT?

Computer Science is all about problem solving, which is the most important skill for life.

Computer Science is a practical subject, where invention and resourcefulness are encouraged. Students are expected to apply the academic principles they have learned to the understanding of real-world systems, and to the creation of purposeful artefacts. This combination of principles, practice, and invention makes it an extraordinarily useful and an intensely creative subject, suffused with excitement, both visceral (“it works!”) and intellectual (“that is so beautiful”).

COURSE CONTENT:

Computer Science is deeply concerned with how computers and computer systems work, and how they are designed and programmed. Studying computer science offers insight into all computational systems, whether or not they include computers. Computational thinking is at the heart of Computer Science. Computational thinking is a problem solving process that involves decomposition (breaking down problems into smaller parts), pattern recognition, abstraction (simplifying and modelling a problem) and algorithm design (solving the problem). Computational thinking is essential to the development of computer applications, but it can also be used to support problem solving across all disciplines, including the humanities, mathematics and science.

EXAMINATION DETAILS

A Level Computer Science is a linear course that is assessed by two written papers at the end of the two years and a Non-Exam Assessment (NEA) programming project.

Paper 1 is worth 40% of the A Level course and assesses the Computer Systems aspects, whilst paper 2 is worth a further 40% and covers Algorithms and programming, both papers include a mix of short and extended response questions. The NEA is worth the final 20% of the grade and is the solution to a computing problem selected by the candidate.

LINKS TO OTHER SUBJECTS:

The Computer Science course includes links to many other subjects including science and maths, and the assessment will include some elements of the later. You will also have the opportunity to develop links with other subjects such as Creative Technology and Philosophy.

ENRICHMENT OPPORTUNITIES:

There are a number of programming-based national and international competitions as well as the opportunity to design your own apps, games etc. In recent years students have built a digital weather station, interactive robots and soon a temperature scale for the science atrium. We are always open to students wanting to realise new and exciting ideas.

RELATED CAREERS:

The skills of problem solving developed through the

course will prepare students to enter the workplace in a wide variety of fields. The rate of development of technology across the globe makes it difficult to predict the careers that will be available for our students today. Those that have completed the course will have developed the skills to enter fields like app development, web design, games design, robotics and artificial intelligence (to name a few). At university you can study Computer Science as a standalone degree or combine it with other subjects like Philosophy and Mathematics. You could also take degrees in specialist subjects like Game Design.

Computer Science is a sought after career with an abundance of amazing employment opportunities. One previous student spent the summer after her A Levels working for L'Effet and Chêne Bleu helping their digital journeys.

*EVERYONE SHOULD
LEARN HOW TO CODE, IT
TEACHES YOU HOW TO
THINK.*

STEVE JOBS, CO-FOUNDER
OF APPLE, 2003



DRAMA AND THEATRE

EXAMINATION BOARD: AQA
[A Level Specification](#)

WHY STUDY DRAMA AND THEATRE?

- Develops interpersonal skills: communication, listening, empathy and leadership
- Promotes self-confidence and teaches you how to speak and present confidently
- Teaches discipline, time-management and mutual co-operation skills
- Encourages experimentation and risk taking, increases ability to think creatively, imaginatively and divergently, develops research skills
- Allows you to consider the social, economic, political and historical conditions in other times and cultures and encourages you to view things from multiple perspectives

COMPONENT 1

Knowledge and Understanding of Drama and Theatre: Written Paper (3 hours) 40%

25 marks	Section A: Drama through the ages: one set text <i>For example, A Servant to Two Masters, Hedda Gabler, Antigone, Jerusalem</i>
30 marks	Section B: 20th and 21st century drama: one set text <i>For example, Yerma, the Glass Menagerie, Metamorphosis</i>
25 marks	Section C: Analysis and evaluation of Live Theatre Production

COMPONENT 2

Creating Original Drama (Practical) 30%

20 marks (performance)	Process of creating devised drama for performance influenced by the work and methodology of one prescribed practitioner (may be assessed as performer, designer or director)
40 marks	Working notebook of supporting evidence for creation of devised piece (Max 3000 words).

COMPONENT 3

Making Theatre (Practical) 30%

40 marks (performance)	Practical exploration and interpretation of 3 extracts, each taken from a different play – methodology of prescribed practitioner to be applied to extract 3. Extract 3 to be performed as assessed piece (may be assessed as performer, designer or director).
20 marks	Reflective report analysing and evaluating theatrical interpretation of 3 extracts.

ENRICHMENT OPPORTUNITIES:

The Drama department offers opportunities to see a range of live theatre throughout the course. There are also co-curricular plays throughout the year that allow the girls to develop their performance skills. There is a biannual trip to the Edinburgh Fringe, which gives the girls first-hand experience of being a member of a theatre company.

RELATED CAREERS:

arts / advertising / film and tv production / theatre / teaching / events management / social work / journalism / marketing / fundraising / publishing / legal profession

Updated September 2024





ECONOMICS

EXAMINATION BOARD: Edexcel
[A Level Specification](#)

QUALIFICATIONS REQUIRED

We recommend that students have attained at least Level 7 in both GCSE Mathematics and GCSE English.

WHY STUDY ECONOMICS?

The study of Economics helps to develop a critical and analytical mind that challenges any preconceived notions regarding how the economy works. A Level Economics is specifically designed to help curious students appreciate the wide variety of theories, arguments and policies which are shaping our world now and that will shape their world in the future.

Successful students will quickly discover the strong relationship between Economics and other academic subjects with either complementary knowledge (Politics, Philosophy, History, Geography, Psychology) or complementary skills (English, Mathematics, Physics, Languages).

Students develop the widely transferable skills that industry demands through regular practice of 'hard skills' including independent research and problem-solving as well as 'soft skills' through active participation in groupwork, discussions, debate and presentations.

COURSE CONTENT

Microeconomics focuses on the operation of 'the invisible hand' of the market and helps to explain how resources can be best allocated, how markets may fail in their efficiency and how governments may intervene to improve social welfare.

Microeconomics helps to reveal the motives, behaviours and decision-making processes of consumers and firms. The course at first introduces simple models, such as supply and demand, and then develops to include far more challenging concepts such as joint profit-maximising collusive oligopolies.

Microeconomists attempt to answer questions such as:

- What is the best way to tackle plastic pollution?
- Should we pay to see a doctor?
- Why are house prices in London rising so rapidly?
- How are humans predictably irrational?
- Should there be a (higher) minimum price for alcohol?

Macroeconomics analyses and evaluates the performance of whole economies and their interactions with one another. The focus here is on understanding the 'bigger picture' through key economic indicators such as real GDP, unemployment, inflation and international trade. Crucial too is the ability to develop policy proposals that best secure society's objectives.

Macroeconomists might therefore investigate questions such as:

- What is the best way to address income and wealth inequality?
- Is the discovery of oil a good thing?

- Does the WTO represent the global community?
- Should the UK government increase spending to assist in economic recovery?
- How can the regulation of banks help to prevent future contagion in financial markets?

ENRICHMENT OPPORTUNITIES

The Economics Society is an extension group where students can undertake experinomics, discuss ideas, develop understanding above and beyond the A Level specification and practise undergraduate-level empirical research and econometrics.

Oxbridge Economics offers advanced and accelerated critical thinking in Economic theory.

We actively encourage and support entries to the IFS Student Investor Challenge and essay competitions offered by the Royal Economics Society, Adam Smith Institute, Institute of Economic Affairs, Marshall Society and Stubbs Society.

Attendance at a variety of lectures and keynote speeches at LSE (amongst others) is recommended.

EXAMINATION DETAILS

There are three papers at the end of the course, all are equally weighted at 33%, they will be 2 hours long and the total mark allocation is 80 marks

- **Paper 1: Microeconomics**
Introduction to microeconomics
The role of markets
Business objectives
Market structures

- The labour market
- **Paper 2: Macroeconomics:**
Aggregate demand and aggregate supply
Economic policy objectives
Implementing policy
The global context
The financial sector
- **Paper 3: Synoptic paper covering all of the above.**

In addition to multiple choice questions, short answer questions and data response questions students will be expected to draw upon a range of mathematical techniques and integrate graphical interpretations of theories into persuasively written, evaluative, essays.

RELATED UNIVERSITY COURSES AND CAREERS

Economics is a highly regarded academic A Level both in the UK and the USA and many students go on to study Economics related courses at university. Pure Economics degrees will require Mathematics A Level and some Cambridge colleges will require Further Mathematics. Many joint degrees also prove popular amongst Benenden girls including Economics and Finance, Economics and Politics and Economics and Business Management.

The breadth and depth of content and skills that are developed means that studying Economics particularly facilitates future City careers including those in investment banking, finance, insurance and business management as well as a wide variety of research-driven disciplines.



ENGLISH LANGUAGE AND LITERATURE

EXAMINATION BOARD: Edexcel (9ELO)
[A Level Specification](#)

UNIT 1

Voices in Speech and Writing: Open book (clean copies) 2hr 30m exam 40%

You will study 'Voices in Speech and Writing: an anthology', a collection of different types of literary, non-literary and digital texts (20th and 21st century) as well as one play.
Examples of texts studied One of: *A Streetcar Named Desire*

UNIT 2

Varieties in Language and Literature: Open book (clean copies) 2hr 30m exam 40%

You will study A wide range of non-fiction texts on a chosen theme, in preparation for an unseen text response. You will also study two literary texts from a chosen theme.
Examples of texts studied *The Great Gatsby*, *Othello*

UNIT 3

Investigating and creating texts:

Assignment one: two pieces of original writing

Assignment two: two analytical commentaries 20%

You will study At least one fiction and one non-fiction text (free choice). You will then produce two pieces of creative work and two commentaries based on your reading.
Examples of texts studied Free choice of texts

WHY STUDY ENGLISH LANGUAGE AND LITERATURE?

English Language and Literature is a very useful course in terms of the skills that you will be developing throughout. The most useful thing that the course will do is to make you a better writer: academically, creatively and analytically your writing skills will be honed which will help you with all of your other subjects and further study immensely. Your skills of close-reading and analysis will also improve. The reason to study this A Level rather than Literature is that this A Level affords a much broader range of texts: digital, media and non-fiction texts as well as traditional literary ones. There is also more of a creative focus in this course.

ENRICHMENT OPPORTUNITIES:

The English Department runs a variety of enrichment opportunities, including seminars on a variety of literary and linguistic topics, extension sessions at lunchtime and so on. Where possible we arrange trips to see productions of the texts studied.

RELATED CAREERS:

English students can go into careers in any field. Of those who study English in any form at university the most popular career choices include marketing, sales and advertising professions, health and education professions, business and financial professions, arts, design, culture and sports professions and legal professions.



ENGLISH LITERATURE

EXAMINATION BOARD: Edexcel (9ETO)
[A Level Specification](#)

UNIT 1

Drama: 2 hour open book (clean copies) of drama texts but NOT critical anthologies exam 30%

You will study	One Shakespeare play and one other play from either tragedy or comedy, and a selection of critical essays relating to your Shakespeare play.
Texts studied	<i>A Streetcar Named Desire</i> (modern play) plus one Shakespeare play (<i>Othello</i> , <i>King Lear</i> , <i>Hamlet</i>).

UNIT 2

Prose: 1 hour 15 minutes open book (clean copies) exam. A comparative essay 20%

You will study	Two prose texts linked by a theme (one of them must be pre 1900). You will learn to compare them and their contexts.
Texts studied	<i>Frankenstein</i> , <i>The Handmaid's Tale</i>

UNIT 3

Poetry: 2 hour open book (clean copies) exam (one section unseen, one prepared) 30%

You will study	A range of modern poetry to prepare for the unseen exam, and a range of poetry from a selected poet or period.
Texts studied	One of: <i>Metaphysical poetry</i> , <i>Romantic poetry</i> , <i>Victorian poetry</i> , <i>modernist poetry</i> ; poetry by John Donne, Philip Larkin, T.S. Eliot

UNIT 4

Coursework: One essay. Total word count 2,500-3,000 words 20%

You will study	Two texts and then write a comparative essay on both. There is also the option for a re-creative piece in addition to the essay.
Examples of texts studied	Free choice of texts.

WHY STUDY

ENGLISH LITERATURE?

The English Literature course is the best possible course for developing your knowledge and enjoyment of a wide range of literary texts. You will learn a great deal about the wide variety of different authors, styles and genres, looking at much more detailed and interesting texts than at GCSE. Your writing skills, especially analytical and comparative, will increase enormously and this will help you with all other essay-based subjects. Unlike Language and Literature, the focus of this A Level is purely on literary texts.

ENRICHMENT

OPPORTUNITIES:

The English Department runs a variety of enrichment opportunities, including seminars on a variety of literary and linguistic topics, extension sessions at lunchtime and so on. Where possible we arrange trips to see productions of the texts studied.

RELATED CAREERS:

English students can go into careers in any field. Of those who study English in any form at university the most popular career choices include: marketing, sales and advertising, health and education, business and finance, arts, design, culture and sports and legal professionals.

Updated September 2024



GEOGRAPHY

EXAMINATION BOARD: Eduqas
[A Level Specification](#)

QUALIFICATIONS NEEDED

Geography GCSE 7+, Maths GCSE 6+, English 6+ and any science GCSE 6+.

WHY STUDY GEOGRAPHY?

Many Benenden A Level Geographers go on to study Geography at university. Geographers are very employable due to the wide range of enquiry-based skills meaning they are equipped for the rapidly changing workplace. The specification we follow at Benenden has been designed to increase the contemporary nature of the subject. There are opportunities for specialisation and progression to higher education and employment. There will be natural progression from GCSE to GCE, ensuring that there is development of content as well as some new areas such as Energy and Climatology, not previously studied. Students will be given the opportunity to develop fieldwork skills and study geographical issues and impacts. Climate change, Conflict in Ukraine and the Middle East, Overpopulation and Ebola are just some of the topics we study. If you find the news and the world we live in interesting – you will love Geography.

COURSE CONTENT

The course follows a similar topic by topic approach to GCSE, so should be very familiar to those who have taken GCSE (although this is not essential). Half of the course is on Physical Geography, while half is on Human Geography. There is also a fieldwork investigation, which requires students to complete a geographical enquiry and a coursework project worth 20% of the A Level. This will involve a fieldtrip to a location with landscape impacted by glaciation.

RELATED CAREERS:

The enquiry-based skills, which you acquire in this course, combine well with a wide range of other subjects, especially sciences, other humanities, mathematics and even modern languages. The broad nature of the subject is valued highly by universities and employers, and therefore will likely help those students applying for highly competitive courses. Graduates in Geography often enter law or accountancy careers, as well as using their skills more directly in surveying, or consultancy. In an age where graduates are required to be flexible and adaptable as well as having highly developed skills, Geography offers a powerful combination of analytical discipline and an enquiry based learning approach that would contribute to many career paths (even those yet to be trodden!).

Updated September 2022

COMPONENT 1

Changing Landscapes and Changing Places: Written examination: 1 hour 45 minutes. 20.5%

Outline	Section A: Glaciated Landscapes: How do glaciers shape the land? Section B: Changing Places: How do places change due to immigration and economic changes?
Topics covered	Glaciology, Changing urban and rural settlements

COMPONENT 2

Global Systems and Global Governance: Written examination: 2 hours. 27.5%

Outline	Water and Carbon: How do water and carbon cycles control life on Earth? Global Governance: How does humanity manage complex international issues from migration crisis to oceans? Section C: 21st Century Challenges How do we face the global threats facing humanity in the 21st Century?
Topics covered	Water and Carbon cycles, Oceanography, Migration crisis

COMPONENT 3

Contemporary Themes in Geography: Written examination: 2 hours 15 minutes. 32%

Outline	Section A: Tectonic Hazards: How can we manage the threat from volcanoes and earthquakes? Section B: Contemporary Themes in Geography: How can we manage energy challenges and dilemmas? What controls weather and climate. Climate change and the future.
Topics covered	Earthquakes, Volcanoes, Energy crisis, Weather and Climate change

COMPONENT 4

Independent Investigation (coursework): Non-exam assessment: approx: 4,000 words. 20%

Outline	One written independent investigation based on the collection of both glacial field data and secondary information during fieldwork in the Cumbrian Mountains. This is an exciting opportunity to undertake your own research (with lots of support). This is excellent preparation for university education and the experience is highly valued by higher education institutions.
Topics covered	Fieldwork techniques, G.I.S.



GREEK

EXAMINATION BOARD: OCR, syllabus H444
[A Level Specification](#)

QUALIFICATIONS NEEDED:

GCSE Greek, ideally at Level 9 – 7

COURSE CONTENT:

The course follows much the same outline as GCSE, so should be very familiar. Half of the assessment is language, and half is through examination of set literature. The entire A Level is examined at the end of the two years. There is no coursework.

PAPER 1**Unseen Translation****33%**

Translation of two passages of unseen Greek, one prose and one verse. The verse passage will be from the tragedies of Euripides, known for the psychological realism of his plays, in which the marginal figures of society are often given prominent and powerful roles. The prose passage will be from the works of the historian Xenophon.

PAPER 2**Comprehension or prose composition****17%**

Either answering questions on a piece of unseen Greek prose, taken from Greek rhetoric, the surviving legal and political speeches of the Athenians that reveal much of the way the state's citizens lived.
Or translating a passage of unseen English into Greek.

PAPER 3**Prose literature****25%**

Questions on set prose literature.

In the first year of the course the text will be **either** Herodotus, *Book 1*, 1–6, 8–13 and 19–22 or Plato's *Republic*, *Book 1* 327a to 332b.

In the second year girls will be able to choose whether to explore the same text further, read the other text instead, or study a completely new text, which will be Plutarch, *Antony*, 76–86. They will also be required to read further sections of their chosen text in English.

PAPER 4**Verse Literature****25%**

Questions on set verse literature.

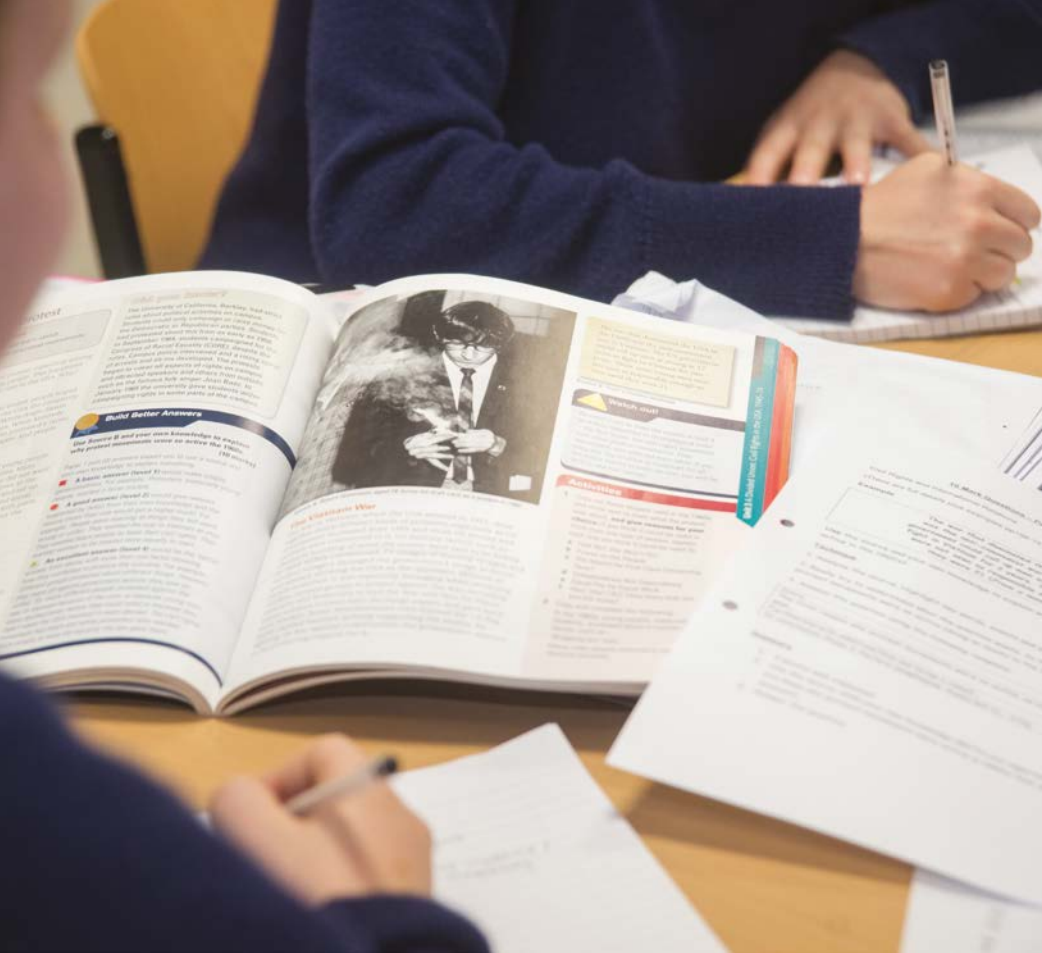
In the first year of the course the text will be **either** Homer, *Iliad 16*, lines 20–47, 644–867 or Euripides, *Hippolytus*, lines 284–361, 391–524.

In the second year girls will be able to choose whether to explore the same text further, read the other text instead, or study a completely new text, which will be Aristophanes, *Frogs*, lines 1–208 and 830–874. They will also be required to read further sections of their chosen text in English.

The intellectual discipline which you acquire in this course combines well with a wide range of other subjects, especially English, history, modern languages, mathematics and the sciences. The rigour required is valued highly by universities and employers and thus can be of significant value to students striving for places in highly competitive fields, at university or afterwards.

Updated September 2024





HISTORY

EXAMINATION BOARD: AQA
[A Level Specification](#)

COURSE CONTENT:

All students take module 1C on the Tudors, and, for the second unit, they will study 2N on the early Soviet Union. In the Six Two year all students complete a separate Historical Investigation (NEA – Non Examined Assessment), which is a 4,500 word essay on an aspect of anti-semitism and the Holocaust.

WHY STUDY HISTORY?

History is one of the most valued A Level subjects by universities and employers. This is because History is not only a fascinating discipline in terms of subject content, but is also an excellent way to develop a large range of important, highly valued and transferable skills. A Level History develops analysis of information in order to gain information, a critical mind in evaluating evidence and competing arguments, and developing well-reasoned and convincing arguments. All of these attributes are exactly what higher education institutions and all professions look for. History is always seen as one of the broadest, all-encompassing subjects combining Economics, Politics, English, Geography, Languages amongst others which is why historians are always highly valued as members of quiz teams! The logic and analysis that History entails also compliments scientific and mathematical study.

If you are curious about the past, discussing ideas and coming to your own personal conclusions, then History A Level may be for you.

UNIT 1C

40%

The Tudors, 1485-1547	Monarchy restored and enhanced, 1485-1529: Henry VII, Henry VIII, Wolsey, condition of the Church. Revolution in Church and State, 1529-1547: The Reformation, parliament, Royal Supremacy, foreign policy
The Tudors, 1547-1603	Religious and political instability and consolidation, 1547-1570: Edward VI, Mary, Elizabeth as queen, religious settlement. Gloriana and decline, 1571-1603: Elizabethan government, Church controversies, foreign policy

UNIT 2N

40%

Russia and the USSR, 1917-1929	Dissent and Revolution, 1917: political, economic, and social conditions. Bolshevik consolidation, 1917-1924: Establishing Communism, Lenin's rule. Stalin's rise to power, 1924-1929: Ideological divisions, USSR's conditions
Russia and the USSR, 1929-1953	Economy and society, 1929-1941: Structural changes, Five Year Plans. Stalinism, politics and control, 1929-1941: Dictatorship, terror, culture. The Great Patriotic War and Stalin's dictatorship, 1941-1953: Impact of the war, totalitarianism, USSR's changing global power

UNIT 3

20%

Non Examined Assessment (NEA)	Hitler, Anti-Semitism and the German People. Students will learn about the causes and events of the Holocaust. Within this topic, students must research and answer different questions, using a variety of primary and secondary sources.
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ENRICHMENT OPPORTUNITIES:

As a naturally enriching subject, History at Benenden engages students inside and outside of the classroom. Reading of a range of sources and books is needed, and there is also the opportunity to see how history is represented in film. There is also the chance to attend a programme of outside speakers to extend and expand your understanding. The History department also gives A Level students the opportunity to mentor younger students and run sessions for them allowing the development of presentation and explanation skills which are highly valued.

RELATED CAREERS:

As a highly regarded and respected subject, A Level History can lead onto a range of careers. It is difficult to imagine a successful lawyer, diplomat, civil servant or politician who lacks a considerable understanding of the subject. The ability to communicate verbally and in writing, and the logical thinking which the study of history develops, are highly relevant in all management or employment situations.

Updated September 2024



HISTORY OF ART

EXAMINATION BOARD: Edexcel Year 1 Paper (8HTO)
Year 2 Paper (9HTO)

[A Level Specification](#)

COURSE CONTENT:

This linear A Level requires students to develop an ability to analyse and interpret a variety of paintings, sculpture and architecture, to develop evaluative skills and independent research. It is a cultural journey of time travel from the Greeks to the Modernists that encounters political, philosophical, social and economic factors that shape our visual world. There is a specialist focus on the Baroque period and nineteenth century art and architecture in the second year.

WHY STUDY ART HISTORY?

The History of Art is a study of visual culture throughout the centuries. It is the study of painting, architecture and sculpture that provides an understanding of each style and movement. It determines how the arts reflected the social and political changes in each century by means of interactive presentations, lectures and by visiting exhibitions both at home and abroad. The course aims to develop a student's critical analysis and combine their interpretation with established fact.

You do not need any previous knowledge of art history. It is an opportunity to choose a totally new subject from those studied at GCSE. There is no controlled assessment to this course. The History of Art is a journey through time, from Classical antiquity to 20th century Modernism and results in you developing a critical opinion of art and architecture and ultimately becoming an art historian!

YEAR 1: PAPER 1

SECTION A: Visual analysis: How to 'read' art and architecture using a specialist vocabulary

The ability to analyse the formal characteristics of any work of art and architecture is a key advantage for any individual in a world dominated by visual images and messages. It is, therefore, a valuable life skill. Students will develop visual literacy across painting, sculpture and architecture from within the European tradition of art, from Classical Greece (500 BCE) to the present.

SECTION B: Thematic study – Nature in art and architecture

A source of inspiration, a symbol of belonging or as an ideal of perfection, the natural world has always played a vital part in shaping our art and architecture. This theme covers the ways in which the motifs, messages and materials of nature have been used across time and place.

Thematic study – War in art and architecture

An expression of triumph or loss – our responses and attitudes to war are shaped by works that remember and either support or challenge the conflict. Over time and place, attitudes towards war have changed significantly and this theme covers the preparation, participation and responses to international and civil wars in works of 2D and 3D art and in architecture.

HOW IS IT ASSESSED? Written exam: 3 hours

Section A: 1 hour (3 Sections: 20-minute responses on 1) painting, 2) sculpture and 3) architecture)

Section B: 1 hour (2 Sections: 12 marker and 25 marker)

YEAR 2: PAPER 2 PERIOD STUDY

Power and Persuasion: The Baroque in Catholic Europe (1597–1685)

This option explores some of the most revolutionary and influential artists in history, such as Caravaggio, Velazquez and Rubens. It investigates the dramatically changing political face of Europe, exploring the impact of religious, historical and philosophical factors on art and its audiences of monarchs, nobility, individuals and groups across the region.

Rebellion and Revival: The 'Avant-Garde' in Britain and France (1848-1899)

This option offers students the opportunity to explore the works of the Impressionists and Post-Impressionists as well as those of the Victorian, Pre-Raphaelite and Art Nouveau movements in Britain and France. As Europe responded to a time of industrial change, technological advances made the world feel faster, more exhilarating and also more disorientating. It was often the creative work of artists and architects that demonstrated the inspiration or challenges of this 'progress' to the world.

HOW IS IT ASSESSED? Written exam: 3 hours (4 Sections: 5 marker x2, 15 marker and 30 marker)

ENRICHMENT OPPORTUNITIES:

Students usually visit London galleries throughout the two years, and we aim to travel abroad to see art and architecture in situ. Students can do an EPQ related to History of Art and to also enter the nationwide ARTiculation – a public speaking competition with the final at Cambridge University. History of Art Extension Sessions run weekly, and a HoA Society is led by Subject Ambassadors.

RELATED CAREERS:

Auction Houses, Commercial galleries, Curatorship, Journalism and Media, Art Insurance, Restoration & Conservation, Research or a general career in the Arts or Architecture.

Updated September 2024





LATIN

EXAMINATION BOARD: OCR, syllabus H443
[A Level Specification](#)

QUALIFICATIONS NEEDED:

GCSE Latin, ideally at Level 9 – 7

COURSE CONTENT:

The course follows much the same outline as GCSE, so should be very familiar. Half of the assessment is language, and half is through examination of set literature. The entire A Level is examined at the end of the two years. There is no coursework.

PAPER 1

Unseen Translation

33%

Translation of two passages of unseen Latin, one prose and one verse. The verse passage will be from the poetry of Ovid, the most gifted of the Roman poets and the prose passage will be from the works of the historian Livy.

PAPER 2

Comprehension or prose composition

17%

Either answering questions on a piece of unseen Latin prose

Or translating a passage of unseen English into Latin.

PAPER 3

Prose literature

25%

Questions on set prose literature.

In the first year of the course the text will be **either** Cicero's *Caelio*, 51–58, 61–68 **or** Tacitus, *Annals* XII, 25–26, 41–43, 52–53, 56–59, 64–69.

In the second year students will be able to choose whether to explore the same text further, read the other text instead, or study a completely new text, which will be Pliny, *Letters* 1.9, 3.16, 4.2, 4.19, 8.8, 8.16, 8.17, 9.6. They will also be required to read further sections of their chosen text in English.

PAPER 4

Verse Literature

25%

Questions on set verse literature.

In the first year of the course the text will be **either** Virgil's *Aeneid* II (lines 40–249) **or** Juvenal, *Satire* 6:1–113, 242–305, 352–365, 398–412.

In the second year students will be able to choose whether to explore the same text further, read the other text instead, or study a completely new text, which will be Ovid, *Fasti* II, lines 267–358, 685–852. They will also be required to read further sections of their chosen text in English.

Latin A Level provides a valuable blend of skills that, as well as being of great benefit in their own right, enhance and complement skills used and developed in many other subject areas, whether languages, humanities, maths or science. The course offers a combination of linguistic expertise and literary criticism that develops critical sensitivity, logic and analysis, clarity and precision in both interpretation and communication, and emotional intelligence. Latin A Level also continues to give students the opportunity to read unadapted literature in a language other than English, to a very high academic level.

The intellectual discipline which you acquire in this course combines well with a wide range of other subjects, especially English, history, modern languages, mathematics and the sciences. The rigour required is valued highly by universities and employers and thus can be of significant value to students striving for places in highly competitive fields, at university or afterwards.

Updated September 2024



MATHEMATICS AND FURTHER MATHEMATICS

EXAMINATION BOARD: Edexcel Level 3 Mathematics (9MA0)
and Edexcel Level 3 Further Mathematics (9FM0)

[Mathematics Year 1 specification](#)

[Mathematics A Level specification](#)

[FM A Level specification](#)

REQUIREMENTS:

A very good pass (preferably Grade 8 or 9) in GCSE/IGCSE Mathematics is strongly recommended since there is an increasing emphasis on problem-solving and on modelling real-life situations.

A LEVEL MATHEMATICS

Assessment of A Level Mathematics is taken at the end of two years and consists of 3 papers, each worth a third of the qualification:

- P1 Pure Mathematics 1 (100 marks) (2 hours)
- P2 Pure Mathematics 2 (100 marks) (2 hours)
- P3 Statistics and Mechanics (100 marks) (2 hours)

Students must answer all questions on each paper. Calculators are permitted, and indeed encouraged, in all examinations.

COURSE CONTENT:

Pure Mathematics Topics such as algebra and functions, coordinate geometry, calculus and trigonometry studied at GCSE are developed further in Pure Mathematics at A Level. Although the ideas met in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of mathematics, especially Mechanics and Statistics.

Mechanics The study of Mechanics focuses on how to describe mathematically the motion of objects and how they respond to forces acting upon them, from cars in the street to satellites revolving around a planet. Students will study kinematics, forces and Newton's laws and moments, topics which are also encountered in Physics.

Statistics Statistics involves data presentation and interpretation, statistical sampling and hypothesis testing. The range of probability problems started at GCSE will also be extended.

A LEVEL FURTHER MATHEMATICS

Assessment of A Level Further Mathematics is taken at the end of two years and consists of 4 papers, each worth a quarter of the qualification:

- P1 Core Pure Mathematics 1 (75 marks) (1 hour 30 minutes)
- P2 Core Pure Mathematics 2 (75 marks) (1 hour 30 minutes)
- P3 Further Mathematics Option 1 (75 marks) (1 hour 30 minutes)
- P4 Further Mathematics Option 2 (75 marks) (1 hour 30 minutes)

COURSE CONTENT:

Core Pure topics include: Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates and Hyperbolic functions.

Options: Two of the following are studied in addition to the Core Pure: Further Pure Mathematics, Further Statistics, Further Mechanics and Decision Mathematics. Decision Mathematics involves the study of algorithms, graph theory, critical path analysis, linear programming, many of which are linked to Computer Programming and Business.

WHY STUDY MATHEMATICS?

- to develop understanding of Mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study

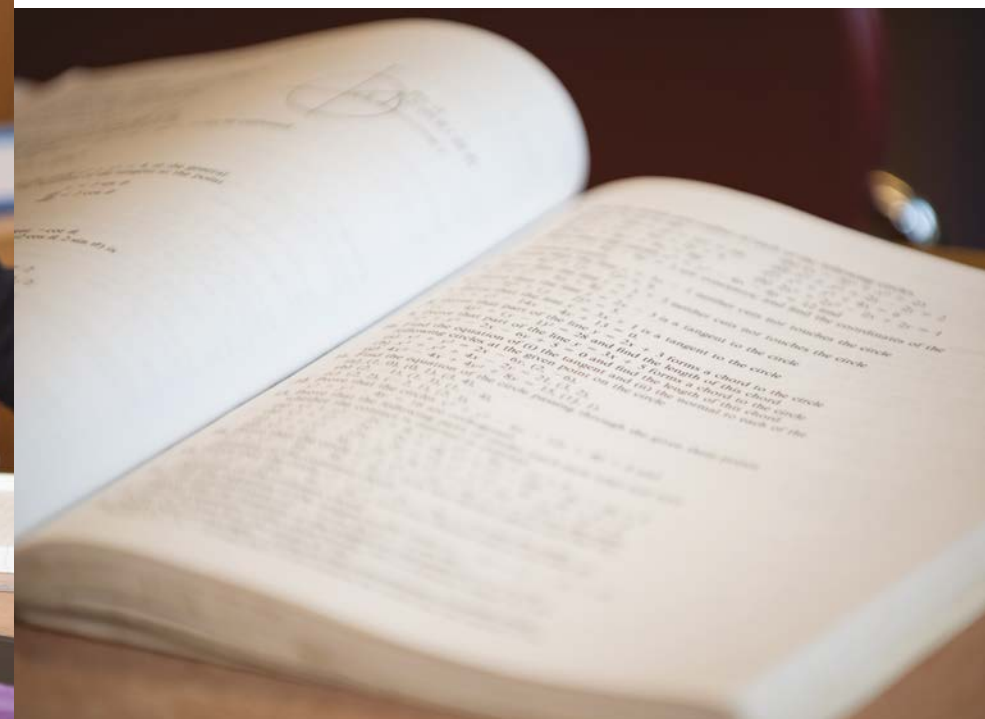
- to apply Mathematics in other fields of study and be aware of its relevance to the world of work and to situations in society in general
- to use mathematical knowledge to make logical and reasoned decisions in solving problems, both within Pure Mathematics and in a variety of contexts.
- to communicate the mathematical rationale for these decisions clearly
- to extend the range of mathematical skills and techniques and use them in more difficult, unstructured problems
- to read and comprehend mathematical arguments and articles concerning applications of Mathematics
- to acquire the skills needed to use technology such as calculators and computers effectively, to recognise when such use may be inappropriate and to be aware of limitations
- to take the responsibility for one's own learning and to evaluate one's own mathematical development.

ENRICHMENT OPPORTUNITIES:

Team and individual Maths Challenges, lectures, competitions, problem-solving days and activities, STEP and MAT paper preparation for University Entrance.

RELATED CAREERS:

The study of Mathematics is useful in virtually every career but there are a few in which a high level of mathematical ability is essential: economist, animator, special effects director, computer scientist, computer games designer, engineer, forensic scientist, astronaut, doctor, architect, accountant, high financier, wealth manager, cryptanalyst and statistician.



CORE MATHEMATICS

EXAMINATION BOARD: AQA
Level 3 Certificate

AQA – LEVEL 3 CERTIFICATE IN MATHEMATICAL STUDIES

This course is designed for those not taking Mathematics as an A Level subject and it covers basic skills as needed in subjects which include mathematical content eg Biology, Physics, Chemistry, Design Technology, Psychology, Geography and Economics.

It supports these subjects, presents Mathematics in real-life situations and develops problem-solving skills and strategies.

A Grade 4 in GCSE Maths is sufficient, to take the course.

PAPER 1

(1hr 30mins) 60 marks

Estimation (Fermi), Data processing and analysis, Personal Finance

PAPER 2

(1hr 30mins) 60 marks

One of the options:

- 1) Statistical Analysis (Normal distribution, correlation, probability and estimation)
- 2) Critical Path and Risk Analysis (Expectation, Venn diagrams, CPA)
- 3) Graphical Interpretation (graphs of functions, intersection points, rates of change, exponential functions)

Both papers are taken in the same exam session, resits may be taken (although, because the course is linear, both papers must be taken again – not just one).

Preliminary Material is issued in March, for preparation – and clean copies of the same are issued in the actual examination.

Examinations are completed before May Half Term in the year in which they are taken. Grades A to E can be awarded.

The award counts as an AS qualification with equivalent UCAS points.





MODERN LANGUAGES: FRENCH

EXAMINATION BOARD: AQA 7652
[A Level Specification](#)

QUALIFICATIONS NEEDED:

GCSE, French (Minimum Grade 7)

COURSE CONTENT:

The course develops the four language skills and focuses on four themes: Aspects of French-speaking society; Artistic culture in the French-speaking world; Current issues in French-speaking society; and Aspects of political life in French-speaking society. Current topics include family, the digital world, voluntary work, cultural inheritance, music and cinema, cultural life in past and present with a focus on immigration, integration, racism, crime, the EU, and political engagement. The full course includes the study of either two literary texts by renowned authors (such as *Un secret* by Philippe Grimbert, *No et moi* by Delphine de Vigan) or a text and a film (for example *Un sac de billes* by Joseh Joffo et *Au revoir les enfants* by Louis Malle).

WHY STUDY FRENCH:

If you are interested in languages and communication and you enjoy learning about the world outside the UK, then the French course will be suitable for you. Similarly, if you are interested in the business world, in travel or tourism, in literature, or in journalism and the media, then you will also find the course appropriate. There are a number of options in the course where you can choose your topic or question to suit your interests.

ENRICHMENT OPPORTUNITIES:

- Watching French films (*Un long dimanche de fiançailles*, *Un secret*, *Amelie*, *Intouchables* etc ...) in film club
- Studying French artists and architects
- A wide range of exchange programmes exist for students between France and other countries

RELATED CAREERS:

There will be a range of opportunities open to you, and linguistic skills are always highly thought of by universities. Some students choose to do degree courses in languages; others choose to pursue a higher education course in another subject with a language option alongside it, for example business studies, law or European studies with French. Whether you are interested in continuing your studies or working at home or abroad, a language course at AS or AL is an excellent step towards achieving your goals.

Updated September 2024

PAPER 1

Listening, reading and writing

Written exam: 2h30m 50%

- Listening and responding to spoken passages
- Questions in French to be answered with written responses in French
- Reading and responding to a variety of texts
- Translation into English and into French.

PAPER 2

Writing

Written exam: A Level 2h 20%

Two 300 word essays on set text and/or film and grammar. All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

PAPER 3

Speaking

Oral exam: 21-23 mins 30%

- Discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test.
- Presentation (2 minutes) and discussion (9–10 minutes) of individual research project based on one of the four main themes.



MODERN LANGUAGES: CHINESE

EXAMINATION BOARD: Pearson Edexcel (9CN0)
[A Level Specification](#)

QUALIFICATIONS NEEDED:

GCSE Mandarin Chinese, ideally at 8 or 9

COURSE CONTENT:

The Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin or Cantonese) has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Chinese-speaking world. The course will enable our students to develop an advanced level knowledge and understanding of the Chinese language, the culture of China and other Chinese-speaking countries, as well as practical and valuable language and transferable study skills. This qualification will help to prepare our students for higher education and enhance their employability profile.

There are three examination papers:

PAPER 1

Listening, Reading and Translation

Externally set and marked written paper:

2 hours 40%

PAPER 2

Written response to works

Externally set and marked written paper:

2 hours 40 minutes 30%

PAPER 3

Speaking

Externally assessed oral: 15 minutes 30%

WHY STUDY CHINESE?

- Chinese is the most widely-spoken language in the world. Learn to speak Mandarin and you can speak with millions of people around the world.
- Culture – With thousands of years of history, Chinese culture is endlessly fascinating. Whether your interests are in history, architecture, music, or cuisine, a knowledge of Chinese language will enrich your understanding of Chinese culture.
- Business – Business people who speak Chinese have a huge advantage in tapping into the Chinese market. It is much easier to develop all-important relationships if you can speak Chinese.
- Travel – The greater China region offers exciting travel opportunities. Getting around is much easier if you can speak Chinese.

ENRICHMENT OPPORTUNITIES:

Enhance your Chinese language skills by participating in a school exchange programme with Benenden Bilingual School Guangzhou in China, competing annually in the British Council Mandarin Speaking Competition, and presenting and organising activities for major Chinese cultural events such as Chinese New Year, the Dragon Boat Festival, and the Mid-Autumn Festival. Contribute to Benenden World Languages Week and other cultural events to further deepen your engagement with the language and its cultural context.”

RELATED CAREERS:

Traineeships and working for western manufacturing companies, trading, consultancy, business, banking, multinationals in Europe, China, Hong Kong, Taiwan or Chinese companies in Europe; government departments of economics, internal and external affairs, foreign service; journalism; travel agent; interpreter; academics; education (teaching); publishing; support of companies and knowledge institutes entering the Chinese market via local, regional, provincial organisations.

Updated September 2024



MODERN LANGUAGES: SPANISH

EXAMINATION BOARD: AQA 7692
[A Level Specification](#)

QUALIFICATIONS NEEDED:

GCSE, Spanish ideally at 7 or above

COURSE CONTENT:

Students will study technological and social change, looking at the multicultural nature of Hispanic society. Studying highlights of Hispanic culture, including regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape and explore the influence of the past on present-day communities by learning the language in the context of Hispanic countries. Students will study texts and film and have the opportunity to carry out independent research of their choice.

WHY STUDY SPANISH?

Spanish is the most widely spoken language in Latin America, parts of the USA and Spain and plays a major political and economic role in today's world. Speaking fluently enhances job prospects and opens doors to a range of opportunities. The openness of the Hispanic and Latino cultures invites immersion and participation. The course content allows for discussion and analysis of not just Spanish life but significant current events and explores the world of finance, politics, and culture across the globe.

RELATED CAREERS:

Former AS/A Level students, some of them Spanish graduates, have gone on to work in a wide variety of fields, including teaching, lecturing, translation, journalism, political research, the Civil Service, banking, NGOs, museum curation, medical research and Doctors Without Borders.

PAPER 1: AS

Listening, reading and writing. Externally marked.
No access to dictionaries: 1hr45m 80 marks 45%

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks)
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks)
- Translation into English; a passage of minimum 70 words (10 marks)

PAPER 2 AS

Writing. Externally marked: 1hr30m 50 marks 25%

- Translation into Spanish; a passage of minimum 70 words (15 marks)
- **Either** one question in Spanish on a set text from a choice of two **or** one question in Spanish on a set film from a choice of two questions (35 marks)
- All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

PAPER 3 AS

Oral. Externally or internally conducted
12-14m 60 marks 30%

- Discussion of two sub-themes (6-7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins. **Students may only take the test once before certification.**

PAPER 1 AL

Listening, reading and writing.
Externally marked 2hr30m 100 marks total
No access to dictionaries. 50%

- Listening and responding to spoken passages from a range of contexts/sources covering different registers and adapted as necessary. All questions in Spanish, to be answered with non-verbal responses or in Spanish. (30 marks)
- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as

necessary. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks)

- Translation into English; a passage of minimum 100 words (10 marks)
- Translation into Spanish; a passage of minimum 100 words (10 marks)

PAPER 2 AL

Writing. Externally marked 2hr 80 marks 20%

- **Either** one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions **or** two questions in Spanish on set texts from a choice of two questions on each text.
- No access to texts or films during the assessment. No access to a dictionary during the assessment. Students are advised to write approximately 300 words per essay.

PAPER 3 AL

Speaking. Externally or internally conducted
20-25m (incl 5m prep time) 60 marks 30%

- Discussion of a sub-theme with discussion based on a stimulus card (5-6 minutes). Student studies card for 5 mins at start of test. (25 marks)
- Presentation (2 mins) and discussion (9-10 mins) of individual research project (35 marks)
- No access to a dictionary during the assessment (including 5 minutes preparation).
- Students may take the assessment only once before certification.



MUSIC

EXAMINATION BOARD: Edexcel
[A Level Specification](#)

QUALIFICATIONS NEEDED:

A good pass at GCSE would be a good indication of suitability for A Level Music. However, an able performer (Grade 7 standard or higher) with a keen interest in music may well be suitable for A Level without having done GCSE. Consistent work across the three components creates a platform for success, but underpinning the whole process should be an aim for full marks in Component 1. Component 2 requires a boldness to try new ideas as well as respond imaginatively to a set task. Finally, for Component 3, students need to listen to and read about unfamiliar music as well as closely analysing the set works.

COURSE CONTENT FOR A LEVEL:

Component 1: Performing (9MU0 / 01)

Non-examined – marked externally:

30% of the qualification 60 marks

- Performance of one or more pieces – solo, in an ensemble, improvising or realising music through musical technology
- Total performance time of 8 minutes minimum, recorded between 1 March and 1 May

Component 2: Composing (9MU0 / 02)

Non-examined – marked externally:

30% of the qualification 60 marks

- Total of two compositions, one to a brief set by the Board, and either one free composition or a further one to a brief. Total time must be a minimum of 6 minutes
- One composition must be from either a list of set briefs related to the areas of study, or a free composition. This composition must be at least 4 minutes long, and it carries 40 marks
- One composition must be from a brief assessing composing techniques, carrying 20 marks

Component 3: Appraising (9MU0 / 03)

Written examination: 2 hours

40% of the qualification 100 marks

Content overview

- Knowledge and understanding of musical elements, contexts and language
- Application of knowledge through six areas of study, each with three set works

- (vocal music, instrumental music, film music, pop and jazz, musical fusions, new directions)
- Application of knowledge to unfamiliar works

Assessment overview

- One written paper of 2 hours, with a total of 100 marks
- One audio CD with extracts to accompany exam questions issued to each student
- Section A: three questions related to set works; one short dictation exercise
- Section B: two essay questions.
Essay one (20 marks) asks students to draw links from their study of the set works to music heard as an unfamiliar extract.
Essay two (30 marks) gives a choice of three questions from different areas of study that ask students to evaluate the musical elements, context and language of one set work.

WHY STUDY MUSIC?

Music combines practical application with intellectual study and gives you an insight into the world's greatest art form. You will be studying music from a broad spectrum of culture and tradition, learning about techniques of composition, musical analysis and styles of performance. Students relish the fact that the working pattern and coursework deadlines offer a contrast from their other subjects, and simply that a love of listening to music can be applied in an academic context. Music sits well alongside any combination of subjects and is excellent preparation for any degree. The world's

top universities have long recognised that it requires self-discipline, imagination and intellectual rigour. If you want to take Music to degree level or on to a musical career, this A Level specification establishes a platform for performing, composing, academia or the wider music industry.

Updated September 2024





PHILOSOPHY

EXAMINATION BOARD: AQA
[A Level Specification](#)

WHY PHILOSOPHY?

Philosophy is often accused of not providing answers - in fact, it is the search to establish what can be reliably known and understood. The thinking skills required in Philosophy will stretch and flex the mind through the most important issues facing all humanity for all time – What am I? Who am I? What is true knowledge? How can I live a 'good' life? There is no more 'human' subject or one more applicable to modern life. Students will study texts, theories and ideas which push the boundaries of human understanding and develop skills and knowledge to tackle the 'big questions'.

UNIT 1:

Unit 1: Epistemology

- What is knowledge? – Tripartite View
- Perception as a source of knowledge – Indirect realism (Locke, Cockburn, Russell, Berkeley, Idealism (Berkeley)
- Reason as a source of knowledge – Innatism (Plato, Leibniz), Intuition and Deduction thesis (Descartes, Hume)
- Limits of knowledge – philosophical scepticism (Descartes and empiricist responses)

UNIT 2:

Moral Philosophy

- Normative Ethical Theories – Utilitarianism (Bentham, Mill), Kantian deontological ethics, Aristotelian virtue ethics
- Applied ethics – Stealing, Simulated killing, eating animals, telling lies
- Meta-ethics – Moral realism (Bentham, Aristotle, Moore), Moral anti-realism (Mackie, Ayer, Hare)

UNIT 3:

Metaphysics of God

- The concept and nature of God
- Arguments relating to God's existence – Ontological, teleological, cosmological, problem of evil
- Religious Language – Cognitivism and non-cognitivism

UNIT 4:

Metaphysics of Mind

- Dualism - Substance dualism (Descartes), Property dualism (Chalmers, Jackson)
- Physicalist theories – Physicalism (Hempel, Ryle)
- Mind-Brain identity theory & Eliminative Materialism
- Functionalism

EXAMINATION DETAILS

Assessment in AQA Philosophy is through two equally weighted papers worth 50% each.

Both exams are three hours each.

Each exam covers two topics for which there are a series of shorter questions worth 3 and 5 marks.

There are two essays worth 12 and 25 marks respectively.

60% of the marks are awarded for Knowledge and Understanding. 40% are for Evaluation.

PAPER 1: EPISTEMOLOGY AND MORAL PHILOSOPHY

3hr 100 marks

50%

Section A: Five questions on Epistemology

Section B: Five Questions on Moral Philosophy

PAPER 2: THE METAPHYSICS OF GOD AND THE METAPHYSICS OF MIND

3hr 100 marks

50%

Section A: Five questions on metaphysics of God

Section B: Five questions of metaphysics of Mind

ENRICHMENT OPPORTUNITIES

The department has links with Michael Lacewing, an eminent teacher and speaker in the AQA course. A member of the BPA (British Philosophical Association), he has written textbooks for the course and has been invited to speak at Benenden. A Level students will have the opportunity to take part in further optional lectures and attend conferences, along with the additional support for students in the Oxbridge and Scholar's programmes.

CAREERS

Philosophy is accepted by all universities including Oxford and Cambridge. It is ideal for those wishing to studying PPE at Oxford, Law at any university, or any of the humanities such as English Literature or History. Philosophy can also sit comfortably alongside STEM subjects (see University courses on Philosophy & Physics, for example), as well as medicine through to Art History. Students develop skills of critical reasoning, essay writing and analysis to a high standard which are highly beneficial in further education. Critical thinking is also a facilitating and flexible skill applicable across a broad range of careers both academic and practical.



POLITICS

EXAMINATION BOARD:

AQA (Examination is based on three papers of 2 hours each at the end of the A Level; there is no coursework).

[A Level Specification](#)

COURSE CONTENT:

The A Level Politics course looks at the ever-changing political landscape in Britain and America. Students consider the key institutions that govern both countries, such as the parliaments, executives, courts and constitutions as well as how politics can be influenced through elections, political parties and pressure groups. There is also a close evaluation of political ideas including liberalism, conservatism, socialism and nationalism.

COMPONENT 1:

UK Politics and Government

Politics classes study the history of democracy in the UK, elections, electoral systems and voting behaviour, political party history and ideology as well as contemporary policies. Students also study pressure groups and the place of the media in UK politics. Government lessons examine the historical development of the constitution, the executive and the work of Parliament. The final topic explores the growing power of the judiciary.

COMPONENT 2:

US Politics and Government & Comparative politics

Students will examine the US Constitution and federalism, US congress, US presidency, US Supreme Court, political parties, pressure groups and elections and compare these to the situation in the UK.

COMPONENT 3:

Political Ideas

The political ideas of liberalism, conservatism, socialism and nationalism will be explored.

WHY STUDY POLITICS?

Although you might not know much to start with, what matters is that you would like to know more about something that will affect many aspects of your life. The course is relevant and contemporary. Historical developments are considered for comparison, but most examples and points considered will be concerning the current political landscape. As well as enjoying the fascinating content, studying Politics helps with vital transferable skills. Responding to political arguments and creating logical and fully justified arguments are key to the A Level and these skills are very much valued by universities and employers alike. Politics has the benefit of providing the skills of both humanities and social science subjects, allowing you to gain a wide range of analytical and evaluative skills to help across all degree subjects.

ENRICHMENT

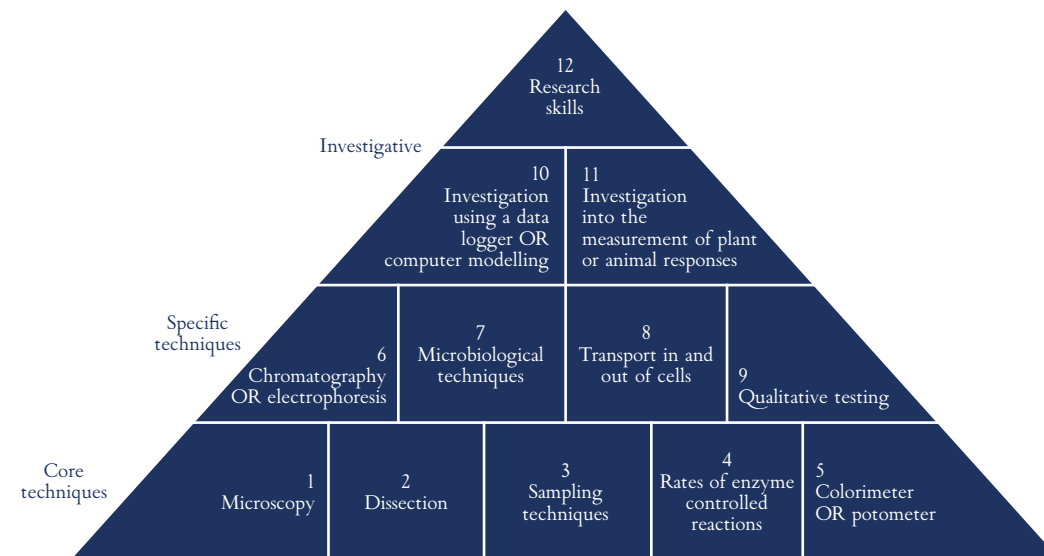
OPPORTUNITIES:

Aside from the core of classroom teaching and reading, the department hosts speakers from outside – politicians, academics and commentators. There is also a combined discussion group with the History and Philosophy and Religion departments which proves very popular. The department also run an annual visit to Parliament, and bi-annual visit to Washington and New York in the October Half Term.

RELATED CAREERS:

Politics has been considered a 'hard' A Level for many years now and was mentioned in the 2011 guidance issued by the Russell Group universities. It is more of a social science than History and, for this reason, although many current students do combine the subject with History and/or English, those students with a scientific or linguistic bent can find the subject a very satisfying option too. An exceptionally large number of students who take the course will go on to read it at university. Cambridge, Oxford, Bristol, Durham, LSE, SOAS, UCL, Warwick, York, Edinburgh, King's, Sheffield, Exeter, Newcastle and Nottingham are typical destinations.

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SCIENCE: BIOLOGY

EXAMINATION BOARD: OCR-A
[A Level Specification](#)



RECOMMENDED REQUIREMENTS FOR STUDYING A LEVEL BIOLOGY:

A keen interest and enthusiasm is essential, and it is desirable to have attained a level 7 in either IGCSE Biology or level 7-7 in IGCSE dual award science. Furthermore, having a strong background in GCSE Mathematics and Chemistry, ideally at least level 7, would also be strongly advisable given the mathematical content and biochemistry content of the syllabus. Biology is a fantastic subject to be studied in combination with other science A Levels, in particular Chemistry, or alongside non-science A Levels to provide breadth and to develop other skills.

COURSE CONTENT:

There are six modules studied in the two-year linear assessed course as outlined below:

Module 1 - Development of practical skills in biology:

This module is not directly taught, rather it is embedded as the course progresses. This module has two strands; practical skills assessed in written examinations and practical skills assessed in the practical endorsement via a series of Practical Activity Groups (PAGS) shown above, against the national common practical assessment criteria (CPAC):

Modules taught in Six One:

Module 2 – Foundations in biology: This module explores cellular structure, biological molecules, nucleotides and nucleic acids, enzymes, biological membranes, cell division, cell diversity and cellular organisation.

Module 3 – Exchange and transport: In this module, the importance of exchange surfaces in living organisms, alongside the study of transport in animals and transport in plants.

Module 4 – Biodiversity, evolution and disease: Communicable diseases, disease prevention and the immune system are studied in this module, alongside the inter-linked topics of biodiversity, classification and evolution.

Modules taught in Six Two:

Module 5 – Communication, homeostasis and energy: Building on and applying understanding from modules taught in Six One, this module is principally dedicated to applied physiology and biochemistry. Topics include neuronal and hormonal communication along with excretion in homeostatic control, plant and animal responses, photosynthesis and respiration.

Module 6 – Genetics, evolution and ecosystems: This module also involves the application of topics studied in Six One and is directed toward exploring

genetics, contemporary and ethical issues in relation to cloning and biotechnologies and conclude with a focus on ecosystems.

ASSESSMENT:

The A Level course is assessed through three examination papers which all include synoptic content and the practical endorsement is a pass/fail component based on the fulfilment of the CPAC's demonstrated in PAGS completed throughout the course.

EXAMINATION OVERVIEW:**Component 1 37%**

Written examination: Biological Processes

2 hour 15 minutes 100 marks

Modules assessed: 1,2,3 and 5

Assessment objective (AO) contribution (%)

AO1: 13-14 AO2 15-16 AO3: 8-9

Component 2 37%

Written examination: Biological Diversity

2 hour 15 minutes 100 marks

Modules assessed: 1,2,4 and 6

Assessment objective (AO) contribution (%)

AO1: 13-14 AO2 15-16 AO3: 8-9

Component 3 26%

Written examination: Unified Biology

1 hour 30 minutes 70 marks

Modules assessed: All modules 1 to 6

Assessment objective (AO) contribution (%)

AO1: 5-6 AO2 10-11 AO3: 9-10

Component 4 Pass/Fail

Practical Endorsement (non-examined)

ASSESSMENT OBJECTIVES

There are three assessment objectives which learners are expected to demonstrate their ability detailed below:

AO1: Demonstrate knowledge and understanding of the scientific ideas, processes, techniques and procedures.

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:

- In a theoretical context
- In a practical context
- When handling quantitative data
- When handling qualitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence including in relation to issues, to:

- Make judgements and reach conclusions
- Develop and refine practical design and procedures.

ENRICHMENT OPPORTUNITIES:

Many girls opt to take an Extended Project Qualification (EPQ) which relates to an area of biological interest and there are also many opportunities to participate in research projects and national competitions such as the annual National Biology Olympiad. There are many exciting activities planned for the coming year not only in Biology but within STEM subjects.

Related university courses/careers: Potential degree courses include natural sciences, biological sciences, medicine, applied genetics, cell biology, physiology, veterinary science, anthropology and physiotherapy, however this list is not exhaustive. Science degree courses provide girls with transferable skills for other careers such as accountancy, law and banking. However, if you are considering a biology-related degree course for many universities it is essential that you do A Level Chemistry.



SCIENCE: CHEMISTRY

EXAMINATION BOARD: A Level Chemistry for OCR A
[A Level Specification](#)

QUALIFICATIONS NEEDED:

Chemistry, Physics, Biology and Maths GCSE

COURSE CONTENT:

The OCR A Chemistry A Level course is a content-led specification which has been structured by the Chemistry department in such a way as to provide the best experience of the subject for girls at Benenden.

The course consists of 6 modules:

- Development of practical skills in Chemistry
- Foundations in Chemistry
- Periodic Table and Energy
- Core Organic Chemistry and Analysis
- Physical Chemistry and Transition Elements
- Organic Chemistry and Analysis

Our route through these modules is tailor made for the development of deeper understanding and confidence in the subject. Development of practical skills underpins the whole of the specification and these are assessed within written examinations and through the Practical Activity Group (PAG) of tasks. Modules 1 to 6, combined with the Practical Endorsement, constitute the full A Level.

PAPER 1

Periodic Table, Elements and Physical Chemistry
2hr15mins 37%

Content from modules 1,2,3 and 5
15 marks of multiple choice questions + 85 marks of short answer questions. Total 100

PAPER 2

Synthesis and Analytical Techniques
2hr15mins 37%

Content from modules 1,2,4 and 6
15 marks of multiple choice questions + 85 marks of short answer questions. Total 100

PAPER 3

Unified Chemistry
1hr30mins 26%

Content from across all teaching modules
70 marks of short answer

NON-EXAM ASSESSMENT

Practical endorsement for Chemistry Pass/fail

A minimum of 12 practical activities to demonstrate practical competence. Performance reported separately to A Level grade

THE NEXT STEP:

Chemistry A Level provides the transferable skills required in a whole host of courses and occupations. It is commonly required for the study of medicine, veterinary science, dentistry, natural sciences, pharmacy, and biochemistry and it is advisable to have Chemistry in your portfolio if you intend to study courses such as Biological Sciences, Environmental Sciences and Physiotherapy.

However, the best reason for choosing to study Chemistry at these levels is, of course, a liking for the subject itself. Chemistry provides all candidates with the opportunities to develop a lifetime of skills: planning, organising, handling data, assessing, analysis, interpreting, debating, teamwork, and decision-making. It is little wonder that today's chemists will be tomorrow's lawyers, politicians, managers, consultants and leaders.





SCIENCE: PHYSICS

EXAMINATION BOARD: Pearson Edexcel Level 3
Advanced GCE in Physics (9PH0)
[A Level Specification](#)

COURSE CONTENT:

In the course you will study measurements, data analysis, scalars and vectors, Newton's theory of motion, the properties of materials, current electricity, waves, atomic structure and elementary quantum physics. All of this is studied in more depth than in the IGCSE course and the ideas are applied to a wider range of more realistic problems.

The Physics A Level course involves two years of study, with examinations taken at the end of the second year. There is no externally-assessed coursework or controlled assessment. Laboratory skills are assessed by your teachers as part of the A Level qualification and this assessment results in a Pass/Fail mark. Practical skills do not contribute to the final grade.

WHAT IS REQUIRED?

A good grasp of IGCSE Physics is essential – ideally a level 8/9 in Physics. 40% of the marks in the written papers will come from mathematics of GCSE standard or higher. Level 7 or above in GCSE or IGCSE Mathematics is strongly recommended. For the full A Level course studying Mathematics is very strongly recommended indeed. The overlap between Physics and Mathematics will help a lot with both courses.

WHY STUDY PHYSICS?

Physics attempts to discover the fundamental laws describing the behaviour of matter and energy and to use these laws to understand phenomena that take place on every scale, ranging from the inside of a proton to the entire universe. Unlike the other sciences, Physics has no limits. It isn't restricted to living matter or to things made from atoms – it applies to everything, at all times and in all places. As such, it is an extremely interesting subject to study. Since the laws of physics are mathematical in form the student of physics learns how to apply mathematical knowledge to real-world problems. This makes a knowledge of physics useful or essential for people intending to study a wide range of other subjects such as Mathematics, Engineering of any sort, Architecture, Chemistry, Environmental Science, Climatology, Economics, Medicine, and even Biology. Physics is in no sense a “soft” A Level: it is intellectually challenging, and it impresses admissions tutors even if it is not directly related to the subject being applied for.

PAPER 1

Advanced Physics I

1hr45mins

30%

Working as a Physicist, Mechanics, Electrical Circuits, Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics
90 marks

PAPER 2

Advanced Physics II

1hr45mins

30%

Working as a Physicist, Materials, Waves and Particle Nature of Light, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations
90 marks

PAPER 3

General and Practical Principles in Physics

2hr30mins

40%

All topics, synoptic and experimental questions

NON-EXAM ASSESSMENT

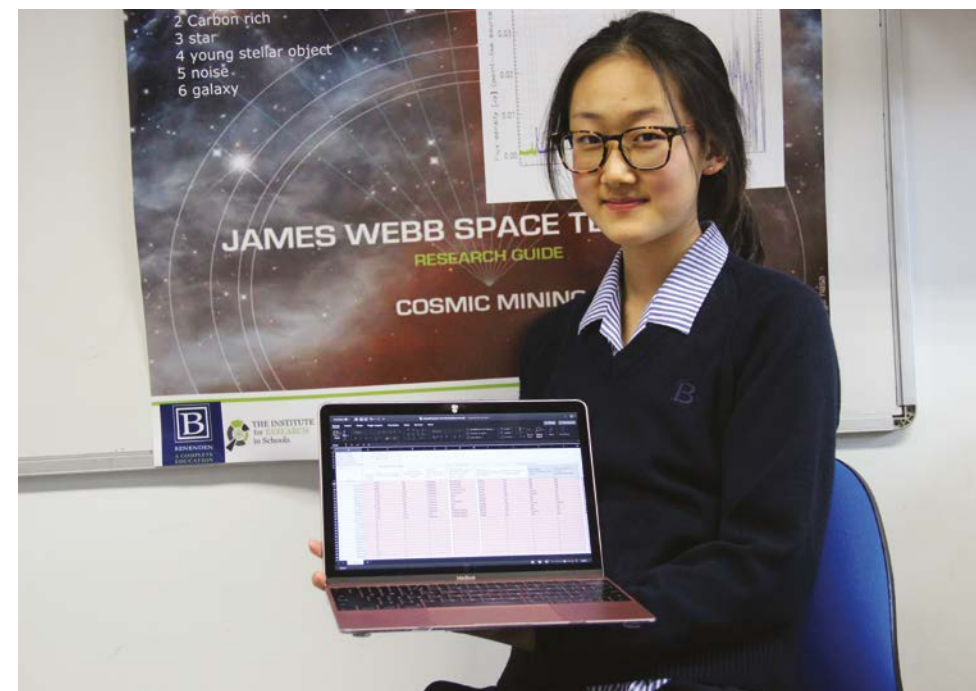
Practical Physics

Pass/fail

16 core experiments to be done over the 2 years

RELATED CAREERS:

For many careers A Level knowledge of physics is essential. Examples include aeronautical engineer, astronaut(!), astrophysicist, astronomer, civil engineer, climatologist, computer game designer, careers in the energy sector, environmental scientist, geophysicist, mechanical engineer, medical physicist, meteorologist, nuclear engineer, racing car designer, renewable energy specialist, sound engineer ...





SCIENCE: PSYCHOLOGY

EXAMINATION BOARD: AQA
[A Level Specification](#)

QUALIFICATIONS NEEDED:

A minimum 7 at GCSE Maths, English and Biology is recommended but not essential.

COURSE CONTENT:

This course investigates a vast array of human behaviour from the newborn's attachment to its primary caregivers to explanations of offender behaviour. The course will appeal to students who are interested in how and why people behave the way they do. The study of Psychology also focuses on issues such as eyewitness testimony, maternal deprivation, conformity and various forms of individual differences.

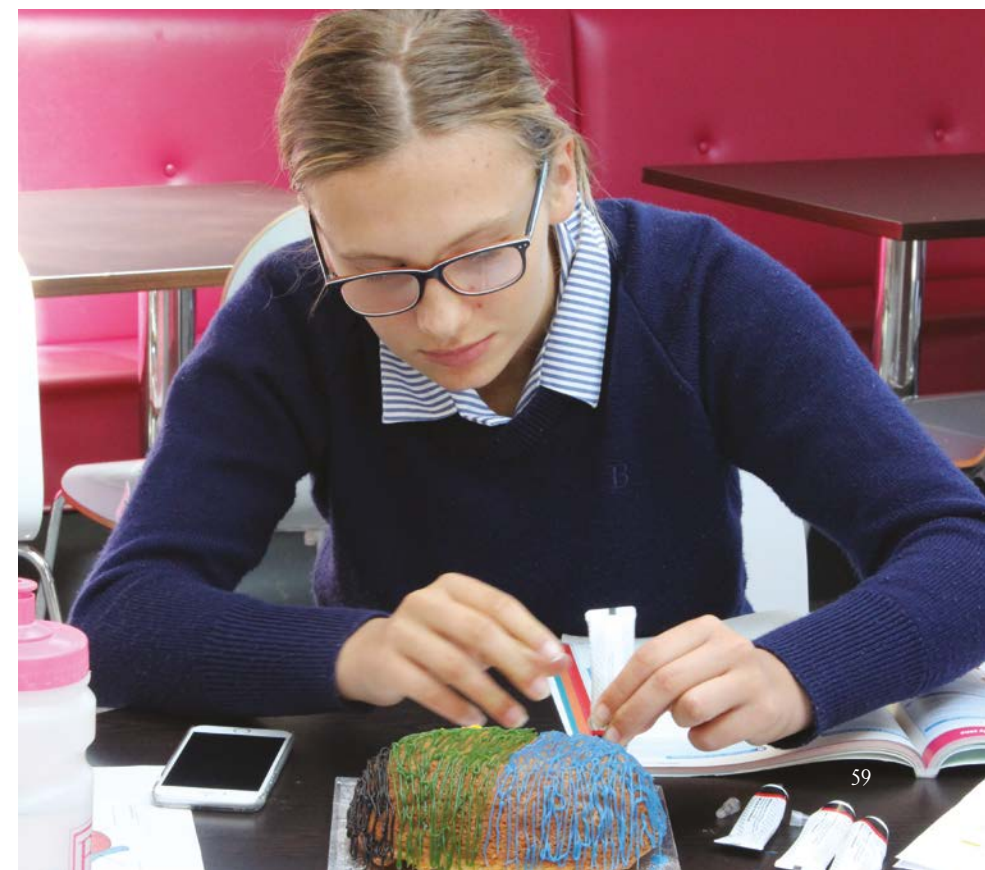
WHY STUDY PSYCHOLOGY?

The subject will help you to understand your own behaviour and that of others. It will give you a good grounding in the principles and approaches in Psychology as well as the principles of experimental research. The syllabus has a greater focus on how Psychological approaches can be applied to real world situations which, as well as being interesting in its own right, sheds light on ideas encountered in many other subjects such as; Biology, Economics, History and Politics.

RELATED CAREERS:

Psychology combines well with other A Level subjects; it complements other sciences (especially Biology), social sciences and essay subjects. Psychology is a useful subject to take if you are interested in: public relations, human resources, advertising/marketing, management, criminology, education, nursing, medicine etc, as well as the more obvious choices such as clinical psychology, counselling etc.

PAPER 1	33.3%	PAPER 2	33.3%	PAPER 3	33.3%
Social Influence		Approaches in Psychology		Issues and Debates in Psychology,	
Memory		Biopsychology		Gender Development	
Development Psychology –		Research Methods		Schizophrenia	
Infant attachment				Forensic Psychology	
Individual Differences –					
Psychopathology					





SPORT SCIENCE AND PE

EXAMINATION BOARD: EdExcel
[A Level Specification](#)

HAVE YOU EVER WONDERED:

- Why some people can run faster than others?
- How your personality affects your performance?
- How you could become an elite sports performer?
- Why people take drugs?
- How technology can help you?

A LEVEL PHYSICAL EDUCATION:

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

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

Physical Education is studied through a range of different contexts and the impact it has on both ours and other's everyday lives. You will learn the reasons why we do things, why some people outperform others, mentally and physically. You will also delve into the ethical considerations behind the use of drugs and also the influence that modern technology is having in and on physical activity and sport.

ARE YOU:

- Thinking of becoming a Physiotherapist
- Aiming to manage a Gym?
- Wanting to become a Personal Trainer?
- Wanting to influence the diet and exercise habits of the nation?
- Fascinated by the human body?
- Studying other sciences?

OR

- Do you just want to understand the why behind sports performance?

If so, A Level Physical Education is for you.

COMPONENT 1:

Scientific Principles of Physical Education (9PE0/01). Written examination: 2 hours and 30 minutes - 140 marks 40%

- Topic 1: Applied anatomy and physiology
- Topic 2: Exercise physiology and applied movement analysis. Biomechanics is embedded within the content of Topics 1 and 2.

COMPONENT 2:

Psychological and Social Principles of Physical Education (9PE0/02)

Written examination: 2 hours - 100 marks 30%

- Topic 3: Skill acquisition
- Topic 4: Sport psychology
- Topic 5: Sport and society

COMPONENT 3:

Practical Performance (9PE0/03)

Non-examined assessment: internally assessed, externally moderated - 40 marks 15%

- Skills performed in one physical activity as a player/performer

OR

- Skills performed in one physical activity as a coach

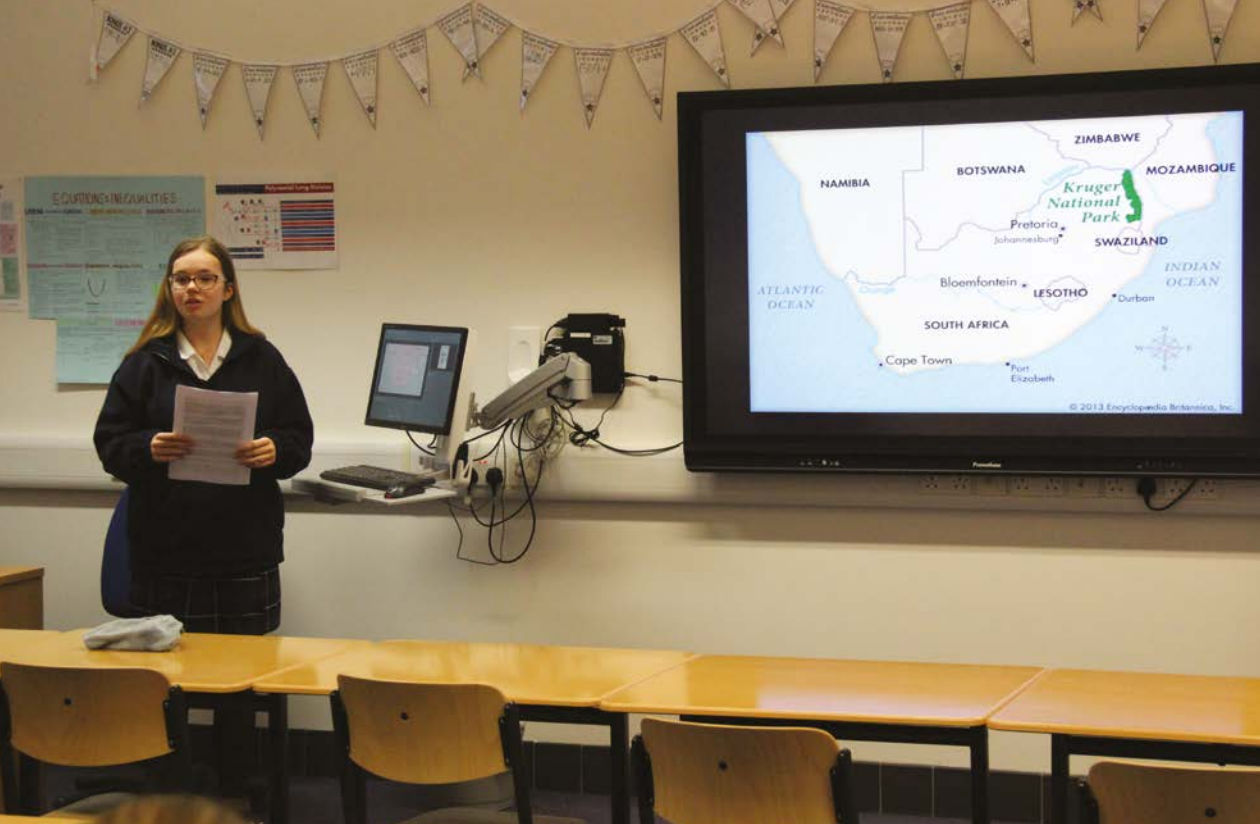
COMPONENT 4:

Performance Analysis and Performance

Development Programme (9PE0/04)

Non-examined assessment: internally assessed, externally moderated - 40 marks 15%

- In the role of player/performer or coach you need to analyse two components of a physical activity (one physiological component and either a tactical or technical component).
- In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.
- The assessment consists of students producing a Performance Analysis and then developing a Performance Development Programme.



EXTENDED PROJECT (EPQ) LEVEL 3 QUALIFICATION

EXAMINATION BOARD: AQA (7993)
[Level 3 Specification](#)

EXTENDED PROJECT (EPQ): LEVEL 3 QUALIFICATION

COURSE CONTENT:

The EPQ will develop and extend from one or more of the student's study areas and/or from an area of personal interest outside her main programme of study. The EPQ counts as half of an A Level and accumulates additional UCAS points. It will be based on a topic chosen by the student. There will be delivery of taught skills such as research techniques, writing bibliographies, referencing through footnotes and presentation skills. The student is meeting regularly with her supervisor to assess her progress. It will however involve extended autonomous work by the student. The project must include a written report of 1000 to 5000 words depending on the nature of the project. The student is required to:-

- choose an area of interest
- draft a title and aims of the project for formal approval
- plan, research and carry out the project
- deliver a presentation to a specified audience
- provide evidence of all stages and project development and production for assessment in the form of a production log

WHY TAKE AN EXTENDED PROJECT?

The EPQ can be taken as an extension to A Level subjects. It allows the student to embark on a largely self-directed project. By taking responsibility for the choice and design of an individual project (or an individual role in a group project) the student:-

- becomes a more critical, reflective and independent learner
- develops and applies decision-making and problem-solving skills
- increases her planning, research, analysis, synthesis, evaluation and presentation skills
- learns to apply new technologies confidently
- demonstrates creativity, initiative and enterprise.

More and more universities are welcoming the EPQ as an indicator of realised skills and potential ability in the fiercely competitive arena of entrant selection. Universities see the EPQ as positive evidence of motivation to explore a subject in greater depth, as well as an opportunity for further development of analytical, critical thinking and independent research skills. It will also ease transition from school to higher education.

ENRICHMENT OPPORTUNITIES:

Independent research may lead to contacting national archives, university libraries or specialist organisations. Presentation skills improve the student's confidence. There is also enrichment through widening an interdisciplinary as well as global perspective.

ASSESSMENT OBJECTIVES

AO1: Managing 20%

Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

AO2: Use Resources 20 %

Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

AO3: Develop and Realise 40 %

Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.

AO4: Review 20 %

Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

RELATED CAREERS:

Skills learned relate to any field of study and career whether through research, academic writing, presentation skills or project management.



MODEL UNITED NATIONS

Co-Curricular

Model United Nations, the largest student led co-curricular activity, is a simulation of the United Nations. This is a great opportunity for students to widen their knowledge and look critically at global issues, instilling skills such as public speaking, confidence and diplomacy. At conferences, students represent different member states and tackle world dilemmas from their respective nation's viewpoint.

This internationally renowned and respected programme is designed with the intention of:-

- Enhancing the students' general knowledge and awareness of global issues.
- Developing their formal articulation and discussion of important issues.
- Creating a culture of independent intellectual thinking.
- Sustaining a genuine care for issues of human importance with a global perspective.
- Challenging and channeling the abilities of our students.
- Practice in drafting UN resolutions and learning the formal style.
- Improving communication skills.
- Meeting people from all over the world with different cultures and perspectives to share.
- Making friends across the globe.

As well as year-round debates and workshops

exploring a variety of topics and questions, we also host our annual MUN Conference (BMUN) in early December. Many girls from Six Two will be involved in organising and leading this Conference, ordinarily as Chairs, Admin, Security or Press.

At the BMUN Conference students explore issues under various headings:-

- Human Rights
- Ecology and Environment
- Political
- Economic and Social
- Security and Disarmament
- Special committees (eg Health, Crisis, Historical)

Students have the chance as part of the programme to attend prestigious debates and one-day and multi-day conferences. Over the years we have attended conferences in New York, (NHSMUN), The Hague (THIMUN), Harvard/Boston (HMUN), Istanbul (KMUN), not to mention a number of still excellent conferences around London (HABSMUN, HaileyburyMUN, ReiMUN, and LEHMUN to name a few). We also now attend conferences run by undergraduates at both Oxford and Cambridge which are proving popular. Whilst we make exceptions, we generally encourage each girl to participate in two conferences per year. As

a school we are held in high regard amongst the wider MUN community so we would encourage your daughter to consider being a part of MUN too and make use of the vast experience we have within the School.

Students in MUN learn collaborative skills, debating skills and will broaden their understanding of current affairs and world issues. We hope that it will leave them with a sense of responsibility, of the awareness of being a global citizen and with articulation that will never leave them.



SPORT AND EXERCISE

Co-Curricular



Competitive team sports and fitness classes provide great opportunities for our Sixth form. There are over 40 hours of classes to choose from and sports lessons are compulsory. Encouraging physical fitness and a positive attitude to active leisure that will last throughout their lives is our aim.

Beyond the compulsory programme, there are many other opportunities for sport in clubs, school teams or as individuals, in the evenings and at weekends. Fitness Gym, swimming and charity challenges add to the excitement. Many students continue to train with county teams and clubs. SPLASH, our sports centre, is run very much like a leisure centre where students can book themselves into fitness classes seven days a week.

Currently for Sixth Form, we offer squads in Lacrosse, Netball, Tennis, Squash, Football, Cricket, Badminton, Swimming, Trampoline, Hockey and Rugby. In addition to these major squads, we also offer external competitive Equestrian events. Fixtures take place on most Saturdays and also mid-week depending on the sport. Lacrosse, Netball and Swimming are our major squad sports in the Autumn and Spring Term, and Tennis and Cricket in the Summer Term.

Internal competition opportunities are also provided for the students as we run our own tournaments in sports such as Tennis and Squash. There is also a thriving Inter-House sports programme, with students representing either their Sixth Form or Junior House. We run competitions in all of our major sports and some of our minor sports, as well as offering a plethora of fitness and pool based challenges on an individual basis.

A number of specialist activities are offered on a paid extra basis, and your daughter needs to sign up for these in advance. The paid extras are reviewed all the time and we add new activities if appropriate.





CAREERS AND HIGHER EDUCATION ADVICE

YEAR 12 (SIX ONE)

Although in the first few weeks in the Sixth Form your main focus will be on your new A Level subjects, you nevertheless need to bear in mind that most higher education applications have to be ready and submitted to the School by the middle of September in your Six Two year. Your subject teachers, Tutors and the Careers staff will, therefore, encourage you to start thinking ahead at an early stage in your Six One year.

The Careers and Higher Education Programme will help you to consider your options and plan for the future. Throughout the year you will be invited to attend careers talks and lectures; a Careers and Higher Education Convention and Careers Evening are held in alternate years and you will be encouraged to attend specialist courses and Open Days to expand your awareness of all the available opportunities. In the Spring Term, there is a presentation to you and your parents about Oxbridge and competitive university entrance and another on studying in the USA. In the Spring Term, there will be a talk at the Six One Parents' Meeting and you will be given Benenden's Preparing for Higher Education guide, which explains in detail the decisions that need to be made, how to make them and how to apply to university. This encompasses both UK and overseas universities and information on gap year options. There is an opportunity for individual interviews with a member of the careers team for all students in Six One.

In the Summer Term (after your examinations), Dr Allen and the Careers team will deliver a Higher Education Induction Programme and you will be supported in making your choices and commencing your university application. This will include the Benenden Applying through UCAS guide which will enable you to progress your application during the summer months, in preparation for your return in the Autumn Term.

YEAR 13 (SIX TWO)

The Autumn Term is the important one for final decision-making. You will complete your university or higher education application upon your return. Oxford, Cambridge, medicine, veterinary science and dentistry applications must be submitted to UCAS by 15 October and, therefore, need to be submitted to the School in mid-September to allow sufficient time for review and processing ahead of the deadline. However, we encourage all students to submit their applications as early as possible. All USA early action and early decision applications, as well as Hong Kong early decision applications, are required to be submitted in mid-September.

Some courses and universities call candidates for interviews and we offer formal interview training by professional advisers, as well as internal subject interview preparation. We also provide support for non-UCAS applications, such as for Art Foundation courses or Degree Apprenticeships, and can guide you through all steps of the process.

In the Spring Term conditional offers for university places are finalised and you should by then have a clear idea of what lies ahead; for those who are still unsure, the Careers team can provide support and advice and this will continue after you leave School if you feel in need of guidance.

We encourage you to use the resources available in the Careers Centre.

LEAVERS' DESTINATIONS 2024

BATH

Biochemistry

Pharmacy

Politics and International Relations

BOSTON, USA

Liberal Arts

BRISTOL

Anthropology

Business and Management with
Innovation

Engineering Mathematics

Politics and Sociology

Psychology

Zoology

CAMBRIDGE

Classics

HSPS

CENTRAL ST MARTIN'S

Art Foundation

COLUMBIA BARNARD, USA

Liberal Arts

DURHAM

Anthropology

Biological Sciences

Economics

Education Studies – Psychology

English

History

Philosophy and Theology

Psychology

EDINBURGH

Classics

Cognitive Science

History

History of Art

Mathematics

Philosophy and Theology

EXETER

Economics

English and Drama

Medical Sciences

Philosophy and Theology

Politics

IMPERIAL

Chemistry

Civil Engineering

Geophysics

Medicine

Johns Hopkins, USA

Engineering

Leeds

International Development

LOUGHBOROUGH

Geography

Psychology

LSE

Economics

Law

Politics and International Relations

MANCHESTER

Biomedical Science

Economics and Politics

NEWCASTLE

Architecture

Architecture and Planning

Biomedical Sciences

Combined Honours

English

Geography

Psychology

NORTHWESTERN, USA

Engineering

OXFORD

Asian and Middle Eastern Studies

Law

Physics

OXFORD BROOKES

Foundation in Business

Psychology in Education

SOUTHAMPTON

Geography

ST ANDREWS

Mathematics

Medicine

TUFTS, USA

Liberal Arts

UCL

Biomedical Sciences

Data Science

English

Geography

History

History of Art

History, Politics and Economics

Mathematics

Medicine

PPE

Psychology

Social Sciences

UCLA, USA

Liberal Arts

UCSD, USA

Liberal Arts

UNIVERSITY OF TORONTO, CANADA

Psychology

WARWICK

Politics

YORK

History of Art

LEAVERS' DESTINATIONS 2023

BATH

Computer Science

BOSTON, USA

Liberal Arts

BOURNEMOUTH

Photography (with Foundation Year)

BRISTOL

Ancient History

Biomedical Science

Economics and Management

English

Film and Television

History

International Business Management

Philosophy

Physics with Innovation

Theatre and English

CAMBRIDGE

History

HSPS

Veterinary Medicine

CARDIFF

Religion and Theology

COLUMBIA/BARNARD, USA

Liberal Arts

COLUMBIA/TRINITY, USA/IRELAND

Liberal Arts

COURTAULD

History of Art

DURHAM

Anthropology

Business and Management

Classical Civilisation

Climate Science

Japanese Studies

Politics and IR

Sociology

Visual Arts and Film

EDINBURGH

Ancient and Medieval History

Economics

Geography

History of Art

Medicine

Philosophy

Philosophy and Theology

Psychology

EXETER

Art History & Visual Culture and History

Business Economics

Drama

English

History and Ancient History

International Business and Modern

Languages

International Relations

GLASGOW

Art Foundation

Medicine

IMPERIAL

Materials Science and Engineering

KEELE

Law with a Foundation

KING'S

Liberal Arts

KPMG

Degree Apprenticeship

LEEDS

Geography

History of Art

Theatre and Performance

Zoology

LOUGHBOROUGH

Geography

LSE

Economics

Law

MANCHESTER

Ancient History and History
History of Art
International Business, Finance and Economics
Linguistics and Chinese
Modern Languages

NEWCASTLE

Combined Honours
Computer Science

NOTRE DAME, USA

Liberal Arts

NOTTINGHAM TRENT

Politics and IR

OXFORD BROOKES

Business and Management
Business Management
Criminology

OXFORD

Biology
Classics and English
English Language and Literature
Medicine

PLYMOUTH

English and Creative Writing
Royal Agricultural University
International Equine and Agricultural
Business Management

ROYAL HOLLOWAY

History of Art

SOAS

Chinese and History of Art

ST ANDREWS

Art History
Environmental Earth sciences

STRATHCLYDE

Computer Science

SURREY

Sociology

UAL

Fashion Styling and Production

UCL

Architecture
Biomedical Sciences
Electronic and Electrical Engineering
Management Science
Nutrition and Medical Sciences
Pharmacology
Philosophy
Politics and IR

UCLA, USA

Liberal Arts

WARWICK

Accounting and Finance

YORK

English and Art History
History and Politics
Social and Public Policy



BENENDEN
A COMPLETE
EDUCATION



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