

Admissions

Application procedure for existing Immanuel College pupils

Pupils in Year 11 of Immanuel College are not required to complete an application form or submit a registration fee or deposit to secure a place in The Sixth Form. The Head Master, The Timetabler and/or the Director of Sixth Form will meet each Year 11 pupil with his or her parents to discuss A Level options and any issues relating to the transition from Year 11 to the Sixth Form.

In order to enter the Sixth Form, existing Immanuel pupils are required to attain a minimum of 36 points from their GCSEs (an A*=10 points, A=8, B=6, C=4, etc.) and to attain A*-A grades at GCSE in the subjects they wish to study at A Level or in similar subjects (A*-A grades in the case of Mathematics). The Head Master may waive these conditions at his discretion.

Application procedure for external applicants

Applications for September 2016 may be submitted at any time during the academic year 2015-16. However, early applications are strongly encouraged, as this increases the likelihood of the applicants being offered their first choice of A Level subjects. It may not be possible to offer applicants their preferred choice of A Level subjects after 31st March 2015, owing to timetable constraints or to classes having been filled to their maximum capacity.

An application form is available with this prospectus and further copies are available from the Admissions Department (020 8955 8938) or may be downloaded from the School's website www.immanuelcollege.co.uk. There is a non-refundable registration fee of £100 rising to £200 if the application is received after the deadline..

Scholarships

Internal and external students may apply for Sixth Form Scholarships, which are normally for up to 50% of fees. These are awarded following the completion of an application form and interview or series of interviews and an assessment of likely performance at GCSE/

future academic potential, which usually involves a reference from their existing school for external candidates, or GCSE predictions for internals.

Entry requirements for external applicants

An A or A* grade at GCSE is expected in the subjects that a candidate wishes to study at A Level. If the candidate is not taking a GCSE in the A Level subject that he or she wishes to study, the entry requirements will be discussed at interview.

Candidates for A Level Art and Photography must bring a portfolio of their creative work in these subjects to the interview. Applicants for Art A Level should bring photographs of their GCSE coursework if they are not permitted to take the work itself out of their present school.

All candidates are interviewed. Successful applicants will be offered places at Immanuel College conditional on their GCSE results and an acceptable reference, which will be obtained in confidence from the Head of the student's current school.

Acceptance of places by external applicants

The conditional offer of a place is accepted by the applicant's parents or guardians by completing and signing the Acceptance Form, and paying the Acceptance Deposit as shown on the Fees List applicable at the time. If the applicant does not attain the conditions set out in the letter of offer, then the offer will lapse and the Acceptance Deposit will be refunded without interest. If the applicant fulfils the terms of the conditional offer and chooses not to accept the place, a full term's fees in lieu of notice less the Acceptance Deposit will be immediately due and payable.

If the applicant takes up the place, the Acceptance Deposit will be retained in the general funds of the College until the pupil leaves and will be repaid by means of a credit (without interest) to the final payment of fees or other sums due to the College on leaving. If a pupil is withdrawn on less than a full term's written notice, or is excluded for more than 28

days for non-payment of fees and is deemed withdrawn without notice as set out in Clause 9.5 of the Parent Contract, a full term's fees in lieu of notice less the Acceptance Deposit will be immediately due and payable as a debt.

By signing the Acceptance Form, the parents or guardians agree to pay fees at the applicable rate and to comply with the Terms and Conditions issued with the letter of offer. The College expects confirmation by email or letter from parents or guardians, saying the conditions of the offer of a place in the Sixth Form have been met and will be taken up, within 48 hours of the publication of GCSE results.

College Fees

School fees are reviewed each year. Sixth Form tuition fees for 2015-2016 are £5,300 per term. There is an additional catering charge, which is currently £285 per term, for those choosing to order school lunches.

A concession of 10% of tuition fees will apply if a pupil has a sibling at any part of Immanuel College. The concession will apply to the sibling on the lowest fees. If a pupil has more than one sibling attending Immanuel College, then the concession will apply to each of the siblings, except for the oldest pupil.

A non-refundable deposit of £2,000 will be required to secure a place at the school. Fees are payable by the first day of each term, and a term's notice is required for the withdrawal of any child at the College.

General

Policies

The school policies can be consulted on, and downloaded from, the school's website, www.immanuelcollege.co.uk.

The documents available include:

- The Accessibility Plan
- Admissions Policy
- Anti-Bullying Policy
- Behaviour Management Policy
- Child Protection Policy
- Complaints Procedure
- Curriculum Policy
- Disability Policy
- Educational Visits Policy
- Fire Safety Policy
- First Aid Policy
- General Pupil Information
- Illness, Accident and Signing Out
- Guidelines Relating to the School's Jewish Ethos and Kashrut
- Laptop Policy
- Risk Assessment Form for Educational Visits
- Security Procedures
- School Emergency Plan and Evacuation Policy
- Special Educational Needs and Learning Difficulties Policy

Catering

Students may take school lunch or bring in a kosher milky packed lunch. Any food brought on to the premises needs to adhere strictly to the school's kashrut policy. The school's daily menu always offers a choice of a hot meat lunch, vegetarian option, jacket potato, and sandwiches. There is also a salad and fruit bar. The menu rotates on a fortnightly basis and students either purchase individual lunch tickets daily from the school office or buy a whole term in advance and select before term starts which lunch option they would like on any given day. Sixth Formers are permitted to buy lunch at two Kosher venues in Bushey but being allowed to go out at lunchtime is at the discretion of the Director of Sixth Form.

Dress Code

Students in the Sixth Form are required to adhere to a formal dress code. Male students are required to wear a kippah, suit and tie. Female students are expected to dress in a **modest and formal manner with skirts at least knee-length, avoiding revealing clothing.**

Transport

The school provides an optional coach service, for which a separate fee is charged.

Information and Communications Technology Infrastructure

The school-wide Windows-based computer network is operated under the control of a full-time Network Manager and his assistants. All pupils have their own password-protected user area and benefit from access to the secure Immanuel College Virtual Learning Environment (Frontier), which allows them to access homework and revision information and to submit homework electronically. Frontier can be accessed from any computer connected to the internet.

The College has a number of ICT suites, each with a full class set of computers which are used by subject teachers as required, and a language laboratory. Since the College is a BCS (British Computer Society) accredited centre, pupils have the opportunity to undertake the ECDL series of examinations and, in this way, acquire a recognised ICT qualification. Smart Interactive Whiteboards in classrooms, with PC and sound systems, or data projectors and sound facilities, provide flexible learning environments for internet access in lessons. Pupils are able both to give and to benefit from others' digital presentations.

The two Photography and Media Studies rooms are equipped with iMacs (with the latest operating system and software), 4 MacBooks, iPad, projector, high-specification digital and video cameras, and professional quality A3 printers. This state-of-the art technological equipment

provides students with outstanding resources enabling them to produce and process industry-standard coursework.

The School Library hosts a digital Auto-Lib system that allows pupils to browse the library database from any PC in the school, while the Academic Support Department uses specialised multi-media software to help improve pupils' study skills. We have a growing supply of iPads for general use, in addition to large numbers of laptops provided for examination access and in-class learning support.

Library and Learning Resource Centre

Immanuel College's Library and Learning Resource Centre are staffed by a Chartered Librarian and open throughout the school day. They are used by pupils during lessons and at break and lunch time. Students may borrow resources that are not part of the reference collection, including books, periodicals, audio-visual materials and Careers related-publications. Online subject-specific resources are available to students through the school network.

Sports Programme

Sixth-Form students are provided with a wide programme of sporting activities, which run weekly. Each half term, the students can select from a number of sports including, netball, football, badminton, table-tennis, tennis and cricket. Students are also given the opportunity to use our fully equipped Fitness Suite where they are given advice and help on setting up a personalised fitness programme.

There are a number of teams in which the sixth form students students can represent the College. These fixtures are against other schools and colleges in the District Leagues.

Academic Excellence

The pursuit of academic excellence is a defining feature of the Immanuel College Sixth Form.

The rigorous yet supportive tuition provided by the school's expert subject specialists enables students consistently to reach their academic potential. Students are not only equipped to achieve excellent A Level results but are also encouraged to think independently and to develop their own responses to the material that they study.

The culture of the Sixth Form provides an environment in which students can take intellectual risks, challenge the premises of conventional thought, exchange ideas, and probe beyond the confines of examination syllabuses. Sixth Form students thus grow intellectually in a way that enables them to excel in their A Level subjects, preparing them for study at undergraduate level, and equipping them to respond to the challenges of their future careers.

Class Sizes

Class sizes are small. More than 95% of A Level classes have fewer than 15 students, and the average class size is currently 6. This promotes excellent relationships between students and their teachers, and enables subject teachers to monitor students' academic progress closely and respond to their individual needs.

The Curriculum

Our usual Sixth Form curriculum is carefully chosen to provide the most balanced and rewarding Sixth Form life for the student, and the best chance of successful university entry. This involves studying three A Levels and taking the Extended Project Qualification in a subject area of strength or interest for the student. Additionally, all students follow a non-examined "Jewish Life and Learning" course, whilst students who wish to improve their textual skills, or explore Gemara and Jewish Philosophy in depth can

choose an advanced Jewish Studies track. Students' interests in religious or Israel - related studies can form the basis for an Extended Project Qualification essay, the EPQ. Students are also encouraged and supported to take their interests in Music or Drama forward through grade examinations and diplomas, and the most academically engaged meet the Head Master for weekly tutorials which may lead to Oxbridge entry. One afternoon a week is devoted to sport and fitness. Students are also expected to undertake some voluntary service in the community, in their own time. Their hours of volunteering can be put toward the VInspire award run by the JLGB, or be part of a Duke of Edinburgh Gold or Silver Award or the ICSTEP student enrichment diploma.

Selection of A Level Subjects

Students are asked to select three A Level courses, which they will study in addition to their EPQ and Jewish Studies. The decision as to which A Levels a student chooses to study is of particular importance. It is useful, and in many instances a requirement, for a student to have taken an A Level in the subject s/he wishes to read at university. Courses that often have specific admission requirements include Medicine, Veterinary Science, Dentistry and Engineering.

The detailed course descriptions which follow are intended to help students with their choices. All applicants to the Sixth Form are strongly urged to consult Immanuel College's Heads of Department, subject teachers and Form Tutors about their choices.

There are three fundamental factors to consider in deciding what to study at Advanced Level:

- It is advisable for students to have a genuine interest in a subject they choose to study. Many courses are markedly different from those of the same name at GCSE level, so students should research each subject they select carefully.
- Secondly, students should carefully weigh their ability in a subject against their interest in it and its career potential. Equally, students

should consider the level of achievement in a subject that will be required for successful admission into a university course of their choice.

- Finally, students must ensure that their selection of A Level options does not bar them from applying for certain university courses or careers in which they may be interested.

EPQ

At Immanuel we expect Sixth Form students to undertake the Extended Project Qualification. (EPQ Level 3) in a subject of their choice, based on their secular or religious interests. It is envisaged that students in Year 12 will take 3 Advanced Levels and undertake this project.

The EPQ is a stand-alone qualification aimed at helping students develop and demonstrate the skills of planning, research, time-management and evaluation of a piece of work. It is the equivalent to half an A level, and is recognised by universities as an excellent way of enhancing one's application because of its focus on the skills expected of Undergraduates. It is graded in the same way as A Levels.

The EPQ entails a taught element by a member of staff, for which timetable space is allocated. Additionally students must use their study periods within the school day to pursue their research independently. Each student must have his or her proposal for the project approved by the teacher in charge and be supervised by a member of staff with some expertise in the student's field of study. The emphasis is on independent research, within guidelines, and the piece of work which this leads to may be an essay of 5000 words, or an artefact or performance accompanied by a written report of 2000 words or more. Students are also assessed on their ability to log their research 'journey' and on the presentation to be given to their peers at the end of the process before submitting their final piece.



Students may call upon the guidance of specialist staff across the range of subjects whilst conducting their research, but are fortunate to have the riches of our informal Jewish Education department at their disposal. Their regular lesson times devoted to discussion of themes in Jewish life and learning as well as Tanach study lend themselves to further exploration and could be the basis for very interesting and successful EPQ projects.

It is expected that students will begin preparing for their EPQ in the early Succot term and will have the project ready for submission by the end of the Pesach term of Year 12, but some flexibility will be built in depending on the needs and aspirations of the student. Some students in Year 13 as of September 2015 will also be undertaking the EPQ in a topic closely related to the subject that they intend to read at university.

- A* = 70 UCAS points (half of the A Level value)
- A = 60 UCAS points
- B = 50 UCAS points
- C = 40 UCAS points
- D = 30 UCAS points
- E = 20 UCAS points

University Applications

Immanuel College rigorously guides Sixth Form students in their choice of universities and subjects and in completing the on-line UCAS (University and Colleges Admissions Service) application form. UCAS requires students to compose a personal statement in which they outline their interest in their chosen discipline, give evidence of their broader intellectual motivation, and indicate their achievements to date. To prepare students for this, the Head Master, Director of Sixth Form, Director of Higher Education and other senior colleagues offer close personal support and coach them intensively. Some applicants may also have to undergo an interview as part of the selection procedure, and for these students the school provides preparatory interview sessions.

University Application Calendar

In the Pesach Term of the Lower Sixth Form, students attend seminars on university applications and visit the UCAS Higher Education Convention. In the Shavuot term, students and parents attend a University Entrance Evening at the school, which provides an opportunity to learn in detail about the UCAS application process and question the Director of Sixth Form, the Director of Higher Education and Head Master. Students start to write UCAS personal statements in the Shavuot Term. During the summer holiday between the Lower and Upper Sixth Forms, students continue to research universities and courses, and to improve their personal statements.

As part of continuous preparation for university success, the Head Master, Director of Sixth Form and Director of Higher Education meet all students individually to review and enhance their personal statements. Preparatory sessions for university interviews commence in September of Year 13, and the deadline for applications to Oxford and Cambridge and for medical/veterinary science/dentistry courses is mid-October. Most UCAS applications are submitted by the end of October. Between December and the following April, students

receive replies (typically conditional on obtaining certain grades at A Level) from the universities to which they have applied, and some students are called for interview. Students will receive details between March and July about offers for university places. In August, the A Level results are published. At this critical time, the Director of Sixth Form, Head Master and other senior teachers are on hand to offer advice and guidance to students on their next steps.

The following is a guide to A Levels required for certain courses. Subject choices should be discussed with Heads of Department and the Careers Co-ordinator during Year 11.



University Course Guidance

University Course	A Level Requirements	Useful or Recommended other A Levels
American Studies	English Literature or History	
Archaeology	None	History, Chemistry and Modern Language
Architecture	Mathematics	Art Physics
Art	Art and Design	
Biochemistry	Chemistry	Biology, Physics, Mathematics
Biology	Chemistry, Biology	Science subjects
Business Studies, Accountancy	None	Economics, Mathematics
Chemistry	Chemistry	Physics, Mathematics
Computer Science	Mathematics or Computer Science	Further Mathematics, Physics, Computer Science
Dentistry	Chemistry, Biology	Biology, Physics, Mathematics
Drama	English Literature	Combination of Humanities, Arts and Sciences
Economics	Mathematics (for some courses)	History, Economics, Modern Language
Engineering	Mathematics, Physics	Economics, Geography
English	English Literature	Combination of Humanities, Arts and Sciences <i>(A second language is sometimes an advantage)</i>
Food Science	Chemistry usually required	<i>Biology</i>
French	French	Second Modern Language, English Literature, Biology
Geography	Geography	Mathematics, Chemistry, Economics, Biology
Geology	Mathematics, Physics	Chemistry, Biology, Geography
History	History	Modern Language, English Literature, Economics
History of Art	None	History, Modern Language
Law	None	History, Combination of Humanities, Arts and Sciences and Modern Languages
Management	None	Mathematics, Economics, Geography
Mathematics	Mathematics, Further Mathematics	Physics
Medicine	Chemistry	Biology, Physics, Mathematics, a Modern Language
Metallurgy	Chemistry, Physics	Chemistry, Physics
Material Science	Mathematics, Chemistry	Mathematics, Chemistry
Music	Music	Combination of Humanities, Arts and Sciences
Occupational Therapy	None	Psychology, Physical Education, Sociology
Physiotherapy	Biology	Physical Education, Sociology
Sports Science	Physical Education	Physical Education, Psychology, Biology,



Jewish Learning

Applications to Oxford and Cambridge

Immanuel College carefully prepares students for application to the Universities of Oxford and Cambridge, and is proud to number scholars in Law, Natural Sciences and other competitive subjects among its alumni at the most elite universities. Weekly seminars are organised in which applicants lead discussions and give presentations on their specialist subjects, discussing the reading they have undertaken and issues and developments at the cutting-edge of their chosen disciplines. Students also have to respond to a variety of challenging questions from other members of the group. Through this high-level intellectual discourse, students gain confidence in speaking lucidly about their academic interests, the mental agility required to cope with the rigours of the Oxbridge interviews, and a foretaste of the mode of learning that awaits them in higher education. Applicants to Oxford and Cambridge are also advised on interview technique (all students undergo interview practice), the colleges to which they might apply, and appropriate completion of the required documentation.

Applications for the Foundation Diploma in Art and Design

Immanuel College students have established a strong track record of success in their applications for Foundation Diploma Courses in Art and Design at institutions such as Central Saint Martins College of Art and Design, Chelsea College of Art and Design and London College of Fashion. Students benefit from expert guidance on writing their personal statements and preparing their portfolios for competitive scrutiny. They also receive clear advice on negotiating the UCAS procedure.

External Speakers

Immanuel College provides an excellent preparation for the challenges of university and employment. Weekly lectures are given by external speakers and Appendix E provides a list of some of the individuals who have presented lectures to Immanuel College's sixth-form students.

Careers Guidance

The work of the Careers Department in the Sixth Form is aimed at providing information and guidance that enables students to find out about themselves and about the opportunities that are available to them. All students are encouraged to consider their own abilities, interests and personal qualities, as well as to research the choices open to them.

Students are also offered the Morrisby Profile, which gives them a clear and detailed outline of their innate abilities and strengths, which are then matched to their interests and preferences. The feedback interview, which forms part of the package, allows students to discuss A Level and university choices as well as more general career choices.

An integral aspect of the Sixth Form careers-education programme is the fortnight of work experience or shadowing, which all students are expected to undertake in the last two weeks of their Lower Sixth year. Work experience is carefully monitored and students are required to complete a diary, which allows them to reflect on what they have learned from the experience. For those students studying French there is the exciting option, strongly recommended, of taking up a work-experience placement in France or Belgium. Work experience abroad can also be organised for students of Spanish A Level.

Making a career decision is an on-going process and it is unlikely that such a decision can be made in a short period of time. Students are thus encouraged to browse through all the information and literature available both at school and online, and to seek guidance from the College's Head of Careers, the Director of Sixth Form and the Director of Higher Education.

All Sixth-Form students participate in a twice weekly non-examined Jewish living and learning class ('Chochma'), aimed at giving them the necessary skills and knowledge to become active on university campus and in the wider Jewish community.

This includes a keynote Israel Education course, Jewish ethics discussion groups, and a life skills workshop. In addition, all students participate each term in a six-week Jewish Enrichment course taught by the members of the Beit and guest speakers, choosing from options such as 'Jewish Philosophy and Mysticism', 'Jewish History' and 'The A-Z of Practical Judaism'.

An advanced text-based option is also available which is aimed at students who would like to further their Jewish Studies, possibly with a view to attending Yeshiva or Seminary. This programme consists a series of courses in Torah SheBichtav, Torah SheBa'al Peh, Halacha, and Philosophy which are taught separately to male and female students.

All Sixth Form students are also offered an informal 'Lunch and Learn' programme of stimulating weekly sessions with guest speakers, and can choose to take leadership positions in the Beit daily Shacharit, weekly Sefardi Shacharit, and in running informal activities and Shabbatonim across the school.



External Validation

Independent Schools' Inspectorate findings, October 2013

In October 2013, Immanuel College underwent inspection by the Independent Schools' Inspectorate. The report was exceptionally positive in its evaluation of Immanuel College's work and life.

The inspectors noted that:

1. "The school successfully meets its aim to provide both a secular and Jewish education that achieves high academic standards underpinned by excellent pastoral care. Pupils at all ages and stages are very well educated, and their achievement is excellent."
2. 'Pupils' results at A level are high in comparison with maintained selective schools';
3. "Staff show a strong concern for the health, safety and well-being of the pupils."
4. "Many pupils... show strong analytical and deductive powers. Pupils generally have excellent communication skills... They can make a case with reasoned argument... Pupils' research skills are well developed. They achieve particular success in their own learning and knowledge of Jewish culture and religion, and in contributing to the learning of others."
5. "Many pupils... show strong analytical and deductive powers. Pupils generally have excellent communication skills... They can make a case with reasoned argument... Pupils' research skills are well developed. They achieve particular success in their own learning and knowledge of Jewish culture and religion, and in contributing to the learning of others."
6. "Pupils' leadership skills are prominent in their initiative in running clubs and societies, in leading assemblies and in their organisation of charitable fund-raising events."
7. "Pupils' learning skills are excellent. They are well motivated, hard working and keen to do well. They thrive on opportunities to demonstrate their independent thinking, their ability to question and their keenness to explore new situations. They work very well in teams and groups, supporting and learning from each other, and respecting their views and contributions."
8. "Pupils' learning skills are excellent. They are well motivated, hard working and keen to do well. They thrive on opportunities to demonstrate their independent thinking, their ability to question and their keenness to explore new situations. They work very well in teams and groups, supporting and learning from each other, and respecting their views and contributions."
9. "The curriculum throughout the school is broad and flexible. It covers all the requisite areas of learning thoroughly and contributes significantly to the pupils' intellectual, creative, physical and personal achievement. It is carefully combined with the extra-curricular programme, and successfully promotes the school's aim... to develop pupils' academic excellent in both Jewish and secular studies."
10. "The school organises a large number of educational and field trips and visits, which greatly enhance pupils' learning experience and personal development. Trips to Amsterdam, Strasbourg and Poland help to deepen their knowledge and understanding of Jewish heritage. The extended visit to Israel, in which every pupil is expected to participate, is particularly enriching."
11. "In the great majority of lessons... teaching is well planned and characterised by high expectations, effective time management, and the use of a wide variety of resources and tasks. Teachers understand the needs of each pupil well... Teachers establish excellent relationships with the pupils. Pupils are well motivated and clearly enjoy their lessons."
12. "Teachers have excellent subject knowledge. This is used well to provide clear explanations and probe pupils' understanding more deeply. It is frequently used to place knowledge and information into the wider contexts of everyday life and contemporary global issues. Effective questioning techniques stimulate discussion and develop pupils' thinking skills and their ability to apply their knowledge."
13. "Pupils are very friendly, confident, welcoming and self-assured. Pupils show very high levels of personal development by the time they leave school as confident and committed young people, sensitive to the needs of others and well equipped to make their mark in the world."
14. "Pupils' outstanding levels of confidence, self-identity and spiritual awareness derive from the embodiment of the Jewish faith and its values... Pupils' mutual support for each other is very strong... They are emotionally mature for their age... They develop excellent moral values in and out of the classroom."
15. "Pupils' social development is outstanding. They willingly accept responsibility, contributing to the school community in many ways. They hone their leadership skills through leading services, running groups and clubs, and the involvement in the school council, for example, as well as contributing to the world outside school."
16. "Pupils have a strong awareness of the concepts of charity and social justice, and themselves select two Jewish and one non-Jewish charities to support each year."
17. "The school is very successful in meeting its aim to nurture principled, enquiring and confident young adults. Pupils in both parts of the school are very well cared for by supportive and committed staff, who work well together and communicate very effectively. New pupils are welcomed and quickly integrated into the school... Pupils value the support, help and guidance of their tutors."
18. "Relationships between staff and pupils

and amongst the pupils themselves are excellent, resulting in a strong family atmosphere. Pupils value the strong sense of community fostered by the school and feel safe and secure. Throughout the school, pupils are very well behaved. They are respectful towards their teachers and each other.”

19. “Leadership and management are highly successful in providing the opportunities and stimulus for pupils to achieve high academic standards and outstanding personal growth and development.”
20. “The school has formed an excellent partnership with parents, including those of children in the EYFS. Responses to the pre-inspection questionnaire show that a very high proportion of parents are satisfied with the education, care and support provided by the school. They are particularly pleased with the school’s leadership and management, and with its timely response to their questions. A very high proportion felt that their children are happy at school and well looked after, and that they feel safe.”
21. “Parents are very active in supporting the school and being involved with its life and work. The parents’ association is well supported, and parents contribute generously to many activities and clubs. Parent governors and the school’s parental liaison officer provide effective links amongst parents and with the school’s senior staff.

Parents are also invited to participate in the governors’ working parties. Parents attend year group meetings on specified topics or curriculum information. Full parents’ meetings with teachers are held throughout the year for different year groups.”

Immanuel College’s admission into the HMC, July 2010, and the Haileybury-St.-Albans Group 2014.

In July 2010, Immanuel College was admitted to membership of the HMC (Head Masters’ and Head Mistresses’ Conference) after a rigorous inspection process. The HMC represents the heads of over 250 of the leading independent schools in the UK and overseas and aims at exemplifying excellence in independent education.

Immanuel College is one of the youngest independent schools to gain membership of HMC, and this development constitutes a milestone in the school’s development since its foundation in 1990. The HMC inspection process was searching and challenging. No fewer than 47 lessons were observed by the visiting HMC inspectors during their three-day visit in March 2010. They probed in a thorough and searching way into every aspect of the school’s organisation, management, structure and finances, as well as the quality and range of its curricular and co-curricular programmes.

Within HMC, the Haileybury-St. Albans Group is one of the local associations of leading schools. Staff from member schools meet regularly at a number of levels to share best practice. Immanuel College was very proud to be elected to this Group, which contains St. Albans and Merchant Taylors’ School among many others, by its members in September 2014.

When Chief Rabbi Lord Jakobovits founded the school, he envisaged that Immanuel College, as well as providing an inspiring Jewish education, would achieve the high educational standards associated with the best non-Jewish independent schools. The accolade of HMC membership confirms that this has been achieved. More details about the HMC are available from its website, www.hmc.org.uk.

The Board of Governors and Academic Staff

The Board of Governors

Mr Edward Misrahi, (Co-Chairman) BA Econ(Hons)
Professor Anthony Warrens, DM (Oxon), PhD, FRCP, FRCPATH, FEBS, FHEA (Co-Chairman)
Mr Richard Werth, (Vice Chairman), BSc (Hons), ACA
Mrs Valerie Eppel BA (Econ). Hons, ACA (Treasurer)
Mr Anthony Pins, FCA (Sixth Form)
Mrs Erica Marks, (Compliance) BA Comb Hons MBA
Mrs Annette Koslover, LLB (Designated Child Protection Governor)
Mrs Lynda Dullo, BA (Hons) (Director of Admissions, Parental Liaison, Fundraising & PR)
Mrs Michelle Sint, MA (Jewish Life & Learning)
Mrs Ruth Hoyland, BSc (Hons) (Immanuel College Preparatory School)
Mr Andrew Baker, MA
Mr Tim Isaacs, BSc Econ (Hons), ACA
Mr Henry Clinton-Davis, MA
Rabbi Eliezer Zobin, MA
Mrs Barbara Davis, BA

Rabbinic Advisor

Dayan Ivan Binstock, BSc

Clerk to the Governors

Ms Rachelle Hackenbroch, BA (Director of Human Resources)

Head Master

Mr Charles Dormer, MA (Cantab.)

Deputy Head: Pastoral Care and Pupil Progress

Mrs Beth Kerr, BSc

Deputy Head: Jewish Life and Learning

Rabbi David Riffkin, BA, MA

Senior Leadership Team

Mr Terry Dolling, ONC Business Studies (*Interim Bursar*)
Mr Paul Abrahams, BA Assistant Head (Operations & Examinations)
Mr Richard Felsenstein, BA Assistant Head (Community & Communication)
Mr Lee Rich, BA Assistant Head (Teaching Quality, Pupil Tracking & Staff Development)
Mr Charlie Wakely, BSc Assistant Head (Timetable & Curriculum)
Rabbi Eliezer Zobin, MA *Rosh Beit Hamedrash*
Mrs Judith Graham, BA *Director of Sixth Form*
Mrs Alexis Gaffin, BA (Cantab.) *Head of Immanuel College Preparatory School*

Academic Support

Mrs Janine Lewinton, BA
Mrs Melisa Resnick, MPhil SEND Support
Mrs Dawn Trober, SP, LSA
Mrs Rosalind Reindorp
Mr Ellis Sharp, BA

Assistant Masters and Mistresses:

Heads of Departments are printed in bold; thereafter, staff are listed in alphabetical order.

Art (Fine Art)

Mrs Alison Ardeman, BA
Miss Susan Ribeiro, BA, *Deputy Head of Art, Joint Head of Year 7*
Mrs Bettina Jacobs, BA
Mrs Hinda Golding, Cert. of Ed.
Mrs Lesley Peacock, BA
CertSocSci, *Art Technician*

Art (Photography)

Ms Neha Vadera, BA
Mrs Dawn Goulde, BA, MA
Mrs Bettina Jacobs, BA

Business Studies

Mrs Yvonne Chisholm, PGCE, BA
Acting Head of Business Studies

Careers

Mrs Martine Travers, BSc
Pastoral Administrator

Economics

Mr Mark Gavin, BA MA

Electronics

Mrs Kirsti Cullen, BSc, STEM Coordinator
Mr Charlie Wakeley, BSc
Assistant Head (Timetable & Curriculum)
Mr Eli Mamane, BSc *Head of Physics*

English

Mr Gordon Spitz, BA MA
Mrs Anne Pattinson, BA *Assistant Head of English*
Mr Jonathan Kerridge, Phipps, MA *Gifted & Talented Coordinator*
Mr. Janine Lewinton, BA
Head of Inclusion and Learning Support
Ms Naomi Amdurer, BA, *Deputy Head of Middle School/ Head of Charity & Social Action*
Mr Charles Dormer, MA (Cantab.) *Head Master*
Mrs Elisa Angel, BA

Geography

Mrs Anna Blain, BA, MA
Mrs Helen Davison, BA
Mrs Caroline Ezekiel, BSc (Hons) (from January 2016)
Mr Nick de Carpentier, BA
Mr Lee Raby, BA *Head of Boys' PE*

Higher Education

Ms Natalie Lancer, MA (Oxon.) MA, *Director of Special Projects and Higher Education*

History, Government and Politics

Mrs Sharron Shackell, BA
Mr Lee Rich BA
Assistant Head (Teaching Quality, Pupil Tracking & Staff Development)
Mr Richard Felsenstein, BA
Assistant Head (Community & Communication)
Mrs Judith Graham, BA
Director of Sixth Form
Mrs Laura Hill, BA
Mr Alex Coope, MA
Teacher of Politics, Art History and Philosophy. Joint EPQ Coordinator

Information and Communications Technology; Computing

Mr Mario Brzezinski, BSc, *Senior Teacher*
Mrs Naina Kanabar, BSc *Acting Head of Media Studies*

Jewish Studies; Religious Studies; Beit HaMedrash

Rabbi David Riffkin, BA, MA, *Deputy Head (Jewish Life & Learning)*
Mr Danny Baigel, BA
Head of Jewish Studies
Mrs Elizabeth Feigin, MA (Cantab.) *Head of A Level Religious Studies, Joint EPQ Coordinator*
Mrs Deborah Unsdorfer, BSc
Head of Lower School Jewish Studies
Mr Richard Felsenstein, BA
Assistant Head (Community & Communication)
Mr Jonathan Atkins, BA
Mr Aryeh Richman, BA
Mr Bradley Conway, BA
Rabbi Eliezer Zobin, MA
Rosh Beit HaMedrash
Mr Samuel Millunchick, *Head of Informal Jewish Education*
Mrs Leora Kaye, BA
Rosh Midrasha
Mr Samuel Epstein, *Beit HaMedrash*
Ms Aviva Adler, *Beit HaMedrash*
Mrs Sheerelle Labi, BA
Beit Hamedrash

Library

Mrs Janet Leifer, BA MA MCLIP, *School Librarian*
Mrs Amanda Goodman, B.Med.Sci. (Speech) Dip. Lib. Assistant Librarian
Mrs Laura Samuels, *Library Assistant*

Mathematics

Ms Kalpana Patel, BA MBA
Mr Daniel Littlestone, MSc *Second-in-Department, Head of Further Mathematics*
Mr Nicky Cleaver, MSc *Sixth Form Further Mathematics and Special Studies Coordinator*
Mrs Orly Selouk, BEng *Key Stage Three Advisor*
Mrs Ruth Davis, BA
Mrs Annette Weinberg, BSc
Rabbi Gary Wayland, BSc
Mrs Yaffit Gordon, BSc
Mrs Rosina Abraham, BSc *Mathematics Tutor*

Media Studies

Mrs Naina Kanabar, BSc *Acting Head of Department*
Mr Jonathan Meier, MA (Oxon.)
Mr Josh Gershuny, FDA *Film & Television Media Teaching Assistant*

Modern Foreign Languages

Mrs. Nicola Fahidi, BA
Mr Paul Abrahams, BA
Assistant Head (Operations & Examinations)
Mrs Sarah Perlberg, BA
Head of French
Mrs Claire Shooter, BA
Head of Spanish
Mrs Vardit Sadeh-Ginzburg, BA MA *Head of Modern Hebrew*
Ms Naomi Amdurer, BA, *Deputy Head of Middle School/ Head of Charity & Social Action*
Mrs Belinda Darzy, BSc,
Modern Hebrew Consultant
Mrs Lily Schonberg, BA BSc (Ed) *Head of Preparatory MFL*
Mrs Phillipa May, BA (*Spanish*)
Mrs Na'ama Fialkov, Montessori Certified (*Ivrit*)

Performing Arts

Mrs Joanna Fleet, BA, *Head of Upper School and Performing Arts*
Ms Laurel Endelman, BA, MA, *Head of Middle School*
Mr Nicholas Garman, BA PGCE, *Director of Music*
Mrs Bettina Jacobs, BA
Mr Steven Levey *Director of Choral Music*

Peripatetic Teaching Staff

Mr Luke Aldrige, BMus *Percussion*
Mrs Samantha Cooper, BA *Singing*
Mrs Danni Farmer, LAMDA *and Ballet*
Mr Lewis Fisher, BA (Hons) ATCL *Pianoforte*
Mr Richard Herdman, BA *Guitar & Guitar Ensemble Bass Guitar Acoustic/ Electric*
Ms Andriana Loizou, LAMDA

Physical Education

Mr Phil Monaghan, BA
Mr Lee Raby, BA,
Head of Boys' PE
Miss Helen Lord, BSc,
Head of Girls' PE
Mrs Beth Kerr, BSc
Deputy Head (Pastoral Care & Pupil Progress)
Mrs Lorraine Conetta, B.Ed
Mr Adam Gooch, BSc
Mrs Jaime Minter-Green, BSc

Psychology

Mrs Helen Stephenson-Yankuba, BSc
Head of Department
Mrs Melissa Resnick, MPHil

Science

Mr Felix Posner, BSc,
Head of Department
Ms Saadia Bokhari, BSc MEd, *Head of Chemistry, Second in Department*
Mr Eli Mamane, MSc
Head of Physics
Kirsti Cullen, BSc,
(STEM Coordinator)
Mrs Camilla Turze, BSc,
Key Stage Three Coordinator
Mr Charlie Wakely BSc
Assistant Head (Timetable & Curriculum)
Mrs Sue Muswell, BSc, MSc, MSB
Mr Robert Tunwell, BSc
Mrs Loukia Peara, BSc
Mrs Patience Elikwu, (*Maternity Cover*)
Mr Stephen Radford, (*Maternity Cover*)
Mrs Michelle Sacker, BSc (*Maternity Leave*)

Child Protection

Mrs Beth Kerr, BSc *Deputy Head (Pastoral Care & Pupil Progress) Designated Senior Person in Charge of Child Protection*
Mr Charles Dormer, MA (Cantab.) *Head Master, Deputy Designated Senior Person in Charge of Child Protection*
Mrs Alexis Gaffin, BA (Cantab.) *Head of the Preparatory School, Designated Senior Person in Charge of Child Protection for Preparatory School including EYFS*

Examinations

Mrs Debbie Fitzsimmons
External Examinations Administrator

Support Staff (Senior School)

Mr Peter Allison, *Chief Science Technician*
Mrs Jennifer Griffin, *Science Support Technician*
Mr Jonathan Fitzsimmons, *Senior Exam Invigilator/ Assistant Science & Engineering Technician*
Mr David Lloyd, *Technician*

Administration

Mr Ashley Shonpal, BA (Hons) *MCSE Network Manager*
Mrs Elaine Essex, *Senior School Secretary (Head Master's Office)*
Mrs Simone Garfield, *Senior Administrative Officer (Head Master's Office)*
Mrs Louise Cohen, *Administrative Assistant to Rabbi Riffkin*
Mrs Lisa Fisher, *Administrative Assistant*
Mrs Lesley Gold, *Administrative Assistant*
Mrs Debbie Myers, BA *Administrative Assistant*
Mrs Bhavna Abel, *Administrative Assistant to Academic Support*
Mr Pardeep Karwal, *IT Support Administrator*
Mr Akiva Dovid Gaffin, *IT Support*
Mr Luke Keele, *Marketing Assistant*
Mr Joel Felsenstein, *Technical Support*

Admissions

Mrs Lynda Dulloop, BA (Hons) *Director of Admissions, Parental Liaison/ Fundraising & PR*
Mrs Celia Rabstein, *Admissions Coordinator*

Bursary

Mr Terry Dolling *ONC Business Studies (Interim Bursar)*
Mrs Donna Edwards *Bursar's PA*
Mr Geoff Moor *College Accountant*

Human Resources

Ms Rachelle Hackenbroch, BA (Hons) (*Director of Human Resources*)
Miss Faye Westbrook, BA (Hons) *Human Resources & Compliance Officer (Head Master's Office)*
Miss Maureen O'Shea, *HR Administrator*

Site Team

Mr Keith Gould, *Site Manager*
Mr Rangarira Ernest Karumazondo, *Head Caretaker*
Mr Louis Fidalgo, *Caretaker*
Mr Ronald Harvey, *Caretaker*

First Aid

Mrs Pam Young *First Aid Officer*

Immanuel College Sixth Form Subject Information

Art and Design (Fine Art)

HEAD OF DEPARTMENT.

Mrs Alison Ardeman

TYPE OF COURSE.

GCE AS and A Level

Aims

- To develop a sensitive and critical awareness of the visual world and the work of the great artists and designers;
- To develop independence of thought and an ability to be flexible and innovative;
- To encourage the student to express his/her feelings about the world through different media.

Art and Design (Photography)

HEAD OF DEPARTMENT.

Mrs Neha Vadera

TYPE OF COURSE.

GCE AS and A Level

Aims

- To promote knowledge and understanding of great photographers and artists from our own and other cultures throughout history;
- To provide a foundation for handling the technical aspects of photography;
- To develop an understanding of the creative process in photography;
- To develop basic skills that enable students to handle the digital tools available with confidence;
- To show students how to relate to the work of great photographers and artists and thus be influenced by their work.

Biology

HEAD OF DEPARTMENT.

Mr Felix Posner

TYPE OF COURSE.

GCE AS and A Level

Aims

- To present biology as an exciting, relevant and challenging science and to emphasise its contribution to modern society;
- To develop an understanding of biological concepts and principles;
- To learn to analyse and evaluate scientific knowledge and apply it to unfamiliar situations;
- To develop practical skills and techniques.

During the course, both in Year 12 and 13, students will carry out a series of compulsory practicals where they will use a variety of experimental techniques to help develop their skills in manipulating apparatus, presenting and analysing data thus gaining a better understanding of the scientific process and how to critically apply their knowledge to it.

Business Studies & Economics

HEAD OF DEPARTMENT.

Mr Mark Gavin (Economics)

Mrs Yvonne Chisholm (Business Studies)

TYPE OF COURSE.

GCE AS and A Level

Aims

Our long - established, very successful Economics course, and our newly launched Business Studies course, integrate theoretical aspects of study with their practical implications in today's business and economic environment. To study for these courses you do not require specific prior knowledge, but you will need a sound grasp of numeracy and the ability to piece together an argument. At career level, an understanding of business studies and a deeper understanding of how the economy works is becoming increasingly important in a world where advances in technology and communication are taking place at a rapid rate.

Additional Information

External applicants wishing to study Art at AS or A Level must present a portfolio of art work when interviewed by the Head of Art for admission to the course

Additional Information

In order to pursue this course, students require their own digital SLR camera with lens, memory card, battery, charger and case. The camera strongly recommended by the department is the Nikon D31200 18-55/VR. They should also purchase an external hard drive.

Qualities Expected of Student

Students should possess a curiosity and interest in themselves and the living world, an ability to understand, use and apply a large body of knowledge, and the ability to be able to work hard independently and as a member of a team.

Qualities Expected of Student

Students should have a genuine interest in the world of business and the local and global economy, and be willing to study financial publications such as The Financial Times, The Economist and other analytic periodicals and broadsheet newspapers. **Note: Business Studies and Economics A Levels are viewed by some universities as a prohibited combination which should not be taken together. Business Studies A Level will only be available if there is sufficient demand.**

Immanuel College Sixth Form Subject Information (Contd.)

Chemistry

HEAD OF DEPARTMENT.

Mrs Saadi Bokhari

TYPE OF COURSE.

GCE AS and A Level

Aims

- To cultivate and maintain the student's enjoyment of chemistry;
- To develop the student's appreciation of social, economic, environmental and technological contributions and applications of chemistry;
- To develop and carry out practical activities which will consolidate students understanding of the main aspects of Chemistry and prepare them with the skills required for University study.

Qualities Expected of Student

Students should have a committed, energetic and organised approach to the subject. They should show an enquiring mind and an ability to apply recall and understanding of Chemistry to unfamiliar situations and be able to analyse problems in a variety of ways.

Computing

HEAD OF DEPARTMENT.

Mr Mario Brzezinski

TYPE OF COURSE.

GCE AS and A Level

Aims

- To enhance students' personal development through the use of critical-thinking techniques;
- To promote accuracy through attention to detail;
- To provide students with a sound understanding of software concepts;
- To allow students to explore the relationship between software, hardware and their use within wider society.

Qualities Expected of Student

Students should be prepared to read around topics and have a methodical and careful outlook. It is **not** necessary to have studied GCSE ICT in order to take this subject.

English Literature

HEAD OF DEPARTMENT.

Mr Gordon Spitz

TYPE OF COURSE.

GCE AS and A Level

Aim

- To encourage an enjoyment and appreciation of English literature based on informed personal response to a wide variety of prose, poetry and drama.

Qualities Expected of Student

The student must display a genuine enthusiasm for literature. A willingness to participate fully in the discussion and analysis of texts and an ability to write clearly and analytically are essential.

French

HEAD OF DEPARTMENT.

Mrs Sarah Perlberg

TYPE OF COURSE.

GCE AS and A Level

Aims

- To be able to use the language for the purpose of communication;
- To learn to collect, analyse and exchange information, ideas and attitudes through the medium of the language;
- To develop an interest in the contemporary culture of France and French-speaking countries.

Qualities Expected of Student

The student should have an interest in language, reading and current affairs, as well as a willingness to devote sufficient time to independent study.

Immanuel College Sixth Form Subject Information (Contd.)

Geography

HEAD OF DEPARTMENT.

Mrs Anna Blain

TYPE OF COURSE.

GCE AS and A Level

Aim

- To develop an appreciation of the natural order and an understanding of how mankind uses and abuses that order.

Government & Politics

HEAD OF DEPARTMENT.

Mrs Sharron Shackell

TYPE OF COURSE.

GCE AS and A Level

Aims

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

Modern Hebrew

HEAD OF DEPARTMENT.

Mrs Vardit Sadeh-Ginsburg

TYPE OF COURSE.

GCE AS and A Level

Aims

- To create a sound understanding and fluency in Hebrew;
- To be able to write essays and articles at a higher level;
- To be introduced to topics that will give a deeper understanding of Israeli life.

Media Studies

HEAD OF DEPARTMENT

Mrs Naina Kanabar (*Acting*)

TYPE OF COURSE

GCE AS and A Level.

Aim

- To gain an understanding of how different media platforms operate.
- To explore creatively how to best use different platforms of media output.

Qualities Expected of Student

The student must have an interest in the wider world. An enthusiasm for an to debate and discuss a wide variety of issues is essential.

Qualities Expected of Student

The student should display above all an interest in politics, not as a vague and inconsequential process, but as a real and meaningful dynamic in society. A willingness to read newspapers regularly and to follow political developments in the media is essential. There are no prerequisite grade requirements. However, prospective pupils should be aware that this is an essay-based subject and therefore a good grade in GCSE English, or other such literary subject, is expected.

Qualities Expected of Student

The student has to be enthusiastic about the subject, have a love of Israel and be interested in the development of the language. He or she should also be aware of Israeli current affairs.

Qualities Expected of Student

The student should have an interest in media, be creative and, willing to research, create and learn.

Immanuel College Sixth Form Subject Information (Cont.)

History

HEAD OF DEPARTMENT.

Mrs Sharron Shackell

TYPE OF COURSE.

GCE AS and A Level

Aim

- To broaden interest in history as a discipline and as a vehicle for studying the past and its legacy.

Mathematics

HEAD OF DEPARTMENT.

Ms Kalpana Patel

TYPE OF COURSE.

GCE AS and A Level

Aims

- To acquire and practise mathematical skills;
- To obtain an understanding of modern tools of logic and pattern.

Further Mathematics

Aims

- To acquire a deeper understanding of pure and applied mathematics;

Additional Information

The entry requirement for this course is an A* grade in GCSE / IGCSE Mathematics. Pupils will be given an essential skills pack to revise over the summer following their GCSE examinations and a test will be administered during the first lesson of the LVI, in which prospective students must achieve a minimum percentage in order to take the course. Regular compulsory testing will take place once a month after school to assess students' progress.

Physical Education

HEAD OF DEPARTMENT.

Mr Phil Monaghan

TYPE OF COURSE.

GCE AS and A Level

Aims

To participate and perform in physical activity as part of a balanced, active and healthy lifestyle by:

- increasing physical competence;
- developing involvement and effectiveness in physical activity;
- becoming informed and able to make discerning decisions in relation to their and others' involvement in physical activity.

This will be achieved by raising candidates' awareness of, and their ability to evaluate critically:

- key factors influencing involvement in physical activity;
- the impact that contemporary products have on young people's involvement in physical activity;
- the impact that consumer-focussed influences have on young people's involvement in physical activity.

Qualities Expected of Student

The student should have an interest in and an enthusiasm for the human body and its role in physical activity, as well as the general role of physical activity in society; an ability to be able to analyse and evaluate critically written materials in a scientific context; and self-motivation and teamwork skills. The student should also regularly participate in physical activity as 40% of the grade is achieved by a practical assessment.

Qualities Expected of Student

The student should have an interest in understanding concepts, ideas and processes in the context of past development, coupled with a readiness to develop source-analysis, essay-writing and research skills.

Additional Information

The entry requirement for this course is an A grade in IGCSE/GCSE Mathematics. Students will be given an essential skills pack to revise over the summer following their GCSE examinations and a test will be administered at the start of the LVI, in which prospective students must achieve a minimum percentage in order to take the course. This applies to both external and internal applicants. Regular compulsory testing will take place once a month after school to assess students' progress. Mathematics at A Level may be valuable to anyone studying A Level Biology, Chemistry, Geography, Economics, Physics or Computing.

Performing Arts

HEAD OF DEPARTMENT.

Mrs Joanna Fleet

Information

Music and Drama A Levels, Grade and Diploma examinations are offered if there is sufficient interest. Please speak to Mrs. Joanna Fleet for more information..

Immanuel College Sixth Form Subject Information (Contd.)

Physics

HEAD OF DEPARTMENT.

Mr Eli Mamane

TYPE OF COURSE.

GCE AS and A Level

Aims

- To develop an understanding of the physical world;
- To learn to think logically and laterally.
- To develop confidence in handling apparatus and data.

Psychology

HEAD OF DEPARTMENT.

Mrs Helen Stephenson-Yankuba

TYPE OF COURSE.

GCE A Level

Aims

- To develop an interest and enthusiasm for the subject, including interest in careers in Psychology;
- To develop skills valued by Higher Education, and employers, including critical analysis, independent thinking and research.
- To appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- To develop and demonstrate knowledge, understanding and appreciation of how science works. The current specification has been accredited with full science status by the QCA.

Religious Studies (Scriptures)

HEAD OF DEPARTMENT.

Mrs Elizabeth Feigin

TYPE OF COURSE.

GCE AS and A Level

Aim

- To familiarise students with a range of ethical theories in order to convey difficulties inherent in moral reasoning, and consider related problems in the language of ethics, the idea of free will, and of moral relativism.
- Candidates should acquire knowledge of key concepts, major issues and questions that emerge from Jewish texts and ideology, relating these ideas to aspects of human experience.

Spanish

HEAD OF DEPARTMENT.

Mrs Claire Shooter

TYPE OF COURSE.

Edexcel AS and A Level

Aims

- To be able to use the language for the purpose of communication;
- To learn to collect, analyse and exchange information, ideas and attitudes through the medium of the language;
- To develop an interest in the contemporary culture of Spain and Spanish-speaking countries.

Qualities Expected of Student

The student should have perseverance, an enquiring mind, good punctuality, ability to meet deadlines, good mathematical ability and a good sense of humour.

Qualities Expected of Student

The student must be fascinated by the various aspects and intricacies of behaviour; the tenacity to think critically about and study around these issues; and the ability to present coherent logical arguments based on the available evidence.

Qualities Expected of Student

The student should have an interest in the moral and ethical dilemmas we face in the modern world.

Students should enjoy debate and discussion and be able to think critically.

This is an essay-based subject and so a good level of English is required.

All students will sit the Judaism module (G579), they will then have the option to choose either Religious Ethics or Jewish Scriptures.

Qualities Expected of Student

The student should have an interest in language, reading and current affairs, as well as a willingness to devote sufficient time to independent study and research.





