



Sixth Form Information Book
2012-13 Entry



Immanuel
College

**Imagine
Immanuel**

Academic Excellence
Expert Pastoral Care
Inspiring Jewish Education

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. During the Pesach Term, the Head Master and 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*-B grades at GCSE in the subjects they wish to study at A Level (A*-A grades in the case of Mathematics).

Application procedure for external applicants

Applications for September 2012 may be submitted at any time during the academic year 2011/12. 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 preferred choice of A Level subjects after 31st March 2012, 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.

Entry requirements for external applicants

An A or A* grade at GCSE is required 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 or Music 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 out of their present school, and applicants for Music A Level must be prepared to perform on their first instrument or to sing.

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 pupil'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, which must be accompanied by a deposit of £1,500. This deposit will be credited against a pupil's final (leaving) term, unless a pupil withdraws prior to taking up his/her place or withdraws from Immanuel College before the end of his/her Upper Sixth Form (i.e. Year 13) studies, in which case it is non-refundable.

By signing the Acceptance Form, the parents or guardians agree to comply with Immanuel College's Rules and Regulations and the Terms and Conditions which accompany the letter of offer. Confirmation that the conditions of the offer have been met is required within 48 hours of the publication of GCSE results.

College Fees

School fees are reviewed and set each September. The Sixth Form tuition fees for the year 2011-2012 are £4,466 per term. There is an additional catering charge, which is currently £240 per term, for those choosing to order school lunches.

A concession of 10% of tuition fees will apply if a pupil has a sibling in any part of Immanuel College. The concession will apply only to the youngest sibling. Similarly, 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 £1,500 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 school.

General

The Board of Governors, Teachers and Administration Staff

A full list of the Governors, Teaching Staff and Administration and Support Staff is provided in Appendix A.

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 pupils select before term starts which lunch option they would like on any given day.

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.

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 ICT manager. All students have their own password-protected user area and benefit from access to the secure Immanuel College Intranet ('Prism'), which allows them to access homework and revision information and to submit homework electronically. Prism can be accessed from any computer connected to the internet, both in and out of school. Various wi-fi points around the school offer a 16 MB internet connection that is content-filtered to ensure pupils' safety when online.

Library

Immanuel College's library is staffed by a chartered librarian and is open throughout the school day. It is used by pupils during lessons and at break and lunch time. Students may borrow all resources that are not part of the reference collection. The library contains a variety of resources, including books, periodicals, audio-visual materials and the Sixth Form Careers Library. Pupils may also use the library wireless computers to gain access to the school network and internet.

Sports Programme

Sixth-Form students are provided with a wide programme of sporting activities, which runs each Wednesday afternoon. Each half term, the students can select from a number of sports, ranging from aerobics to badminton and from golf to swimming. Specialist coaches are on hand to assist the students, who also have use of a fitness suite.

A number of co-curricular clubs have been set up for sixth-form students wishing to pursue their interests in football, cricket, basketball, golf and fitness. These are well attended, with teams competing weekly against other schools and colleges in the district league.

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 and to extend themselves beyond it. 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 studies, 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 85% of AS and A Level classes have fewer than 15 students. 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

In the Lower Sixth Form (i.e. Year 12), students typically take four AS Level subjects (from a selection of 24), though some students may take three. Students also follow some form of non-examined Jewish living and learning course. One afternoon a week is devoted to sport and fitness, and every Friday morning, students attend the Immanuel College Lecture Programme at which distinguished men and women from all walks of life address the Sixth Form. All students are expected to undertake some form of voluntary service in the community.

Upper Sixth Form (i.e. Year 13) students typically take 3 A Level courses and continue to follow a course in Jewish living and learning. The school's partnership with the Open University provides Upper Sixth students with the opportunity of taking undergraduate modules in conjunction with their A Levels, enabling them to explore new academic disciplines or to deepen their existing knowledge.

Selection of A Level subjects

The decision as to which AS and A Levels a student chooses to study is of particular importance. Whilst many university courses have no particular subject or subject combination requirement for admission, it is useful, and in many instances a requirement, for a student to have taken an A Level in the subject he/she wishes to read. Courses that have specific admission requirements include Medicine, Veterinary Science, Dentistry, and Engineering.

The detailed course descriptions in Appendix B 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 on their selection.

There are four fundamental factors to consider in making a decision about which AS and A Levels to study:

- In the first place, it is advisable for students to have a genuine interest in a subject they choose to study. Many AS and A Level courses are markedly different from those of the same name at GCSE level, so students should carefully research each subject they select.
- Secondly, students should carefully weigh their aptitude and 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.

- Thirdly, students must ensure that their selection of courses does not bar them from applying for certain careers in which they may be strongly interested.
- Finally, it is a good idea for students to aim for coherence and contrast in their portfolio of A Level subjects. Unless there are career implications, it is good practice for students to choose two or three subjects that share the same tradition or methodology, and third or fourth subjects in different areas, for contrast and breadth.

Appendix C comprises a table that serves as an illustrative guide to the A Levels that a number of universities require students to have taken in order to be accepted for specific courses. Universities will, of course, also assess students' broader intellectual skills, work habits and personal qualities in assessing their applications.

Examination Results

Appendix D provides a table which details the 2011 A Level results for Immanuel College students by subject and summarises their results since 2001.

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. The school coaches students intensively on completing these statements. 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 second term of the Lower Sixth Form, students attend seminars on university applications and visit the UCAS Higher Education Convention. In the summer term, students and parents attend a University Entrance Evening at the school, which provides an opportunity for parents and students to learn in detail about the UCAS application process and to ask questions to the Director of Sixth Form and the Head Master. Students start to write their UCAS personal statements after the AS Level examinations. During the summer holiday between the Lower and Upper Sixth Forms, students continue to research into universities and courses and improve their personal statements.

In the first term of the Upper Sixth Form, students have one-to-one sessions with the Director of Sixth Form to review and enhance their personal statements. Preparatory sessions for university interviews also commence in earnest. Applications are accepted by UCAS from early September 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.

Applications to Oxford and Cambridge

Immanuel College carefully identifies and prepares appropriate students for application to the Universities of Oxford and Cambridge. 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. To that end the College works with VT Indigo, an independent careers' consultancy, and the Hertfordshire Careers' Service as appropriate.

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 School's Head of Careers, the Librarian and the Director of Sixth Form.

Jewish Learning

Immanuel College aims to inspire its students to live fulfilling Jewish lives. As such, all sixth-form students pursue some form of non-examined Jewish living and learning course.

A text-based option is available for students who would like to further their Jewish studies with a view to attending yeshiva or seminary. This programme constitutes a series of courses in Torah SheBichtav, Torah SheB'al Peh, and Halacha, which are taught separately to male and female students.

Students who do not plan to continue their Jewish studies in a formal setting after leaving Immanuel College follow a leadership course ('Torah V'Chochma'), aimed at giving them the necessary skills and knowledge to become active on university campus and in the wider Jewish community. In conjunction with this, the Social Action Programme provides sixth-form students with the opportunity to perform hands-on work on a regular basis, with the elderly, homeless, asylum seekers and others.

In addition, in the course of their Lower and Upper Sixth years, all students follow at least two six-week Jewish Enrichment courses taught by the members of the Beit HaMidrash, choosing from options in areas such as textual study and Jewish history. The Beit HaMidrash also organises an informal 'Lunch and Learn' programme—engaging and stimulating weekly sessions with guest speakers in the sixth-form common room.

External Validation

Independent Schools Inspectorate Inspection, March 2010.

In March 2010, Immanuel College underwent an inspection by the Independent Schools Inspectorate. Its report was exceptionally positive in its evaluation of the school's work and life.

The inspectors noted that:

- 'Standards are excellent' in relation to the quality of pupils' achievements, learning and attitudes;
- 'Pupils' results at A level are high in comparison with maintained selective schools';
- Throughout the school 'pupils make excellent progress in relation to their above average ability, showing an exceptional grasp of Jewish language, culture, faith and practice, in addition to achieving success in examinations across the secular curriculum';
- Pupils 'bring their love of learning and considerable perseverance to a curriculum that has an exceptional range of study';
- Pupils have 'a strong sense of identity, reflecting their excellent personal development';
- 'Both pupils and parents are extremely positive about the excellent quality of pastoral care', noting that 'the outstanding support and guidance that the pupils receive is rooted in the excellent relationships between all at the school';
- 'Each individual is cared for and valued equally';
- 'The school is quietly but outstandingly led and its day-to-day work is underpinned to an exceptional degree by the Senior Leadership Team's clear set of values and principles'.

The full inspection report may be downloaded from the school's website or from www.isi.net.

Immanuel College's admission into the HMC, July 2010.

In July 2010, Immanuel College was admitted into the membership of the HMC (Headmasters' and Headmistresses' 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 senior independent schools to gain membership of the association, 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.

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.

Appendix A The Board of Governors and Academic Staff

The Board of Governors

Mr Gary Laurence
(Co-Chairman)
Mr Richard Segal
(Co-Chairman),
BA Econ, ACA
Mr Michael Dangoor, BSc
Mrs Lynda Dulloop, BA
Mr Clive Freedman QC
Mrs Ruth Hoyland, BSc
Mr Tim Isaacs, BSc, Econ,
ACA (Treasurer)
Mrs Elaine Kornbluth
Mrs Annette Koslover, LLB
Mr Edward Misrahi, BA
Dr David Richardson, BA, PhD
Mr Jeremy Smouha,
MA Cantab
Prof Anthony Warrens,
DM, PhD, FRCP, FHEA
Mr Richard Werth, BSc, ACA

Rabbinical Adviser

Rabbi Jeffrey Cohen BA,
MPhil, AJC, PhD

Clerk to the Governors

Mr Adam Harris, Bsc, FCCA

Teaching Staff

Head Master

Mr Philip Skelker, MA Oxon

Deputy Head Master

Dr Millan Sachania, MA
Cantab, MPhil, PhD, FRSA

Assistant Masters and Mistresses:

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

Art and Design (fine art)

Mrs Alison Ardeman, BA
Miss Susan Ribeiro, BA,
*Deputy Head of
Lower School Art*
Mrs Hinda Golding, Cert. of Ed.
Mrs Bettina Jacobs, BA
Mrs Cyndy Cohen, BA
Mrs Lesley Peacock,
CertSocSci
Ms Neha Vadera, BA

Art and Design (photography)

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

Careers

Mrs Martine Travers, BSc,

Design and Technology

Mr Philip Silvertan, BA

Drama and Theatre Studies

Mrs Joanna Fleet, BA,
Deputy Head of Upper School
Ms Laurel Endelman, BA, MA,
Head of Middle School

Economics

Mr Mark Gavin, BA, MA
Mr Ben Freedman, BSc

English

Mr Gordon Spitz, BA, MA
Mrs Naomi Amdurer, BA
Mrs Elisa Angel, BA
Miss Naomi Grant,
BA Cantab.
Mr Philip Skelker, MA,
Head Master
Mrs Ruth Isenberg, BA,
Head of Upper School

Geography

Mr Paul de Naeyer, BSc
Mrs Anne Pattinson BA
Deputy Head of Department
Mr Nick de Carpentier, BA
Mr Lee Raby, BA

Government and Politics

Mrs Sharron Shackell, BA
Mrs Judith Graham, BA,
Head of Year 7
Mrs Emma Phillips, BA, Dip.
Soc. Admin BSW,
Head of Sociology
Miss Laura Vogel, BA

Hebrew (Biblical)

Mr Michael Gillis, BSc, MA

Hebrew (Modern)

Mrs Mazal Nisner, BEd
Mrs Vardit Sadeh-Ginzburg,
BA, MA
Ms Keffe Wyse, BA

History

Mrs Sharron Shackell, BA,
Deputy Head of Middle School
Mrs Judith Graham, BA,
Head of Year 7
Miss Laura Vogel, BA
Mr Alexander Coope, MA

Art and Design (photography)

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

History of Art

Mr Edwin Hedge, BA

Information & Communications Technology; Computing

Mr Mario Brzezinski, BSc,
Senior Teacher
Mrs Naina Kanabar, BSc

Jewish Studies; Religious Studies

Rabbi David Riffkin, BA, MA,
Director of Judaism
Mr Amos Azizoff
Mr Danny Baigel, BA
Mr Alexander Coope, MA
(*Philosophy and Ethics*)
Mr Frederick Isaac, BA, MA
Miss Naomi Levy, BA
Mrs Feigy Lieberman, Diploma
Mrs Deborah Unsrdorfer, BSc
Rabbi Eliezer Zabin, *Director
of the Beit HaMidrash (ICBM)*
Mr Bradley Conway, *Beit
HaMidrash Programme*
Mr Zvi Ormonde, BA, *Beit
HaMidrash Programme*
Miss Michal Smith, *Beit
HaMidrash Programme*

Mathematics

Ms Kalpana Patel, BA MBA
Head of Department
Mr Stephen Moore, MA,
Deputy Head of Department
Mrs Ruth Davis, BA
Mrs Yaffit Gordon, BSc
Mrs Sara Wolman, BSc
Mrs Jillian Simms, BA
Mrs Annette Weinberg, BSc

Modern Foreign Languages

Mr Paul Abrahams, BA
Mrs Naomi Amdurer, BA
Miss Sarah Perleberg, BA
Mrs Lili Schonberg, BA,
BSc in Ed.
Mrs Claire Shooter, BA

Music

Mr Nicholas Garman, BA,
Director of Music
Dr Millan Sachania, MA,
MPhil, PhD, FRSA,
Deputy Head Master
Mr Eliot Alderman, MA (RAM);
Dip RAM; BMus (GSMD);

MA, MSci (Cantab); FRSA,
Musician-in-Residence

Peripatetic Teaching Staff

Mr Kenneth Bache, ARCM,
LGSM, Brass, Brass
Ensemble, Band Method
Mrs Samantha Dehaan BA,
Singing
Miss Lindsay Evans, BMus,
Percussion
Dr Alexander Flood, BA (Oxon)
MMus PhD ARCO Pianoforte
Mr Oliver Gledhill, MA (MTPP),
PGCA, ARCM, Violoncello/
Double Bass
Mr Richard Herdman, BA,
Guitar & Guitar Ensemble,
Bass Guitar, Acoustic/ Electric
Mrs Hattie Webster, BA, MSc,
Dip Perf ABRSM, Flute
Mrs Rebecca Randall, FTCL,
Violin, Viola and String Quartet
Mrs Mandy Sherman, GRSM,
ARCM, PGCE, Clarinet,
Saxophone

Personal, Social and Health Education

Ms Laurel Endelman, BA, MA,
Head of Middle School
Mrs Deborah Unsrdorfer, BSc
Mr Danny Baigel, BA

Physical Education

Miss Leann Swaine, BA
Mrs Beth Kerr, BSc,
Director of Pastoral Education
Miss Helen Lord, BSc
Mrs Jaime Minter-Green, BSc
Mr Phil Monaghan, BA,
Head of GCSE PE
Mr Lee Raby, BA,
Head of Boys' PE

Psychology

Mrs Helen Stephenson-
Yankuba, BSc
Mrs Joyce Mays, BSc,
Director of Sixth Form

Science

Mrs Ruth Solomons,
BSc, MA, MBA, *Senior Teacher*
Mr Robert Hibberd, BSc,
Deputy Head of Department,
Head of Chemistry
Mr Felix Posner, BSc,
Head of Biology
Mr Charles Wakely BSc,
Head of Physics
Dr Eleanor Lipman Ph.D, BSc

Ms Salima Jaffer M.Ed
Mrs Camilla Turze, BSc

Sociology

Mrs Emma Phillips, BA,
Dip. Soc. Admin BSW

Teaching and Learning Department

Mrs Sue Fishburn, BA,
RSA Dip. SpLD
Mrs Gillian Abrahams, BA
Mrs Rosina Abraham
Specialist Mathematics Tutor
Mrs Gemma Buckland, BSc
Mrs Maureen Gatsky, Sp. LSA
Mrs Shelley Gladstone,
BA, RSA Dip (Sp.L.D.)
Mrs Maxine Skeggs, BA Dip
in Dyslexia and Literacy,
CELTA
Mrs Gill Strauss BSc,
RSA Dip. SpLD
Mrs Dawn Trober, Sp. LSA

School Counsellor

Mrs Nikki Bennett

Library

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

Administration and Support Staff

Bursar

Mr Adam Harris, BSc, FCCA

College Accountant

Mr Geoff Moor

Head Master's Secretary

Mrs Jennifer Munitz

Marketing and Development Director

Mrs Naomi Cowan, BA

IT Manager

Mr Ashley Shonpal,
BA, MCSE

Parental Liaison

Mrs Lynda Dulloop, BA,
Director of Parental Liaison
Mrs Donna Edwards,
Parental Liaison Executive

Sixth Form Administrator

Mrs Martine Travers

Secretary to Director of Pastoral Education/ Heads of Sections/ Heads of Department

Mrs Elaine Essex

Secretary to Director of Judaism

Mrs Sharon Miller

External Examinations

Mr Roger Hazell, Director
Mrs Debbie Fitzsimmons

Science Technicians

Mr Peter Allison,
Chief Science Technician
Mrs Paulette Hutchison,
Laboratory Technician

Design and Technology Technician

Mr David Lloyd

Administrative Assistants

Miss Maureen O'Shea
Miss Nikki Richman
Mrs Simone Garfield,
Database Assistant

School Nurse

Mrs Pam Young

Site Manager

Mr Tony England

Deputy Site Manager

Mr Michael Bass

Evening Site Manager

Mr Lope Ordillano

Appendix B

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

EXAMINATION BOARD.

AS: OCR H161 A: OCR H561

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.

Qualities Expected of Students

Students should have a love of drawing, the wish to develop their draughtsmanship to a high level and a desire to investigate the visual world independently.

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.

Course Details

LVI (AS)

Unit 1 (F411): Fine Art Coursework Portfolio. 60% of AS marks (30% of A Level).

Unit 2 (F421): Fine Art Controlled Assignment (5 hours). 40% of AS marks (20% of A Level).

UVI (A2)

Unit 3 (F431): Fine Art Personal Investigation. 60% of A2 marks.

Unit 4 (F441): Fine Art Controlled Assignment (15 hours). 40% of A2 marks.

Art and Design (Photography)

Light And Lens-Based Media

HEAD OF DEPARTMENT.

Ms Neha Vadera

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: OCR H163 A: OCR H563

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.

Qualities Expected of Student

Students should have a passion for the art of photography and the great works of photographers, and a curiosity and willingness to learn new creative, analytical and technical skills within a tight schedule. Students are expected to spend time over the summer holiday preceding the LVI year completing the Summer Project in order to familiarise themselves with the functions of their camera and to experiment with the medium of photography. AS students should ideally attend our overseas trip to broaden their photographic horizons.

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 D3000 18-55mm/VR. If possible they should also purchase an external hard drive.

Course Details

LVI (AS)

Unit 1 (F413): Photography Coursework Portfolio.

60% of AS marks (30% of A Level).

Unit 2 (F423): Photography Controlled Assignment (5 hours). 40% of AS marks (20% of A Level).

UVI (A2)

Unit 3 (F433): Photography Personal Investigation. 30% of A Level marks.

Unit 4 (F443): Photography Controlled Assignment (15 hours). 20% of A Level marks.

Biblical Hebrew

HEAD OF DEPARTMENT.

Mr Michael Gillis

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: OCR H017 A: OCR H417

Aims

- To develop an appropriate level of competence in Biblical Hebrew and a sensitive and analytical approach to language generally;
- To develop an awareness of the influence of the classical language on the languages of today;
- To read, understand and make an informed personal response to literature in the original language;
- To make an informed response based on evidence from the material studied using written and, where appropriate, other means of communication;
- To encourage students to progress to higher education courses in Hebrew/Theology/Biblical Studies, whether linguistic or nonlinguistic.

The course specifications build on the knowledge, understanding and skills required for GCSE, but also accommodate the needs of students who may not have studied Biblical Hebrew at this level.

Qualities Expected of Student

Students should be passionate about Hebrew and the language of the Bible. He or she should be open to ideas which they may not have encountered before. A willingness to learn at a high level is a prerequisite for this course.

Additional Information

The study of Biblical Hebrew presents the study of cultures which may be alien to the candidate's own, and of their moral values and religious beliefs. It promotes awareness of aspects of human life other than the physical and material, and provides opportunities for the analysis of works of literature which offer a profound insight into the morality of human behaviour.

Course Details

LVI (AS)

Unit 1 (F191): Translation, Comprehension and Literature

Section A: Unprepared Translation and Comprehension

Section B: Literature – Set Texts. The set texts for AS Level are Leviticus 24-27, 1 Samuel 20-25, Jeremiah 31-35, plus an extended commentary on each set text.

UVI (A2)

Unit 2 (F192): Translation, Comprehension, Composition and Literature

Section A: Unprepared translation and comprehension, pointing and translation from English to Hebrew.

Section B: Literature – Set Texts. The set texts for A2 are the Book of Judges, 4-9, Isaiah 59-66; Psalms 120-134 and 146-148.

Biology

HEAD OF DEPARTMENT.

Mr Felix Posner

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: AQA 1411 A: AQA 2411

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 students will carry out individual investigations that will help them to develop an understanding of how scientists work. In the UVI, students are expected to attend a one-day field studies course during which they will experience a variety of techniques that are used in the collection of technical data.

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.

Course Details

LVI (AS)

Unit 1 (BIOL1): Biology and disease.

Unit 2 (BIOL2): The variety of living organisms.

Unit 3 (BIO3T): Investigative and practical skills.

UVI (A2)

Unit 4 (BIOL4): Populations and environment.

Unit 5 (BIOL5): Control in cells and in organisms.

Unit 6 (BIO6T): Investigative and practical skills.

Chemistry

HEAD OF DEPARTMENT.

Mr Robert Hibberd

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 8CH01 A: Edexcel 9CH01

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 the student's ability to carry out an investigation.

Qualities Expected of Student

The student should have the ability to recall and communicate information, the flexibility to apply knowledge and understanding to the unfamiliar and to deal with familiar situations by unfamiliar methods, and to analyse confidently information provided in a variety of ways.

Course Details

LVI (AS)

Unit 1 (6CH01): The Core Principles of Chemistry. 40% of AS marks (20% of A Level).

Unit 2 (6CH02): Applications of Core Principles of Chemistry. 40% of AS marks (20% of A Level).

Unit 3a (6CH03): Chemistry Laboratory Skills I. 20% of AS marks (10% of A Level)

UVI (A2)

Unit 4 (6CH04): General Principles of Chemistry I: Rates, Equilibria and Further Organic Chemistry. 20% of A Level.

Unit 5 (6CH05): General Principles of Chemistry II: Transition Metals and Organic Nitrogen Chemistry. 20% of A Level.

Unit 6 (6CH06): Chemistry Laboratory Skills II. 10% of A Level.

Computing

HEAD OF DEPARTMENT.

Mr Mario Brzezinski

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: OCR H047 A: OCR H447

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.

Course Details

LVI (AS)

Unit 1 (F451): Computer Fundamentals. Students develop their understanding of fundamental concepts including: software and hardware; structure, storage and management of data; networks and data communications; systems development cycle and the characteristics of information systems.

Unit 2 (F452): Programming Techniques and Logical Methods. Students develop techniques for designing solutions by studying how software is structured; data types and data structures and common features of languages.

UVI (A2)

Unit 3 (F453): Advanced Computing Theory. The knowledge developed in Units 1 and 2 is built upon further by considering: operating system methods; translation software; language generations; databases.

Unit 4 (F454): Computing Project Students apply the systems development cycle to a scenario of their own choice and document their system fully from initial idea to final implementation. The project is assessed internally and moderated externally; there is no written examination for Unit 4.

Drama and Theatre Studies

HEAD OF DEPARTMENT.

Mrs Joanna Fleet

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: AQA 1241 A: AQA 2241

Aims

- To encourage the development of appropriate theatre skills;
- To extend knowledge and the understanding of theatre;
- To foster a critical and sensitive response to the complexities of drama.

Qualities Expected of Student

The student should have the ability to adopt an analytical approach to the subject matter, to undertake in-depth research and to show a flexible and responsive approach to group work. He/she should also be confident on the stage and ideally have some experience.

Appendix B

Immanuel College Sixth Form Subject Information (Cont.)

Course Details

LVI (AS)

Unit 1 (DRAM1): Live Theatre Performance Seen & Prescribed Play. 60% of AS marks (30% of A Level). One question from each section to be answered. Externally set and assessed.

Section A: response to live theatre seen.

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

Unit 2 (DRAM2): Presentation of an Extract from a Play. 40% of AS marks (20% of A Level). Performance by a group of an extract from a published play. An in-depth study of a practitioner (chosen by the candidates). Assessment of preparatory and development work and supporting notes. Internally assessed and externally moderated.

UVI (A2)

Unit 3 (DRAM3): Further Prescribed Plays including Pre-Twentieth Century. 30% of A Level. Study of two further set plays.

Section A: Pre-Twentieth-Century Plays.

Section B: The Twentieth Century or Contemporary Drama

Section B is synoptic, requiring suggestions for a complete stage realisation of a short extract. Externally set and assessed.

Unit 4 (DRAM4): Presentation of Devised Drama. 20% of A Level. Performance by a group of devised drama. An in-depth study of a particular theatrical style. Assessment of preparatory and development work. Internally assessed and externally moderated.

Economics

HEAD OF DEPARTMENT.

Mr Mark Gavin

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 8EC01 A: Edexcel 9EC01

Aim

- To develop an understanding of economic models and their application to real-world issues.

Qualities Expected of Student

The student should have a logical and analytical approach to tasks set, and an interest in current affairs. The ability to construct and interpret diagrams from economic data is paramount.

Additional Information

Applicants for AS and A Level Economics must attain a Grade B or higher in GCSE Mathematics. Homework includes absorbing information from television news and reading a good quality newspaper daily.

Course Details

LVI (AS)

Unit 1 (6EC01): Competitive Markets - how they work and why they fail. This unit investigates how the price mechanism allocates resources in markets, for example the oil, housing and labour markets. It also considers market failure, including pollution, health care and education.

Unit 2 (6EC02): Managing the Economy. This unit investigates key measures of economic performance such as inflation, unemployment, economic growth and the balance of payments. The use of fiscal and monetary policy to manage the economy is also considered.

UVI (A2)

Unit 3 (6EC03): Business Economics and Economic Efficiency. This unit investigates price and non-price competition between firms. It also considers how the size and number of firms affect the level of competition in markets.

Unit 4(6EC04): The Global Economy.

This unit develops the knowledge and skills gained in Unit 2 so that they can be applied in a global context. It considers the causes and effect of globalisation and the determinants of economic growth in developing countries.

English Literature

HEAD OF DEPARTMENT.

Mr Gordon Spitz

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: OCR H071 A: OCR H471

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.

Course Details

LVI (AS)

Unit 1 (F661): Poetry and Prose (closed text examination). 60% of AS marks (30% of A Level).

Section A: Poetry - W.B Yeats. Students explore verse analysing the effects of language, imagery, verse, form, structure and contexts in a selection of poems.

Section B: Prose - Oscar Wilde, A Picture of Dorian Grey, F. Scott Fitzgerald, The Great Gatsby. Students study Wilde's and Fitzgerald's style and explore criticism of the two works, their themes and contexts. They are required to evaluate a variety of views about the texts, showing understanding of the texts as they do so.

Unit 2 (F662): Literature post-1900. 40% of AS marks (20% of A Level). This unit encourages students' interest in and enjoyment of contemporary literary studies and allows candidates to develop an understanding of literary texts in the light of other readers' views. It also provides an opportunity for students to explore relationships

between texts from a thematic or stylistic perspective.

UVI (A2)

Unit 3 (F663): Drama and Poetry pre - 1800 (closed text examination). 30% of A Level. marks.

Section A: Shakespeare, Othello. Students are required to present a sustained literary judgment on the play. They must also demonstrate critical understanding in analysing ways in which the play's structure, form and language shape meaning and effects.

Section B: Drama and Poetry pre-1800: Christopher Marlowe, *Doctor Faustus* and Geoffrey Chaucer, *The Pardoner's Prologue and Tale*. Students explore contrasts and connexions between different literary texts as part of a comparative study.

Unit 4 (F664): Texts in Time (internally assessed coursework). 20% of A Level marks. Texts studied include: Carol Ann Duffy, *The World's Wife*, Angela Carter, *The Bloody Chamber and Other Stories*, Tennessee Williams, *A Streetcar Named Desire*, Ian McEwan, *On Chesil Beach*, Kate Chopin, *The Awakening* and Charlotte Perkins Gilman, *Short Stories*. Students develop the research skills they have acquired at AS Level and undertake individual study of literary texts across at least two of the genres of poetry, prose and drama.

French

HEAD OF DEPARTMENT.

Mr Paul Abrahams

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 8FR01 A: Edexcel 9FR01

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.

Course Details

LVI (AS)

Unit 1 (6FR01): Spoken Expression and Response in French. 30% of AS (15% of A Level).

Unit 2 (6FR02): Understanding and Written Response in French. 70% of AS (35% of A Level).

General topic areas include: youth culture and concerns; lifestyle, health and fitness; the world around us, travel, tourism, environmental issues and the French-speaking world; education and employment.

Work experience can be arranged in France or Belgium. This is highly recommended.

UVI (A2)

Unit 3 (6FR03): Understanding and Spoken Response in French. 17.5% of A Level.

Unit 4 (6FR04): Research, Understanding and Written Response in French. 32.5% of A Level.

General topic areas include those studied at AS Level and, in addition: customs, traditions, beliefs and religions; national and international events past, present and future; literature and the arts.

Geography

HEAD OF DEPARTMENT.

Mr Paul de Naeyer

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: AQA 1031 A: AQA 2031

Aim

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

Qualities Expected of Student

The student must have an interest in the wider world and an enthusiasm for an in-depth analysis of issues, models and theories. A good knowledge of current affairs and an ability to debate a wide variety of issues and find solutions to critical problems are essential.

Course Details

LVI (AS)

Unit 1 (GEOG1): Physical and Human Geography. *Physical:* Rivers, floods and management. One topic from the following should be chosen: Cold environments, Coastal environments or Desert environments.

Human: Population Change. One topic from the following should be chosen: Food supply issues, Energy issues, Health issues.

Unit 2 (GEOG2): Geographical Skills This unit will test structural skills and include generic fieldwork questions. The skills include: Investigative, Cartographic, Graphical ICT and Statistical.

UVI (A2)

Unit 3 (GEOG3): Contemporary Geographical Issues. Structured short and extended questions and an essay. Three topics must be chosen from Human and Physical Geography:

Physical: Plate Tectonics, Weather and Climate, Ecosystems.

Human: World Cities, Development and Globalisation, Contemporary Conflicts.

Unit 4: Either: Geography Field Work Investigation (GEOG4A): structured short and extended questions based on candidates' own fieldwork investigation.

Candidates take their coursework/fieldwork folder into the examination and use this to analyse and evaluate their own data in response to questions set.

Or: Geographical Issue Evaluation (GEOG4B): structured short and extended questions based on an Advance Information Booklet.

Government and Politics

HEAD OF DEPARTMENT.

Mrs Sharron Shackell

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 6GP01 A: Edexcel 6GP02

Aim

- To provide an understanding of British political processes and of political ideologies in general.
- To provide an understanding of US political processes and institutions.

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.

Course Details

LVI (AS)

Unit 1 (6GPO1): People and Politics. This unit introduces students to the key channels of communication between government and the people in Britain. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

Unit 2 (6GPO2): Governing the UK. This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions such as parliament, Prime Minister and Cabinet, and of the relationships between them.

UVI (A2)

Unit 3 (6GPO3): Key Themes in Political Analysis. Topic C: Representative Processes in the USA. This unit is a study in depth of the electoral system, voting patterns, political parties and pressure groups in the USA. It encourages students to develop a critical understanding of the nature of the American liberal democracy and to make comparisons with representative processes in Britain.

Unit 4 (6GPO4): Extended Themes in Political Analysis. Topic C: Governing the USA. This unit is a study in depth of the institutions of government in the USA, including the Presidency, Congress and Supreme Court. It also encourages students to develop a critical understanding of the nature of federalism and of the guiding principles behind the American constitution.

Appendix B

Immanuel College Sixth Form Subject Information (Cont.)

Modern Hebrew

HEAD OF DEPARTMENT.

Mrs Mazal Nisner

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: AQA 1676 A: AQA 2676

Aims

- To understand Hebrew fluently;

- 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.

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.

Course Details

LVI (AS)

Unit 1 (MHEB1): Reading and comprehension. Translation (unseen) from Modern Hebrew to English. Language grammar; creative writing. (2½ -hour written examination.)

UVI (A2)

Unit 2 (MHEB2): Reading and comprehension. Translation (unseen) from English to Modern Hebrew. Two essays in topics or texts in Modern Hebrew. (3-hour written examination.)

History

HEAD OF DEPARTMENT.

Mrs Sharron Shackell

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 8HI01 A: Edexcel 9HI01

Aim

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

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.

Course Details

LVI (AS)

Unit 1 (6HI01): Mao's China, 1949-76 (Option D2) and Pursuing Life and Liberty: Equality in the USA, 1945-68 (Option D5). This is a study of two societies rooted in very different ideological beliefs. Its focus is on the development of Communism in China under Mao, from 1949 to 1976, in contrast to the ideals of liberal democracy in the west. It examines the tensions within American society from 1945 to 1968 which produced the Civil Rights movement and prompts students to engage in discussion about key issues concerning individual freedom and equality.

Unit 2 (6HI02): British Political History 1945-2000: Consensus to Conflict (Option E). This is a study of post-war Britain. Pupils will explore the effects of both Labour and Conservative policies such as the Welfare State. The course examines the rise of Thatcher and its impact on British society and politics.

UVI (A2)

Unit 3 (6HI03): From Kaiser to Führer: Germany, 1900-45 (Option D1). This is a study of the German Second Empire under the Kaiser, the impact of the Great War on German Society, the strengths and weaknesses of the Weimar Republic and the effects of Nazi rule on Germany, including the development of the 'Final Solution' policy. An essential element of the course is the comparison and evaluation of historians' interpretations of these momentous events.

Unit 4 (6HI04): Ireland and the Union, 1815-1922 (Programme CW16). This is a study of the changing relationship between Britain and Ireland, the tensions between Catholic and Protestant communities and the causes and consequences of the eventual partition of Ireland. Students will gain an understanding of the process of change and continuity in the Irish context and will be expected to pursue an independent essay project as an integral part of the course.

History of Art

HEAD OF DEPARTMENT.

Mr Edwin Hedge

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: AQA 1251 A: AQA 2251

Aims

- To develop the ability to communicate understanding and knowledge of the history of art effectively, and to develop an awareness of art historical terms, concepts and issues;
- To explore and respond to art works from studying specific periods of the history of art;
- To gain an understanding of the main methods of researching and investigating art works;
- To develop an understanding of how art works have been interpreted.

Qualities Expected of Student

The student should be fascinated by art: its historical contexts, its interpretation, the analysis of its components (such as, scale, shape, colour and line), its various functions, and the connexions between art and one's broader understanding of the world. The student should have good writing and analytical skills and should not be afraid of making value judgments. Prospective students should get to know the collections of the National Gallery in London and as many other galleries as possible.

Course Details

LVI (AS)

Unit 1 (HART1): Visual Analysis and Interpretation. This unit explores methodology, terminology and general knowledge of historical, social cultural contexts for painting, sculpture and architecture.

Unit 2 (HART2): Themes in History of Art. This unit requires candidates to develop an understanding of art-historical themes in relation to teacher-selected examples of works of Western art and architecture, and artists and architects drawn from classical Greece to the end of the twentieth century. Students study particular themes, such as patronage, form and style, historical and social contexts, and materials, techniques and processes.

UVI (A2)

Unit 3 (HART3): Investigation and Interpretation I. Students are led through an investigation of art and architecture in 15th-century Europe.

Unit 4 (HART4): Investigation and Interpretation II. Students will embark on an in-depth study of art and architecture in 16th-century Europe.

Mathematics

HEAD OF DEPARTMENT.

Ms Kalpana Patel

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 8731 A: Edexcel 9731

Aims

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

Qualities Expected of Student

The student must have an aptitude for algebra.

Additional Information

The entry requirement for this course is an A grade in GCSE Mathematics and the student should have been studying mathematics in the top set. 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.

Course Details

LVI (AS)

Unit 1 (6663): Core (Pure) Mathematics C1: Algebra and functions; co-ordinate geometry in the (x, y) plane; sequences and series; differentiation; integration.

Unit 2 (6664): Core (Pure) Mathematics C2: Algebra and functions; co-ordinate geometry in the (x, y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration.

Unit 3 (6683): Statistics S1: Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the normal distribution.

UVI (A2)

Unit 4 (6665): Core (Pure) Mathematics C3: Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.

Unit 5 (6666): Core (Pure) Mathematics C4: Algebra and functions; co-ordinate geometry in the (x, y) plane; sequences and series; differentiation; integration; vectors.

Unit 6: Mechanics M1 (6677): Mathematical models in mechanics; vectors and their applications in

mechanics; kinematics of a particle; statics of a particle; dynamics of a particle moving in a straight line or plane; moments.

OR

Statistics S2 (6684): The binomial and Poisson distributions; continuous random variables; continuous distributions; hypothesis tests.

Further Mathematics

HEAD OF DEPARTMENT.

Ms Kalpana Patel

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: Edexcel 8372 A: Edexcel 9372

Aims

- To acquire a deeper understanding of pure and applied mathematics;
- To acquire further mathematical skills.

Qualities Expected of Student

The student's algebraic skills must be excellent.

Additional Information

The entry requirement for this course is an A* grade in GCSE 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.

Course Details

LVI (AS)

C1-4: As Units 1-4 in the ordinary Mathematics course (see entry on Mathematics).

S1, M1: Both options of Unit 6 (S1 and M1) of the ordinary Mathematics course (see entry on Mathematics).

UVI (A2)

FP1 (6667): Complex numbers; numerical solutions of equations; co-ordinate systems; matrix algebra; series; proof.

FP2 (6668): Inequalities; series; further complex numbers; first-order differential equations; second-order differential equations.

FP3 (6669): Hyperbolic functions; further co-ordinate systems; differentiation; integration; vectors; further matrix algebra.

M2 (6678): Kinematics of a particle moving in a straight line or plane; centres of mass; work, energy and power; collisions; statics of rigid bodies.

S2 (6684): The binomial and Poisson distributions; continuous random variables; continuous distributions; hypothesis tests.

D1 (6689): Algorithms, graphs, decision making, critical path analysis. Flows in networks, linear programming, matchings.

Music

HEAD OF DEPARTMENT.

Mr Nicholas Garman

TYPE OF COURSE.

GCE AS and A Level

EXAMINATION BOARD.

AS: AQA 1271 A: AQA 2271

Aims

- To develop advanced skills in performing, listening and composing;
- To develop skills in harmony and counterpoint;
- To obtain a knowledge of musical genres and periods in music history.

Qualities Expected of Student

Students are expected to have attained a minimum of grade B at GCSE and to have Grade 5 Theory and Grade 5 in a vocal or instrumental study in the examinations of the Associated Board of the Royal Schools of Music (or equivalent). They must have a passion

for music in all its disciplines and be willing to contribute to the musical life of Immanuel College.

Additional Information

External applicants wishing to study Music at AS or A Level must present a portfolio of compositions or equivalent creative work and be prepared to perform on their instruments or voice when interviewed by the Director of Music for admission into the course.

Course Details

LVI (AS)

Unit 1 (MUSC1): Influences on Music. This is a 1-hour-45 minute examination including an aural paper covering music from any period in music history, an essay on a set work from the Western Classical Tradition and another on Choral Music in the Baroque Period or Musical Theatre. (15% of A Level)

Unit 2 (MUSC2): Creating Musical Ideas. Candidates create a variety of stylistic or free compositions under supervision at school for a maximum of 20 hours. (15% of A Level)

Unit 3 (MUSC3): Interpreting Musical Ideas. Students offer two performances, each of 5-8 minutes' duration, of at least Grade 5 standard. The performances are internally assessed and recorded. (20% of A Level)

UVI (A2)

Unit 4 (MUSC4): Music in Context. This 2-hour-15-minute examination includes an aural paper, an essay on a set work from the Western Classical Tradition and another on a further area of study. (20% of A Level)

Unit 5 (MUSC5): Developing Musical Ideas. As Unit 2 but at a more sophisticated level. (15% of A Level)

Unit 6 (MUSC6): Musical Performance. Candidates give a 10-15 minutes' recital of at least Grade 6/7 standard which is recorded and externally assessed. (15% of A Level)

Appendix B

Immanuel College Sixth Form Subject Information (Cont.)

Physical Education

HEAD OF DEPARTMENT.
Miss Leann Swaine

TYPE OF COURSE.
GCE AS and A Level

EXAMINATION BOARD.
AS: OCR H154 A: OCR H554

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.

Course Details

LVI (AS)

Unit 1 (G451): An introduction to Physical Education (externally assessed)

Unit 2 (G452): Acquiring, developing and evaluating practical skills in Physical Education

UVI (A2)

Unit 3 (G453): Principles and concepts across different areas of Physical Education (externally assessed)

Unit 4 (G454): The improvement of effective performance and the critical evaluation of practical activities in Physical Education

Physics

HEAD OF DEPARTMENT.
Mr Charles Wakely

TYPE OF COURSE.
GCE AS and A Level

EXAMINATION BOARD.
AS: Edexcel 8PH01 A: Edexcel 9PH01

Aims

- To develop an interest and enthusiasm for the subject, including interest in careers in Psychology;
- 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.

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.

Course Details

LVI (AS)

Unit 1 (6PH01): Physics on the Go. This includes the study of forces, motion and flow.

Unit 2 (6PH02): Physics at Work. This includes the study of waves, music and medical physics.

Unit 3 (6PH03): Exploring Physics. This involves an experiment based on a case study of an application of physics.

UVI (A2)

Unit 4 (6PH04): Physics on the Move. This includes a study of circles, electric and magnetic fields.

Unit 5 (6PH05): Physics from Creation to Collapse. This unit involves a study of thermal and nuclear physics, astrophysics.

Unit 6 (6PH06): Experimental Physics.

Psychology

HEAD OF DEPARTMENT.
Mrs Helen Stephenson-Yankuba

TYPE OF COURSE.
GCE AS and A Level (Psychology A)

EXAMINATION BOARD.
AS: AQA 1181 A: AQA 2181

Aims

- To develop an interest and enthusiasm for the subject, including interest in careers in Psychology;
- 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.

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.

Additional Information

As this essay-based subject requires good English and numerical skills, it is useful for applicants to have achieved at least a B grade in GCSE English and Mathematics.

Course Details

LVI (AS)

Unit 1 (PSYA1): Cognitive Psychology: models of memory, memory in

everyday life, including eye-witness testimony. **Developmental Psychology:** attachment; disruption of attachment; day care and social development. **Research Methods:** methods and techniques; investigation design; data analysis and presentation.

Unit 2 (PSYA2): Biological Psychology: stress as a bodily response; factors affecting stress; and stress management. **Social Psychology:** majority and minority influence; obedience to authority; independent behaviour. **Individual Differences:** psychopathology and abnormality; biological and psychological approaches to abnormality; therapies.

UVI (A2)

Unit 3 (PSYA3): Biological rhythms and sleep; perception; relationships; aggression; eating behaviour; gender; intelligence and learning; cognition and development.

Unit 4 (PSYA4): Psychopathology; psychology in action; research methods.

Religious Studies (Judaism and Ethics)

HEAD OF DEPARTMENT.
Rabbi David Riffkin

TYPE OF COURSE.
GCE AS and A Level

EXAMINATION BOARD.
AS: OCR H172 A: OCR H572

Aim

- To familiarise our pupils with the language of ethics and the thinking behind ethical theories in order to help them develop a philosophical understanding of Judaism.

Qualities Expected of Student

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

Course Details

LVI (AS)

Unit 1 (G572): Religious Ethics 1. This unit introduces a number of significant concepts within ethics, such as moral relativism and natural law. It then focusses on a number of significant ethical theorists, such as Kant, Bentham and Mill, and requires our students to assess critically the applicability of each of their theories. We also look at practical ethics with an emphasis on medical ethics, e.g. embryo research.

Unit 2 (G579): Judaism 1. In this unit, students begin to learn about Jewish responsibility through the topics of ethical monotheism and the Chosen People. It then considers the purpose of mitzvot and how the life of a Jew is sanctified through observing the mitzvot. This theme is then developed, with an emphasis on the significance of Shabbat, Jewish festivals and the laws of family purity.

UVI (A2)

Unit 3 (G582): Religious Ethics 2. This unit deals with the influence of ethical language (meta-ethics) and emphasises the consequences that result from our ethical decisions. We consider what it means to say that we have free will or whether some of our choices are actually determined. We investigate differing views on conscience. The unit ends by contemplating what we mean by the term 'Jewish ethics' and how the principles of Judaism and of the other theories we have studied are applied in the context of environmental ethics, sex and relationships, and business ethics.

Unit 4 (G589): Judaism 2. This unit deals with the following major themes: the significance of the land of Israel; the basis for and the significance of Messianic hope; Holocaust and post-Holocaust theology; and the principal theological differences between Orthodox, Conservative, Reform and Liberal Judaism.

Sociology

HEAD OF DEPARTMENT.
Mrs Emma Phillips

TYPE OF COURSE.
GCE AS and A Level

EXAMINATION BOARD.
AS: AQA 1191 A: AQA 2191

Aims

- To analyse the nature of society and the way society works;
- To consider solutions to social problems and issues;
- To foster curiosity about the nature of this society and others.

Qualities Expected of Student

Students should be curious about the nature of society, the way society works – and how it sometimes doesn't – and about solutions to social problems and related issues. The subject complements Art (Photography), History, History of Art, Government and Politics, Economics, Psychology, Geography, English Literature, Religious Studies and Physical Education.

Course Details

LVI (AS)

The AS course comprises an introduction to Sociology – the major perspectives; is Sociology a science?; positivism and interpretivism; forms and formats of sociological research; the nature of data; validity and reliability; doing our own research. The core themes are socialisation, culture and identity; social differentiation, power and social stratification. These are examined in Unit 2.

Unit 1 (SCLY1): Culture and Identity. What is culture - some definitions? What is society and what is the relationship with culture? Concepts of self, identity and difference. Leisure, consumption identity.

Unit 2 (SCLY2): Education and Methods in Context. History and structure of the British educational

system; the major sociological perspectives; social class difference; equality of opportunity and meritocracy; gender and ethnic difference. Research and methods in education.

UVI (A2)

The A2 course covers themes explored at AS in greater depth: the philosophical underpinnings of positivism and interpretivism; the postmodernist perspective.

Unit 3 (SCLY3): The Mass Media. Ownership, and control; new media; globalisation; popular culture; selection and presentation of the news; audiences; gender; ethnicity, disability; social class and age in the media.

Unit 4 (SCLY4): Crime and Deviance with Methods in Context. Major sociological perspectives on crime and deviance; influence of class, gender and ethnicity; interpreting crime statistics. Research and methods in the context of crime and deviance.

Spanish

HEAD OF DEPARTMENT.
Mr Paul Abrahams

TYPE OF COURSE.
GCE AS and A Level

EXAMINATION BOARD.
AS: Edexcel 8SP01 A: Edexcel 9SP01

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

Course Details

LVI (AS)

Unit 1 (6SP01): Spoken Expression and Response in Spanish. 30% of AS (15% of A Level).

Unit 2 (6SP02): Understanding and Written Response in Spanish. 70% of AS (35% of A Level).

General topic areas include: youth culture and concerns, lifestyle, health and fitness; the world around us, travel, tourism, environmental issues and the Spanish speaking world; education and employment. Work experience can be arranged in Spain, something which is highly recommended.

UVI (A2)

Unit 3 (6SP03): Understanding and Spoken Response in Spanish. 17.5% of A Level.

Unit 4 (6SP04): Research, Understanding and Written Response in Spanish. 32.5% of A Level.

General topic areas include those studied at AS Level and, in addition: customs, traditions, beliefs and religions; national and international events past, present and future; literature and the arts. selection and presentation of the news; audiences; gender; ethnicity, disability; social class and age in the media.

Appendix C

Illustrative Guide to A Levels required by universities to study specific courses

University Course	A Level Requirements	Useful or Recommended other A Levels
Agriculture, Forestry, Horticulture	Chemistry	Biology, Geography
American Studies	English Literature	
Archaeology	None	History, Chemistry and Modern Language
Architecture	Mathematics	Art and 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	Further Mathematics, Physics, Computer Science
Dentistry*	Chemistry, [Biology]*	Biology, Physics, Mathematics
Drama	English Literature	Drama & Theatre Studies, combination of Humanities, Arts and Sciences
Economics*	[Mathematics]*	History, Economics, Modern Language
Engineering	Mathematics, Physics	Economics and Geography
English*	English Literature	Combination of Humanities, Arts and Sciences. A second language is sometimes an advantage.
Food Science	Chemistry	Biology
French	French	Second Modern Language, English Literature, History
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
Management	None	Mathematics, Economics, Geography
Law*	None	Modern Language, combination of Humanities, Arts and Sciences
Mathematics	Mathematics, Further Mathematics	Physics
Medicine*	Chemistry, [Biology]*	Biology, Physics, Mathematics and a Modern Language, Humanity or Arts subject to show breadth
Metallurgy	Chemistry, Physics	
Material Science	Mathematics, Chemistry	
Music	Music	Combination of Humanities, Arts and Sciences
Occupational Therapy	None	Psychology, Physical Education, Sociology

University Course	A Level Requirements	Useful or Recommended other A Levels
Pharmacology/ Pharmacy	Chemistry	Biology, Physics, Mathematics
Philosophy*	None	Religious Studies, English Literature, Mathematics, Modern Language
Physics	Physics, Mathematics	Further Mathematics
Physiotherapy	Biology	Physical Education, Chemistry, Mathematics, Psychology
Politics*	None	History, Government & Politics, Economics, English Literature, Modern Language
Psychology	Science subject	Psychology, Mathematics, Physics, combination of Humanities, Arts and Sciences
Social Sciences	None	Economics, Mathematics, Geography, Sociology
Speech Therapy	None	English Literature, Modern Language, any Science subject
Sports Science	None	Mathematics
Theology	None	Religious Studies, Modern Language, History and any combination of Humanities, Arts and Sciences
Veterinary Science*	Chemistry, [Biology]*	Biology, Physics, Mathematics

*Please see notes below

Notes

- Medicine, Veterinary Science or Dentistry** candidates must:
 - Take **Chemistry** at A Level (for the vast majority of courses);
 - Take **Biology** at A Level, or least to AS Level. Students who wish to follow the above professions but choose **Mathematics, Physics and Chemistry** at A Level must have a grade A in Biology at GCSE;
 - Take at least two sciences at A Level (at least three for Cambridge);
 - Have **Triple Science**, a **Science Double Award** or **Physics** at GCSE level;
 - Take the **Biomedical Admissions Test** if they are applying to the Medical Schools of the University of Oxford or University College, London, Imperial College, London (including Biomedical Science and Pharmacology), the University of Cambridge Medical and Veterinary Schools, the Royal Veterinary College or for admission to the Physiological Sciences course at Oxford. This two-hour examination, which is held at School, takes place in October/November of the Upper Sixth year. (More information is available at www.bmat.org.uk.)
 - Take the **UK Clinical Aptitude Test** if they are applying to study Medicine or Dentistry at most of the medical schools that do not require the BMAT. The test is taken at a local centre, no later than the end of September of the Upper Sixth year. (More information is available at www.ukcat.ac.uk.)
- Most **Nursing** and **Paramedic** courses require Biology at A Level.
- Law** candidates applying to Birmingham, Bristol, Durham, Glasgow, King's College, London, Manchester, Nottingham, Oxford and University College, London, must take the National Admissions Test for Law (LNAT), a two-hour examination, held at a local centre, taken in the Autumn Term of the Upper Sixth year. (More information is available at www.lnat.ac.uk.)
- English** candidates applying to Oxford must take the **English Literature Admissions Test**. This 90-minute test, held at school, takes place in October/November of the Upper Sixth year.
- History** candidates applying to Oxford must take the **History Aptitude Test**, a two-hour examination taken at school in October/November of the Upper Sixth year.
- PPE (Philosophy, Politics and Economics at Oxford)** candidates must take the **PPE admissions Test** or the **Thinking Skills Assessment**. This examination, held at school, takes place in October/November of the Upper Sixth year.
- Economics** candidates applying to the London School of Economics and Political Science or Bristol currently require A Level Mathematics.

Appendix D

Immanuel College Sixth Form
A Level Results Summer 2011

Results Subject/Grade Analysis: Summer 2011 A Level

Curriculum: Upper Sixth

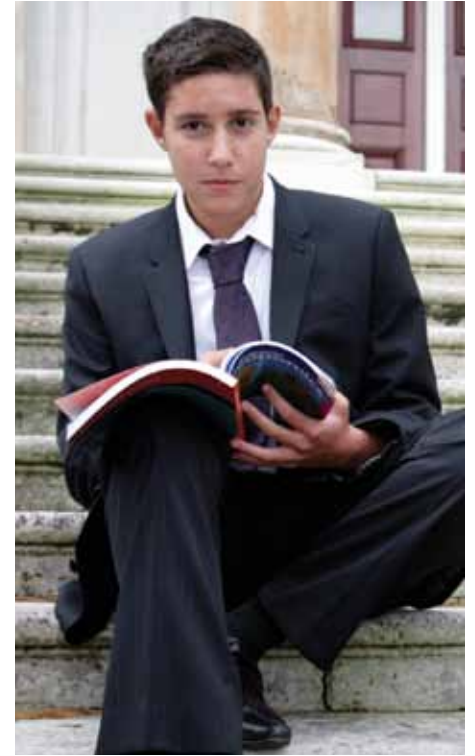
Subject	Entries	A*	A	B	C	D	E	U	%A*-C		
Art and Design Photography	3	2	1	0	0	0	0	0	100		
Biology	3	0	1	1	1	0	0	0	100		
Chemistry	4	1	0	2	1	0	0	0	100		
Computer Studies/Computing	2	0	1	1	0	0	0	0	100		
Drama	3	0	0	2	1	0	0	0	100		
Economics	21	3	10	6	0	2	0	0	100		
English Literature	11	1	4	4	1	1	0	0	100		
Fine Art	3	1	2	0	0	0	0	0	100		
French	5	0	2	3	0	0	0	0	100		
Geography	4	0	1	0	2	0	1	0	100		
History of Art	4	1	1	0	0	1	1	0	100		
History	9	2	3	3	1	0	0	0	100		
Mathematics Further	1	0	1	0	0	0	0	0	100		
Mathematics	11	3	6	2	0	0	0	0	100		
Modern Hebrew	6	1	4	0	1	0	0	0	100		
Music	1	0	1	0	0	0	0	0	100		
Physics	3	0	1	0	2	0	0	0	100		
Politics	7	0	3	3	1	0	0	0	100		
Psychology	18	2	3	4	8	1	0	0	100		
Religious Studies	15	0	4	2	8	1	0	0	100		
Sociology	6	0	1	2	3	0	0	0	100		
Spanish	5	0	4	1	0	0	0	0	100		
Sport/PE Studies	4	0	1	0	0	2	1	0	100		
Total	149	17	55	36	30	8	3	0	100		
%		11.41	36.91	24.16	20.13	5.37	2.01	0.00			
Cumulative %		11.41	48.32	72.48	92.62	97.99	100.00	100.00			
Percentage	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001
A*	11.41	10.00	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
A* - A	48.32	52.94	68.72	50.25	46.00	54.87	47.33	45.3	47.10	43.10	41.13
A* - B	72.48	80.00	89.39	83.08	74.67	81.03	74.05	69.61	79.36	74.30	76.61
A* - C	92.62	91.18	98.32	94.53	87.33	95.38	89.31	87.29	91.62	89.00	95.97

Total Number of Candidates In Upper Sixth = 51

Appendix E

Speakers who have lectured to
Immanuel College's Sixth Form Students*

LORD JAKOBOVITS Z"L Chief Rabbi	YVONNE GREEN Poet, journalist and lawyer	MICHAEL MAIL Author: <i>Coralena</i>	DANIELLE SANDERSON Commonwealth Marathon Runner
NICK BAILEY Classic FM: Baroque music	SIR EDWARD HEATH, KG, MBE, MP Former Prime Minister	LEA MALLUL Public Affairs Director of the Barzilai Medical Centre, Ashkelon	ROD SCHWARTZ www.justgiving.com
PROFESSOR HAROLD BAUM King's College, London	SISTER MARIE-HENRY Lecturer on ethics	DR MILTON MALTZ Cardiologist	RICHARD SEGAL Former Chief Executive Officer, PartyGaming Plc
DAVID BAZINI Barrister: Immigration Law	ANDREW HERXHEIMER Pharmacologist; advisor to BBC's <i>Panorama</i>	CLIVE MARKS President of the London College of Music: Music in Nazi Germany	DR DENISE SHEER Imperial Cancer Research Centre: Genetic Research
PROFESSOR EHUD BEHAR Astrophysicist (Technion): Black Holes and Israel's contribution to Astrophysics	JOCELYN HUNT Winston Churchill Foundation	LAURIE MARKS Television Producer	ANTHONY SLINN Art historian: Picasso's <i>Guernica</i>
MARTIN BENEDYK News Editor, The Associated Press	CHARLES INGHAM Chief Crown Prosecutor, Hertfordshire	DR LOUIS MARKS Former BBC radio producer and writer	JAMES SMITH Co-founder, Beth Shalom Institute, Nottingham
PROFESSOR NELLY BEN-OR Concert Pianist and Holocaust Survivor	RABBI IRVING JACOBS The Jewish Notion of Charity	LORD McNALLY Liberal Democrat peer	SUE STONE Alcohol Abuse
ROSALIND BLUESTONE World Jewish Relief	LORD JANNER OF BRAUNSTONE, QC Former Labour MP, Chairman of the Holocaust Educational Trust	JULIETTE OVERLANDER Jewish Care: Community Service	LESLIE SUTTON The Nuremberg Trials
PROFESSOR BURLAND Imperial College: Straightening the Leaning Tower of Pisa	DR DAVID KARP Cancer treatments	PROF. MARIE PARKER-JENKINS Professor of Research in Education, University of Derby. Human Rights and Education	DEBBIE USISKIN Nightingale House
PROFESSOR WAYNE CAPLAN British Technion	SIMONE KATZENBERG Insights into Leukaemia	CLLR SANDRA PARNELL Mayor of Hertsmer Borough Council	PROFESSOR ANTHONY WARRENS Kidney Transplantation
KATE CLANCHY Published poet	HENRIETTA KELLY Lawyer and Holocaust Survivor	DR DAVID PYLE Volcanologist at St Catharine's College, Cambridge: Montserrat	ANDREW WHITE Solicitor, www.beyondimages.info (on Israel's public image)
JAMES CLAPPISON, MP Member of Parliament for Hertsmer	DR DAVID KENNARD The Pharmaceutical Industry in Cuba	PETER RAEBURN Film Music composer, arranger, sound producer	MICHAEL WILCOCKSON Head of Divinity, Eton College
JUDGE MYRELLA COHEN Law and the Pre-Nuptial Agreement	SUSAN KIKOLER The Jews of Parma and Beyond	DR DANIEL REISEL Neuroscientist and reservist, Israel Defence Force; The Lebanon War	PROFESSOR THE LORD WINSTON Hammersmith Hospital: Fertility Treatment
CLIVE FREEDMAN, QC Barrister	DR PHILIP KOCH Medical Scientist: Tay Sachs Disease	BARBARA ROCHE MP Labour Member of Parliament	SIMON WOLFSON Chief Executive Officer, Next plc
LIZ FUTTER Sue Harris Bone Marrow Trust	TALYA LADOR-FRESHER Deputy Head of Mission, Israeli Embassy, London	DR RUTH ROSENFELDER Jewish Music	DR WOLGROCH-ZOLTY Practising psychologist
ANTHONY GIDDENS Director of the London School of Economics	LORD LEVENE OF PORTSOKEN Chairman, Investment Banking Europe, Deutsche Bank. Lord Mayor of London, 1998-99	JOSHUA ROZENBERG BBC's Legal Correspondent	*The above list is representative but not exhaustive.
DR RAANNAN GISSIN Advisor to former Israeli Prime Minister, Yitzhak Rabin	RABBI DR ABRAHAM LEVY Reflections on 350 years of Anglo-Jewish life	DR DANIEL RYNHOLD London School of Jewish Studies: Philosophy	<i>All information contained in this document was correct at the time of going to print, but is subject to change.</i>
N. GLASS Chief Advisor to the Treasury	DR GILL LIVINGSTON Practising psychiatrist: Mental Health		
CHARLES GOLDING Former Editor-in-Chief of The Jewish News			



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