



BRYANSTON

Preparation for Higher Education
Exit 2025

Choosing your course and university

Spring 2024

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1. How to choose your Higher Education course

You will be studying at university for three, four or maybe even five years so it is important that you enjoy your course and that you are fully committed to it from the very start. For this reason you should select your course before you choose your university. You may not yet know exactly what you want to do at university, so you will need to explore all your options. There are many courses and universities from which to choose, so the following exercises might help you narrow down your options:

1. Use the searches on <https://www.unifrog.org> to get your university matches
2. Use the course search facility on the UCAS website <https://digital.ucas.com/search> (see below).

Having discovered the universities at which particular courses can be studied you can then look at the entry requirements and profiles and visit the institutions' websites and review the course particulars in more detail. Be aware that universities sometimes alter their entrance requirements at relatively short notice (*e.g. between one and two years before the year of entry*), so you should also use the university websites for updates and changes. Clearly, you will need to have realistic ambitions; moreover, you cannot assume that if your predicted grades (or even achieved grades) match the published entrance requirements you will automatically receive an offer: you may not, especially for competitive courses!

See the section 'Will I get an offer?' on p.10 and Competitive Applications on p.12.

Using UCAS Course Search

You will probably find that this site will be the focus of your degree and university research. If you are not sure what you want to study you can browse by subject or location. If you want to search for particular courses or particular universities, you can do that too.

A simple search for 'Geography, for example, will take you to a list of over a thousand courses related to Geography, e.g. combined with other subjects such as Urban Engineering and Development. A search for 'Bristol' will take you to the three higher education institutions in Bristol and you can view all the courses each offers from there. Most people start with a course search, though others have heard about the reputation of certain universities and want to see what their entry requirements are for particular courses if they are unsure about exactly what they want to study.

When you click on a particular course you will be taken to an entry profile. These are there to help you decide between universities and courses. They are compiled by university staff, who understand what you need to know about their course and what personal qualities, interests and experiences it will be helpful for you to have in order to be successful. Many courses with the same title are actually very different in terms of content and study methods, so looking at entry profiles is an efficient way of sorting out which might suit you best. Details are provided on the course, the university and entry requirements, as well as helpful contact details.

2. Factors to consider when choosing a course

Types of Higher Education courses available

The types of HE degree courses available can be classified into four main groups:

Training degrees

These are degrees that train students to do a particular type of work. Examples are medicine, veterinary medicine, education, architecture and engineering. This type of degree is associated with higher employment rates (*and higher graduate starting salaries*). Data from the Higher Education Statistics Agency (HESA) states that around 91% of graduates in medicine and 87% in veterinary medicine secured jobs in their fields upon leaving university. This was the case for 88% of education graduates, 78% of architecture graduates and 73% of engineering graduates. For more details, visit www.hesa.ac.uk.

Vocational degrees

These may impart skills that are useful to a particular area of employment but are not the only entry route to that type of work. Examples include business studies and law. Employment rates for graduates will vary considerably from one course to another, and from one university to another. If a work placement is included in the course (*e.g. a sandwich course*) this will almost certainly improve future employment prospects.

Science degrees

Few subject areas are as challenging and interesting as Science or put as many of your skills to the test. The sciences are often viewed as 'difficult' options in the Sixth Form. Such a view is misleading because able scientists will usually do very well in them; however less able scientists can find the subjects inaccessible at this level. There are some excellent reasons to study science. Are you fascinated by the natural world? Students tend to do best in subjects that they enjoy and are enthusiastic about, so sticking with something you like could seriously improve your chances of graduating with a first-class degree. Science at university goes well beyond biology, chemistry and physics: there are actually over 10,000 different science and engineering-based degrees in the UK.

A master's degree in science would enable you to access a huge range of science related careers; for example, you could be a forensic scientist with a biology or chemistry background, and physics is an ideal option if you want to be a sound engineer. Other directly relevant employment opportunities include: Research Scientist; Analytical Chemist; Meteorologist; Electronics Engineer; Teacher; Medical Physicist and Materials Engineer. Science graduates are also highly employable in a wide range of non-science careers, especially where high levels of numeracy are needed. People who have studied science subjects are employed in: sales, law, marketing and advertising; management in commerce, industry or the public sector; business and finance; the health service; the army; publishing; the media – amongst many others. Around 20% of City fund managers are physical science graduates. Science students develop a wide range of those transferable skills so highly regarded by employers. These include: an ability to approach problems in an analytical and logical way; an ability to work methodically and accurately; a high degree of numeracy (*a skill in very short supply*); and the skill to communicate information effectively.

Non-vocational academic degrees

These have fewer obvious links to the employment market. Examples include English and History. In these disciplines, the employment prospects will vary considerably from one university to another; in general, those who have been to a more prestigious university will have better employment prospects than those who have been to one of the newer universities, although this is changing as reputations develop. Please note:

1. Many job vacancies do not require a specific degree discipline;

2. Some careers will require the student to do postgraduate study to a greater or lesser extent (*e.g. accountancy, law, many scientific careers*).

Types of degrees

Honours Degrees, Foundation Degrees and Diplomas

The vast majority of Bryanstonians will apply to study for an honours degree. Foundation degrees are training degrees of a less academic nature and relate to vocational areas. Diploma courses are at a lower level than degree courses; successful completion of the first year or two of such courses can lead on acceptance on to an honours degree course.

Exemption from professional examinations

Some degree courses will exempt you from taking certain professional exams (*e.g. in law, accountancy*) after graduation. Check university websites to find out whether particular courses offer such an exemption.

Joint/Combined Honours courses

These may appeal to students with a range of interests and abilities, but be aware that a joint honours (*two subjects*) or combined honours (*two or more subjects*) degree may put you under greater pressure than a single honours degree as you will be required to submit work in more than one subject. It is also worth checking whether or not the course will exempt you from taking professional examinations after graduating. Sometimes admission to joint or combined honours courses is less competitive than admission to single honours courses (*particularly at some of the more prestigious universities*).

Modular courses

Some universities offer modular degrees, the idea being that students can build their course by selecting modules of their choice. Modular degrees might appeal to students with a wide range of interests and abilities: by selecting modules appropriately your degree could span the arts, the sciences and the social sciences.

Modular degrees are not soft options as you will be under pressure to submit work in more than one subject. It may also be that the work covered in each module is the core component of the single honours course in that particular subject, and this component can be the most difficult part of the course. Furthermore, the freedom to choose modules is sometimes rather limited, perhaps because of timetabling constraints or through capping of numbers on popular modules. It is worth finding out how much freedom you will have in selecting modules and if guidance on the selection of modules is available. It is also worth considering whether or not postgraduate study will be possible on completion of the modular degree and how potential employers will view it.

Sandwich courses

A sandwich course integrates periods of academic study with periods of paid work experience in commerce, industry or the public sector, at home or abroad. The work experience is in either a 'thin sandwich' of two separate six-month placements or a 'thick sandwich' of one year. Sandwich courses are offered in a wide range of subjects at certain universities, including: Bath, Brunel, Cardiff, Loughborough and Surrey.

There are a number of advantages associated with sandwich courses:

- You can apply your academic studies to real-life working situations;
- Your experience of industry and commerce before graduation assists with career choice and allows you to test the water before seeking employment and entering the job market;
- You can make contact with potential employers and possibly secure a job offer when you graduate;

- Your employment prospects may be enhanced because your work experience helps you to stand out from the competition. You will also have sought-after skills (*technical, communication, teamwork, maturity and confidence*);
- The improved motivation you will gain may well lead to improved marks in your final examinations;
- Your period of work experience may count towards a professional qualification;
- You may have the chance to work abroad and consolidate/learn a foreign language;
- You will earn while you learn. This may well be even more desirable given current fee levels. It is also possible that the company you work for will decide to sponsor you during your fourth year at university

3. Factors to consider when choosing a university

You should consider the following factors when choosing a university:

Geographical Location

You may wish to consider:

- Whether or not you wish to be close to home. There is a belief that students who move away from home to study become more independent and confident, and so have better employment prospects;
- How easy, or how expensive, will it be to travel home at the end of term or for the occasional weekend?
- Whether or not, if you have a car, it will be possible to park it easily close to your accommodation;
- Whether or not you want to be in a campus or a city environment;
- The availability of other attractions, such as the nightlife, cultural and major sporting venues;
- The cost of living. A survey by the Royal Bank of Scotland indicated that Birmingham, Leicester, Sheffield and York are amongst the cheapest university cities in which to live; London is by far the most expensive;
- Safety and security. Of the universities most popular with Bryanstonians, Manchester and Nottingham have higher crime levels, whereas Bath, Southampton and Newcastle have relatively low levels.

Type of University

Oxford (1150) and Cambridge (1284) are the oldest universities, followed by St Andrews (1411), Glasgow, Aberdeen and Edinburgh. UCL, KCL and Durham were founded in the first half of the 19th Century, but most of the traditional 'redbrick' universities gained university status in the second half of the 19th Century or the first half of the 20th Century; such foundations include Birmingham, Bristol, Leeds,

Manchester, Newcastle and Sheffield. The sixties saw the foundation of many new universities, some of which now enjoy outstanding reputations; these include Bath, Loughborough, Warwick and York. In 1992 almost all of the former polytechnics were given university status; these universities include Nottingham Trent, Sheffield Hallam, Bristol UWE, Northumbria and Oxford Brookes.

Oxford, Cambridge and Durham are collegiate universities. In these institutions the college is at the centre of the student’s university life, providing accommodation and staging many social events. At Oxford and Cambridge, the college also monitors academic progress, although in some subjects the majority of teaching is in departments. Colleges offer a small and caring community in which to live and such an environment contrasts markedly with that of a large urban university in which there may be a more impersonal approach. Some universities are fully integrated into the city in which they are situated; others occupy attractive but fairly isolated campuses, and many fall somewhere in the middle of these two settings.

Quality and Reputation

Various groups of universities have been set up to lobby for the interests of their members, and two of these (*the Russell Group and the University Alliance*) include the universities most popular with Bryanstonians, see below.

The Russell Group, www.russellgroup.ac.uk, which includes Oxford, Cambridge and universities like Bristol, Exeter and Leeds, is the most influential. It is a group of larger research-intensive universities, named after the London hotel in which it first met informally to protect and promote excellence in Higher Education in the UK. Russell Group members share the bulk of the UK’s research funding and attract visits from the highest number of the UK’s top 100 employers each year.

Facilitating subjects are those most commonly required or preferred by universities: *English; Modern Foreign or Classical Languages; History; Geography; Sciences; Maths*. Some courses at Russell Group and other competitive universities will be open to you without one of these subjects but others will ask you to be studying one (or more) of them. For more details about this visit:

<https://www.informedchoices.ac.uk/which-degree>.

Another group, the University Alliance, www.unialliance.ac.uk, contains institutions like Oxford Brookes, UWE Bristol and Nottingham Trent, all of which have excellent reputations and are also popular choices for Bryanstonians. There are also outstanding institutions outside of these groups such as Bath, Royal Holloway and St Andrews. You will hear much in the press about ‘elite Russell Group universities’ but you should not confine your research solely to these places and explore league tables thoroughly, see. P 9.

Russell Group Universities	Birmingham
	Bristol
	Cambridge
	Cardiff
	Durham
	Edinburgh
	Exeter
	Glasgow
	Leeds
	Liverpool
	London (<i>Imperial, KCL, LSE, QMU, UCL</i>)
	Manchester
	Newcastle
	Nottingham
	Oxford
	Queen’s, Belfast
Sheffield	

	Southampton
	Warwick
	York

League Tables

With over 330 Higher Education institutions offering thousands of courses, the choice of what to study and where is not easy. University league tables, although they do need to be treated with some caution, do offer some very useful information to help you make an informed choice. In addition to ranking universities and courses, many of them also offer useful profiles of individual institutions.

So what are league tables based on? How is it possible that a university can be rated in 8th place in one league table and then a lowly 30th in another? The answer is that all league tables use a range of different indicators.

The main indicators taken into account are:

- A level points: the average number of UCAS points held by first year students;
- Application vs. places: the total number of applications to degree courses against the total number accepted. This gives you an indication of how competitive it will be to get onto this course;
- Student/staff ratio: on average the number of staff in relation to the number of students;
- Teaching: the marks received in teaching assessments by individual departments;
- Research: the research rating received by each department;
- Degree classifications: 1^{sts} and 2.1s as a percentage of all classified degrees;
- Employment: the percentage of graduates entering full-time employment (*may also include universities targeted by graduate recruiters*);
- Drop-out rate: the percentage of students failing to complete courses;
- Library and computer spending;
- Student satisfaction.

Ensure, therefore, that the league tables you use are based on the criteria that are most important to you in your choice of institution. A particularly good league table (because it is independent) is:

The Complete University Guide

<https://www.thecompleteuniversityguide.co.uk> Features: table of top-ranking institutions and subject-by-subject ranking

Method of Teaching, Method of Assessment

You may already have decided which subject you wish to study, but you should now ask yourself whether the course on offer at a particular university is right for you. Points to consider include:

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- Two semester or three term year?
- Number, frequency and size of lectures;
- Number, frequency of practicals;
- Fieldwork assignments;
- Frequency and size of seminars and tutorials;
- Amount of self-directed learning;
- Opportunities to study abroad;
- Amount of computer-based or distance learning;
- Mode of assessment: proportion of coursework/continuous assessment, terminal examinations.

Will I Get An Offer?

When choosing a university you should aim as high as you realistically can. The university will decide whether or not to make you an offer on the strength of your GCSE results, your personal statement and the School's reference (*which will include A level/IB predictions*). Your teachers will discuss your predicted grades with you and they will be finalised in Week 2 of the Autumn term of A2. The UCAS website, or universities' websites can be consulted to discover the minimum entrance qualifications for a particular course, and you should match your predicted grades against the likely offer.

Bear in mind that at least one or two of your choices should be for courses for which you are confident of satisfying/exceeding the entrance requirements. Even if your A level/IB predictions are on a par with, or higher than, the standard offer you are by no means certain of securing an offer.

Taster Days & Open Days

What is it like to live and study there?

Each university has its own personality. To decide whether or not you will feel right in your chosen university you should visit it and talk to current students, preferably recent OBs if there are any there, before submitting an application. If possible, you should visit during the school holidays; you must obtain the permission of your hsm to make such visits during term time, and in order to ensure that your academic work retains the highest priority the maximum number of term-time visits is five per year. You should therefore plan open day visits as far as possible in the holidays. To extract the maximum benefit from your visit you will need to do some research before you go. The checklist below can be used to plan and make your visit more useful. In order to convince your hsm that you will benefit from attending an open day you should present him/her with some evidence of your research. S/he is more likely to view your request favourably if you can prove that you are serious about it.

Nowadays many students go to open days with their parents and you are strongly encouraged to do so. They will probably pick up on some of the points you miss, not least because, being older and wiser, they will ask the embarrassing questions you may not think of. Don't worry about your parents cramping your style: many universities hold separate activities for parents so they can ask their own questions and to give you some breathing space. Open days allow you and your parents to ask searching questions and discover how impressive, or otherwise, the lecturers really are. You will be able to gauge the culture of the institution, check out all the facilities, assess academic standards and get the measure of current students. By comparing notes with your parents afterwards you will get a better understanding of what it is really like to study there than you would by visiting by yourself or with a friend.

You should also consider applying for a place on a taster course, particularly if it falls during the school holidays; as with open days, you should seek the permission of your hsm before making arrangements for such visits during term time. Taster courses are often free and sometimes allow you to stay overnight

on the university campus. You can therefore gain an impression of both your intended course and a particular university. You can find details by searching for 'university taster courses' on the internet.

Checklist for use on Open Day visits

Before the visit (*if possible*):

- Visit the UCAS website and record the standard offer for the course you are considering. Compare this with the grades you think you will get at A level/IB (*your subject teachers will be able to help in this respect if you are uncertain about your prospects*);
- Make a note of your travel arrangements (*e.g. train times, fares, departure times*);
- Check the alternative prospectus produced by students themselves - this may well be very revealing. You might be able to access it via the university website;
- Look at the student reviews on www.whatuni.com;
- Make a list of questions that arise from this research; in particular, try to identify what you are looking for in the course you have chosen and in your choice of university.

During the visit:

- Over the years universities have developed their own unique personality. Try to assess whether or not you will feel right studying there;
- If you haven't already found it, acquire a copy of the alternative prospectus;
- Look carefully at the staff/student ratio: do you really want to be herded into overcrowded rooms and be taught by people who will not have learnt your name by the end of your degree because of the sheer weight of numbers?
- Ask what proportion of the student population is housed in university accommodation and about the availability of other accommodation;
- Find out the cost of student residences and whether you will have to pay for weeks during the holidays. (*Yes, is usually the answer but it is worth checking*);
- Discover the geography of the site and assess how much time and money will you have to spend travelling;
- If you have a car, find out if you can park it near your accommodation;
- Assess how safe the campus is. Is it well lit? Would you feel safe returning to your accommodation at night?
- Assess whether or not the location right for you? Do you want to live in a big city or a small town, or would you prefer a self-contained campus?
- Find out whether or not the leisure and arts facilities are easily accessible;
- Talk to current students about what is it like to live and study there. Find out what the social life is like and ask them about student support (*welfare, health, tutorial support*);
- Try to gauge the cost of living.

4. Competitive Applications

Medicine

You are allowed to enter only four medical schools on the UCAS form, but you are also allowed to enter a non-medical 'insurance' course if you wish to. The official line is that such 'insurance' applications will not prejudice your application, but you should discuss your tactics with Mrs Elliot (AJE) before completing your UCAS form. All applications to medical schools must be submitted to SBG by 1st October.

Most medical schools demand A level Chemistry as an entrance requirement, and the vast majority also require Biology; all potential medics are therefore advised to study both Biology and Chemistry in the Sixth Form. Excellent GCSE results are needed: many medical schools automatically reject candidates with fewer than six grades at 8 or 9 (*some require at least eight 8s at GCSE*) and very high A level/IB predictions are also necessary.

Successful applicants will need to demonstrate their interest in, and commitment to, medicine; a full portfolio of appropriate work experience is therefore essential (*at least one period shadowing/observing a medic at work, and one at the less glamorous end of the 'caring professions' spectrum, perhaps performing mundane tasks in a hospice or a care home*). It is also compulsory for all medical students to have been vaccinated against hepatitis B before being admitted to the course.

Applying to medical school will usually require you to sit an additional admissions test. The clinical aptitude test (UCAT, formerly UKCAT) was introduced by a consortium of medical schools including Leeds, Manchester, Nottingham and Sheffield. The 90-minute exam tests the candidate's mental abilities and assesses how s/he might respond to patients. Scientific knowledge is not tested. Further information, together with a few sample questions, is available on the UCAT website <https://www.ucat.ac.uk/>. Please note that candidates must book the test online (*not through the school*) by the specified deadline. You will need to explore suitable test dates before the end of the summer term.

Note: Oxford, Cambridge, Imperial or UCL no longer require the BMAT, instead using the UCAT.

Veterinary Medicine

You are allowed to enter only four veterinary schools on the UCAS form, but you are also allowed to enter a non-veterinary 'insurance' course if you wish to. The official line is that such an 'insurance' course will not prejudice your application, but discuss your tactics with STAM before completing your UCAS form. All applications to veterinary schools must be submitted to SBG by 1st October.

Entry to veterinary school is very competitive. You will need high A level/IB predictions in Chemistry and Biology, plus one other academic subject, together with excellent GCSE results. You will also need to sit the BMAT test if you are applying to Bristol, Cambridge or the Royal Veterinary College; see AJE for guidance on how to prepare for it. Successful applicants will need to demonstrate their interest in, and commitment to, veterinary medicine; appropriate work experience is therefore vital. It is also essential that you are at ease with animals; for example, in the interview at the Nottingham Veterinary School, a practical test forms part of the assessment.

Law

Please note that you do not need study law as your first degree to become a solicitor or barrister. It is possible to study an alternative but well-respected discipline at undergraduate level and then complete a law conversion course. Entry to undergraduate law courses is very competitive, particularly at the more prestigious institutions. You will need high predicted A level/IB grades, together with excellent GCSE results. Successful applicants will also need to demonstrate their interest in, and knowledge of, the courses applied for. Appropriate work experience will also be an asset and demonstrating critical thinking skills will be essential.

You should certainly read a quality newspaper on a regular basis and become familiar with analysing what you read. At interview you will be expected to talk about current legal issues in the news and to comment on what makes them interesting. You will also be required by many universities to sit the LNAT test in September of your A2 year (pre applicants). You should view the LNAT website to register (from the 1st August) for this test and consult Mrs Weatherby (HEJW) for guidance on how best to prepare for it.

Oxford & Cambridge

The following information should be read and noted in conjunction with Dr Kearney's Oxbridge Applications guide. The School has a very good record of preparing pupils for Oxbridge entrance and is delighted to support able pupils who choose to apply. However, the competition at this level is intense, as shown by the fact that around half of the candidates that Cambridge regularly rejects go on to gain three A* grades at A level and 40+ points at IBDP. To be a realistic candidate you will need to have outstanding GCSE grades; if you have more than one 7 grade you are unlikely to be successful, and in practice most successful applicants will have eight or more 8/9 grades. You will also need very high A level/IB predictions (*at least A*AA/40 points*). A number of Bryanstonians choose to post apply to Oxbridge so they can see whether their A level grades or IB scores makes them a viable applicant.

For a successful Oxbridge application mere competence at A level/IB is not enough; you need to aspire to academic excellence! Candidates will be expected to demonstrate, at interview and in their personal statement, that they have extended their studies beyond the A level/IB specification in their chosen (*or nearest*) discipline. In order to demonstrate genuine interest and a broader and deeper knowledge, applicants in Arts and Social Science subjects will need to reveal evidence of extensive additional reading. A great deal of private study will need to be undertaken before the end of the summer holiday, as past experience suggests that if it is not done by then, it will not be done in time for the December interview season. Applicants in Science subjects must really know their specification material (*the interview is, for all intents and purposes, a technical examination*), but they should also expect to be stretched beyond this level by answering questions on less familiar material.

In addition, you will be required to sit an admissions test in October for certain subjects which will need registering with RHJ and, if you are applying to Cambridge, the My Cambridge Application Questionnaire and AAIF will need to be completed (info on which can be found at <https://www.undergraduate.study.cam.ac.uk/applying/mycamapp>). You may also need to submit examples of your written work which has been marked by a teacher.

It is your responsibility to find out the specific entry requirements for your chosen course, with them varying between universities and colleges.

The admissions test for both Oxford and Cambridge are likely to change in terms of format and which subjects require them. The most up to date information can be found at

<https://www.admissionstesting.org/news/view/reforms-to-cambridge-assessment-admissions-testing-from-2024/>

In previous year the following has occurred:

Oxford Admissions Tests

Economics, Geography, Philosophy, Politics, Psychology (*Thinking Skills Assessment*) TSA
Physics, Engineering, Materials Science (*Physics Aptitude Test*) PAT
Modern Foreign Languages (*Modern Languages Admissions Test*) MLAT
Medicine, Veterinary Medicine, Biomedical Science (*Biomedical Admissions Test*) BMAT
Classics (*Classics Admissions Test*) CAT
English Literature (*English Literature Admissions Test*) ELAT
History (*History Aptitude Test*) HAT

Cambridge Admissions Tests

Anglo-Saxon, Norse & Celtic	Comprehension and Essay (120 minutes)
Asian and Middle Eastern Studies	Comprehension and Essay (120 minutes)
Economics	Problem-solving/Maths MCQs, Data response and Comprehension (120 minutes)
Engineering	Maths/Physics MCQs and in-depth Engineering questions (120 minutes)
English	ELAT (90 minutes)
Geography	TSA, Comprehension and Data response (120 minutes)
History (inc. with MFL or Politics).....	Comprehension and Essay (120 minutes)
Human, Social and Political Sciences.....	Comprehension and Essay (120 minutes)
Medicine and Veterinary Medicine	BMAT
Natural Sciences.....	Maths/Science MCQs and in-depth Science questions (120 minutes)
Psychological and Behavioural Sciences	TSA, Maths/Science MCQs and Essay (120 minutes)
Theology, Religion and Philosophy of Religion.....	Comprehension and Essay (120 minutes)

You should contact the relevant HoD (see p.16) as soon as possible to plan your Oxbridge programme and, if called for interview in due course, arrange interview practice in the weeks leading up to the real interview, which is likely to be between mid-November and the week before Christmas. You might also view the website www.oxbridge-admissions.info, which includes a number of profiles of Oxbridge applicants from the past; the sections on the interview might be of particular interest (see also p.14 of this guide).

Applications for other competitive courses and universities

(e.g. some courses at Bristol, Durham, Edinburgh, St Andrews, LSE and Nottingham)

Entry to some courses (e.g. English, History, Economics) at some universities (e.g. Bristol, Durham, Edinburgh, St Andrews, LSE, Nottingham) is intensely competitive. In addition to this, Edinburgh University has a wider access policy, which takes account of various factors including locality; applicants from schools in the local area, or the wider locality, might therefore be given priority over pupils from schools south of the border. Pupils who are considering applying to one of these universities for a competitive course need to be aware that even with the right predicted grades and an excellent personal statement, they may not be successful.

5. Interviews

You can expect to be interviewed if you have applied to Oxford or Cambridge, or any medical or veterinary school, before an offer is made. Some other universities also interview candidates in certain subjects. It has not unusual for universities to invite candidates who are likely to be made an offer to an open day or an informal interview as a means of weeding out those who lack commitment, so if you are keen to receive an offer you should accept the invitation. Do not assume that you need only turn up on such occasions, since an academic interview may be involved. If necessary, ask your tutor or HoD to arrange a practice interview before attending.

1. Before you go:

- a. Make sure you are familiar with the course content and how it is assessed. Identify your strengths and match them to the requirements of the course. Be able to explain why this is the right course for you;
- b. Review carefully your personal statement and identify any points that might be picked out for discussion by the interviewer. Be ready to develop your ideas at interview;
- c. You could contact the college/university and ask who will be interviewing you and then Google them to discover their particular interests or specialisms.

2. Get there in good time. You need to be relaxed and composed if you are to give of your best.
3. Try to remain calm during the interview. The interviewer is trying to establish how you can use what you do know rather than what you do not know!
4. Expect to be asked testing, thought-provoking questions. Often the answers will not be obvious, and the questions will be asked to enable you to demonstrate your ability to think on your feet. Expect to be challenged and don't be put off if the interviewer gives nothing away facially.
5. If you do not understand the question ask the interviewer to repeat it. Do not pretend that you know what you are talking about when you do not have a clue. If the worst comes to the worst you may have to admit that you are struggling, but try to think of a related topic and start by saying something along the lines of, *"I have not met this particular situation before but it appears similar to..."* Be prepared to pause and think, but try to avoid very long periods of silence by talking through what you are thinking.
6. Be prepared to defend your views if you believe that you are right (*however, you will not necessarily be penalised for changing your mind if this shows that you are thinking clearly*).
7. At the end of the interview you may be asked if you have any questions. You might aim to have one or two questions in mind, but not ones which can easily be answered by reading the prospectus. You might, for example, ask about:
 - *Teaching methods. e.g. how interactive are lectures, tutorials?, how much computer-based (independent) learning is there?*
 - *Clarification of the assessment*
 - *What type of employment have recent graduates taken up?*

6. Gap Years and Deferred Entry

Many Bryanstonians opt for a gap year before going to university. If you decide to take a gap year you can either apply in A2 for deferred entry or post apply at the start of your gap year. If you are considering a gap year there are a number of points to consider:

- The prospect of an extended holiday may be very appealing; if this is what motivates you, forget it: you would merely be wasting a year;
- You will delay the start of employment by a year;
- Would a sandwich course be more beneficial than a gap year?
- Who would finance you for another 12 months? Would you work for the first half of the year and travel in the second half? Are there any scholarships available? Visit www.gostudyuk.com;
- Which course are you planning to follow? For long courses like Medicine, Veterinary Medicine or Architecture, it is often argued that you should start your degree as soon as possible;
- Will your chosen universities allow you defer your entry in order to take a gap year? Get in contact with each of them to ask.

- Will a gap year put you off study? There may be the risk that you are put off the idea of studying once your gap year is over. Some tutors in Maths and Physics also fear a loss of impetus after a break. On the other hand, it may enable you to mature as a person and you may return to your studies with a more sensible approach.
- A gap year could offer an opportunity to travel; for example, you might arrange voluntary or charity work to broaden your horizons;
- A gap year could allow you to gain valuable work experience or to learn a new skill, such as another language or a directly vocational skill. It might also lead to the award of sponsorship: it can be difficult for students to supplement their loans with part-time vacation work, and sponsorship can guarantee vacation work which is generally well paid;

Deferred Entry

Reaction to deferred entry will vary from course to course. For example, mathematics departments generally prefer candidates to progress straight from school to university. Deferred entry is often viewed favourably by Arts subjects, although Edinburgh is likely to reject such applications out of hand. As a rule Oxbridge candidates are advised against applying for deferred entry. If you are applying to any other university and are considering a GAP year you should consult your HoD before submitting your UCAS application; s/he will advise on the best tactics to adopt.

The alternative to applying for deferred entry is to post apply at the start of your gap year. The same support from your tutor, your HoD and SBG will be available, you will just need to make sure you are really organised, that you can come into school in the second week of September to see everyone and keep in contact by e-mail and 'phone thereafter.

7. Appendix 1: List of UCAS Heads of Department

The HoD overseeing your application will be able to offer advice on the characteristics of an HE course in his/her subject area(s). A recommended reading list for a range of subjects can be found on p.18-27.

Art History	SAT
Art & Architecture (<i>including foundation courses</i>).....	DGK
Biology & Biochemistry	SHJ
Business & Economics (<i>including events and property management</i>).....	RHI
Chemistry	AJE
Classics & Ancient History	BGMP
Computer Science	MJD
Design (<i>industrial & product</i>).....	CJM
Drama (<i>including drama schools</i>)	LVWB
Engineering.....	CAP
English	HEJW
Film	SNW
French.....	CAMD
Geography, Geology & Environmental Science.....	CWC then KEA

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German	LCJ
History	JGS
International Applications	LCK
Law	HEJW
Maths	DLB
Medicine & Nursing	AJE
Music & Music Technology (<i>including conservatoires</i>)	XCI
Philosophy & Theology	LJDP
Physics	CAP
Politics & International Relations	JRWW
Psychology	LEW
Sociology	CRW
Spanish	LCB
Sports Studies	SEM
Veterinary Medicine	AJE

You should be in regular contact with your HoD for guidance as you research your course and university options and as you draft your personal statement.

If you are unsure as to who your HoD is, please do contact JEGR

8. Appendix 1 : Reading Lists

Archaeology

Test Tubes and Trowels: Using Science in Archaeology	Andrews & Doonan
Companion Encyclopaedia of Archaeology	Barker, G.
A Companion to Archaeology	Bintliff, J.
How Humans Evolved	Boyd & Silk
Digging Up the Past: An Introduction to Archaeological Excavation	Collis, J.
The Oxford Illustrated History of Prehistoric Europe	Cunliffe, B.
Europe between the Oceans: 9000 BC - AD 1000	Cunliffe, B.
In Small Things Forgotten: The Archaeology of Early American Life	Deetz, J.
Field Archaeology: An Introduction	Drewett, P.
Archaeology: The Basics	Gamble, C.
Revealing the Buried Past: Geophysics for Archaeologists	Gater, K.
Archaeology: An Introduction	Greene, K.
Reading the Past: Current Approaches to Interpretation in Archaeology	Hodder & Hutson
Archaeological Theory: An Introduction	Johnson, M.H.
The Human Career	Klein, R.
The Archaeology of Human Bones	Mays, S.
Social & Cultural Anthropology: A Very Short Introduction	Monaghan & Just
The Archaeology of Animal Bones	O'Connor, T.
The Archaeology of Death and Burial	Parker Pearson, M.
Death by Theory: A Tale of Mystery and Archaeological Theory	Praetzellis, A.
The Archaeology of Britain: The Upper Palaeolithic to the Industrial Revolution	Ralston & Hunter
Archaeology: Theories, Methods and Practice	Renfrew & Bahn
Archaeology: The Key Concepts	Renfrew & Bahn
The Human Past: World Prehistory and the Development of Human Societies	Scarre, C.
Handbook of Material Culture	Tilley, Keane et al.
A History of Archaeological Thought	Trigger, B.

Anthropology

General Introductions

An Introduction to Social Anthropology: Sharing our Worlds
Introducing Anthropology
Small Places, Large Issues: An Introduction to Social Anthropology
What is Anthropology?

Hendry, J.
Davies & Piero
Eriksen, T.H.
Eriksen, T.H.

Biological Anthropology

Biological Anthropology: The Natural History of Humankind
Guns, Germs & Steel: A Short History of Everybody...
Introduction to Physical Anthropology

Stanford, C.
Diamond, J.
Jurman, R.

Ethnographies

An Anthropologist in Japan: Glimpses of Life in the Field
Songs at the River's Edge: Stories from a Bangladeshi Village
The Sport of Kings: Kinship, Class and Thoroughbred Breeding...
Veiled Sentiments: Honour & Poetry in a Bedouin Society

Hendry, J.
Gardner, K.
Cassidy, R.
Abu-Lughod, L.

Anthropologist at Work

Anthropologists in a Wider World: Essays on Field Research

Dresch, James & Parkin

Exotic No More: Anthropology on the Front Lines
Being there: Fieldwork in Anthropology
An Inside Job: Policing and Police Culture in Britain

MacClancy, J.
Watson, C.W.
Young, M.

Important Readings on Key Topics

Anthropology and the Colonial Encounter
Anthropology, Art and Aesthetics
Film as Ethnography
Exchange
Purity and Danger
Primitive Classification
Feminism and Anthropology
Ethnicity, Identity, and Music

Asad, T.
Coote & Shelton
Crawford & Turton
Davis, J.
Douglas, M.
Durkheim & Maus
Moore, H.
Stokes, M.

Classic Field-based Studies

Patterns of Culture
Homo Hierarchicus
Witchcraft, Oracles and Magic among the Azande
The Nuer
The Interpretation of Cultures
Divinity and Experience: the Religion of the Dinka
Argonauts of the Western Pacific
Knowledge and Passion: Notions of Self and Society among the Ilongot
The Forest of Symbols

Benedict, R.
Dumont, L.
Evans-Pritchard, E.
Evans-Pritchard, E.
Geertz, C.
Lienhardt, R.G.
Malinowski, B.
Rosaldo, M.
Turner, V.

Art, History of Art & Architecture

ART

British Prints from the Machine Age 1914-1939
Learning to Look at Paintings
Ways of Seeing
Another Way of Telling
Beyond Multicultural Art Education: International Perspectives
Media in Art
The Photograph
Welded Sculpture of the Twentieth Century
Critical Studies and Modern Art
Objects of Desire
Art Education and Human Development
Women Artists

Ackley, C.S.
Acton, M.
Berger, J.
Berger & Mohr
Boughton & Mason
Carroll, T.
Clarke, G.
Collischam, J.
Dawtrety et al.
Forty, A.
Gardner, H.
Grosenick, U.

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Representation

Hiding in the Light

Women Artists

The Shock of the New

Visual Culture

The Gender Object

The Drawing Book

Reading Images

Art Today

History of Art

Concise History of Modern Sculpture

Sensation

Comics: Comix & Graphic Novels

History of Art & Architecture

History of Modern Art

Modern Times, Modern Places

Selected Essays of John Berger

Art History and its Methods

A History of Italian Renaissance Art

A World History of Art

The Shock of the New

Understanding Architecture

The Art of Art History

A Companion to Medieval Art

The Books that Shaped Art History

A History of Western Architecture

Hall & Stuart

Hebdige, D.

Heller, N.

Hughes, R.

Jenks, C.

Kirkham, P.

Kovats, T.

Kress & Van Leeuwen

Lucie Smith, E.

Pointon, M.

Read, H.

Rosenthal, N.

Sabin, R.

Arnason, H.

Conrad, P.

Dyer, G.

Fernie, E.

Hartt, F.

Honour & Fleming

Hughes, R.

McCarter & Pallasma

Preziosi, D.

Rudolph, C.

Shone & Stonard

Watkin, D.

Biology

The Trials of Life: A Natural History of Animal Behaviour

The X in Sex

Ecological Principles and Environmental Issues

A Short History of Nearly Everything

Guns, Germs & Steel

Climbing Mount Improbable

The Blind Watchmaker

The Selfish Gene

Bad Science

Bully for Brontosaurus: Reflections in Natural History

Attenborough, D.

Bainbridge, D.

Beeby & Brennan

Bryson, B.

Diamond, J.

Dawkins, R.

Dawkins, R.

Dawkins, R.

Goldacre, B.

Gould, S.J.

Lucy: The Beginnings of Humankind

The Language of the Genes

The Origin of Humankind: Unearthing Our Family Tress

Introduction to Animal Behaviour

The Symbiotic Planet: A New Look at Evolution

Mendel's Dwarf

The Origins of Life

The Origins of Virtue

Evolution

Genome: The Autobiography of a Species in 23 Chapters

The Immortal Life of Henrietta Lacks

The Story of Life

An Introduction to the Study of Man

Johanson & Edey

Jones, S.

Leakey, R.

Manning, A.

Margulis, L.

Mawer, S.

Maynard Smith, J.

Ridley, M.

Ridley, M.

Ridley, M.

Skloot, R.

Southwood, T.R.E.

Young, J.Z.

Business & Economics

Periodicals: The Economist, Economics Today, The Economic Review, The Financial Times.

Business

How to start your own business for entrepreneurs

43 business mistakes and how to avoid them

How I made it: 40 successful entrepreneurs reveal how they made millions

How to make a million before lunch

Ashton, R.

Bannantyne, D.

Bridge, R.

Bridge, R.

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23 Things They Don't Tell You About Capitalism

Brands and Branding

Marketing: a guide to the fundamentals

Forbes' greatest business stories of all time

Guide to management ideas & gurus

Start it up: why running your own business is easier than you think

How they started: global brands

How they started: how 30 good ideas became great businesses

How they started: in tough times

Innocent: out story and some things we learned

The City: A Guide to London's Global Financial Centre

Pour your heart into it: how Starbucks built a company one cup at a time

Innocent: the inside story of Innocent told from the outside

Eminent Corporations: The Rise and Fall of the Great British Brands

The definitive business plan: the fast track to intelligent business planning...

Guide to Analysing Companies

Economics

Animal Spirits: how human psychology drives the economy and why it matters...

Identity Economics: how our identities shape our work, wages and well-being

Economics: An A-Z Guide

What You Need to Know About Economics

How Markets Fail: The Logic of Economic Calamities

The Bottom Billion: Why the Poorest Countries are Failing

Surrender: How British Industry Gave Up the Ghost, 1952-2012

50 Economics Ideas You Really Need to Know

The Soulful Science: what economists do and why it matters

Economics: Making Sense of the Modern Economy

Made in Britain: How the Nation earns its living

Style Guide

The Economic Naturalist: Why Economics Explains Almost Everything

Redefining Global Strategy: Crossing Borders in a World Where Differences Still Matter

World 3.0: Global Prosperity and How to Achieve it

The Undercover Economist

The Accidental Theorist, and other dispatches from the dismal science

The Return of Depression Economics and the Crisis of 2008

The Armchair Economist

Freakonomics

Keynes: The Return of the Master

Free Lunch: Easily Digestible Economics

A Guide for the Young Economist

Naked Economics: Undressing the Dismal Science

Chang, H-J.

Clifton, R.

Forsyth, P.

Gross, D.

Hindle, T.

Johnson, L.

Lester, D.

Lester, D.

Lester, D.

Reed, R.

Roberts, R.

Schulz, H.

Simmons, J.

Simms & Boyle

Stutley, R.

Vause, B.

Akerlof, G.

Akerlof, G.

Bishop, M.

Buckley & Desai

Cassidy, J.

Collier, P.

Comfort, N.

Conway, E.

Coyle, D.

Datta, S.

Davis, E.

The Economist

Frank, R.

Ghemawat, P.

Ghemawat, P.

Harford, T.

Krugman, P.

Krugman, P.

Landsberg, S.

Levitt & Dubner

Skidelsky, R.

Smith, D.

Thomson, W.

Wheelan, C.

Chemistry

Periodicals: New Scientist, Scientific American, Chemistry Review.

The Chemistry of Explosives

Atoms, Electrons & Change

The Elements of Physical Chemistry

Four Laws that Drive the Universe

Molecules

Elegant Solutions: Ten Beautiful Experiments in Chemistry

Chemistry 3

Organic Chemistry

The Consumer's Good Chemical Guide

Nature's Building Blocks

Why Chemical Reactions Happen

Mechanisms in Organic Chemistry

Food & Drugs

Pushing Electrons

Ionic Organic Mechanisms

Akhavan, J.

Atkins, P.

Atkins, P.

Atkins, P.

Atkins, P.

Ball, P.

Burrows, Parsons et al.

Clayden, Greeves et al.

Emsley, J.

Emsley, J.

Keeler & Wothers

Sykes, P.

Tooley, P.

Weeks, D.

Went, C.

Classics

Plato: A Very Short Introduction
Classics: A Very Short Introduction
The Silver Pigs (historical fiction)
Pompeii (historical fiction)
It's all Greek to me
The Dream of Rome
The Roman Empire: A Very Short Introduction
Presocratic Philosophy: A Very Short Introduction
Greek History
In Search of the Greeks
In Search of the Romans
Roman Blood (historical fiction)
Greek Art: an introduction

Classical World Series (BCP)

Greek Tragedy: An Introduction
Women in Classical Athens
Democracy in Classical Athens
Greek and Roman Historians
Augustan Rome

Greece & Rome: Texts & Contexts (CUP)

Tacitus and the Principate
Herodotus and the Persian Wars
Greek Theatre in Context
Socrates and Athens
Virgil: A Poet in Augustan Rome
Cicero and the Roman Republic

Annas, J.
Beard & Henderson
Davis, L.
Harris, R.
Higgins, C
Johnson, B.
Kelly, C.
Osborne, C.
Osborne, R.
Renshaw, J.
Renshaw, J.
Saylor, S.
Woodford, S.

Baldock, M.
Blundell, S.
Carey, C.
Duff, T.
Wallace-Hadrill, A.

Burnand, C.
Claughton, J.
Dugdale, E.
Johnson, D.
Morwood, J.
Murrell, J.

Design

Smart Design: The Products of Lateral Thinking
Industrial Design
Dictionary of Design Since 1900
Materials for Inspirational Design
Design Museum Book of 20th Century Design
Designing Interactions
The Design of Everyday Things
Emotional Design
Pioneers of Modern Design: From William Morris to Walter Gropius
Presentation Techniques

Grinyer, C.
Heskett, J.
Julier, G.
Lefteri, C.
McDermott, C.
Moggridge, B.
Norman, D.A.
Norman, D.A
Pevsener, N.
Powel, D.

Drama

Your first point of call should be www.drama.ac.uk, which contains an excellent guide on applying to drama school: the Drama UK Guide. You may also find the following helpful and of interest:

An Actor Prepares, Building a Character or Creating a Role

Constantin

Stanislavski

Bella Merlin

The Stanislavski Toolkit

David Allen

Stanislavski for Beginners

Jean Benedetti

Stanislavski – An Introduction

The Art Of The Actor: The Essential History of Acting From Classical Times To The Present Day

Jean Benedetti

The Complete Brecht Toolkit

Stephen Unwin

Brecht for Beginners

Michael Thoss

Brecht On Theatre

Bertolt Brecht

The Irresistable Rise of Arturo Ui

Bertolt Brecht

Artaud for Beginners

Gabriella Stoppelman

Artaud's Theatre of Cruelty

Albert Bermel

The Theatre and Its Double

Antonin Artaud

The Frantic Assembly Book of Devising Theatre

Scott Graham

Bryanston School: Preparation for Higher Education

Devising Theatre: A Practical and Theoretical Handbook

Theatre Making: Interplay Between Text And Performance in the 21st Century

The Director and the Stage: From Naturalism to Grotowski

Towards A Poor Theatre

The Empty Space

Immersive Theatres: Intimacy and Immediacy in Contemporary Performance

Machon

True and False: Heresy and Common Sense for the Actor

Three Uses Of The Knife

Theatre of the Oppressed

Games for Actors and Non-Actors

Modern Theatre in Theory and Practice (in three volumes):

Naturalism and Realism

Symbolism, Surrealism and The Absurd

Expressionism and Epic Theatre

British Theatre Companies: 1995-2014

Devising Theatre with Stan's Café

Yarker

The Punchdrunk Encyclopaedia

Creating Worlds: How To Make Immersive Theatre

100 Exercises to Get You Into Drama School: Improve Your Acting and Audition Skills

So You Want To Go to Drama School?

National Youth Theatre Monologues

Alison Oddey

D. Radosavljevic

E Braun

Jerzy Grotowski & Eugenio Barba

Peter Brook

Josephine

David Mamet

David Mamet

Augusto Boal

Augusto Boal

J. L. Styan

“

“

Liz Tomlin

Mark Crossley & James

Josephine Machon

Jason Warren

Howl & Rowe

H Freeman

National Youth Theatre

Engineering

Try the following websites: The Engineering Council www.engc.org.uk and Year in Industry www.yini.org.uk

Made to Measure

How Things Work

New Science of Strong Materials: or why you don't fall through the floor

Structures: or why things don't fall down

Mechanics of Flight

Engineering: A Beginner's Guide

Sustainable Energy Without the Hot Air

Invention by Design

To Engineer is Human

Ball, P.

Bloomfield, L.A.

Gordon, J.E.

Gordon, J.E.

Kermode, F.

McCarthy, N.

MacKay, D.

Petroski, H.

Petroski, H.

English

A full list of key texts for each period of literature can be obtained from NMK. The following will provide an excellent overview of literary history and critical analysis:

The Routledge History of Literature in English

Mastering English Literature

English Literature: A Student Guide

Carter & McRae

Gill, R.

Stephen, M.

Film

Documentary Film: A Very Short Introduction

Projections 12: Filmmakers on Film Schools No. 12

Essential Film: A World History

Film School Confidential: The Insider's Guide To Film Schools

Film Production Theory

Understanding Movies

Cinema Studies: The Key Concepts

Making A Winning Short

On Film-making

501 Movie Directors

The Film Director Prepares

Film Theory: An Anthology

Film History: An Introduction

Cinematic Storytelling: The 100 Most Powerful Film Conventions...

A Short History of Film

Aufderheide, P.

Boorman & Donohue

Borden et al.

Edgar & Kelly

Geuens, J.P.

Giannetti, L.

Hayward, S.

Levy, E.

Mackendrick & Cronin

Schneider, S.J.

Schreibman, M.A.

Stam, R.

Thompson & Bordwell

Van Sijll, J.

Winston, Dixon & Foster

Geography & Geology

We do not expect that all of the books below will be read, but you cannot begin to understand the world unless you begin to find out about it. It is a journey, not a destination. A number of these books reside on the shelves in Poole. Many of these authors will have published other books more recently, which will no doubt be worth reading if you come across a title that looks interesting.

Tubes: Behind the Scenes at the Internet	Blum, A
Wars, Guns & Votes: Democracy in Dangerous Places	Collier, P.
Guns, Germs and Steel: A Short History of Everybody	Diamond, Jared
The Earth: An Intimate History	Fortey, R.
Trilobite!	Fortey, R.
The Ghost Map: The Hidden Power of Urban Network	Johnson, S.

What does China think?	Leonard, M.
High Tide: News from a Warming World	Lynas, M.
Sustainability: Without the Hot Air	Mackay, D.
The Global Casino: An Introduction to Environmental Issues	Middleton, N.
When the Rivers Run Dry	Pearce, F.
The McDonaldization of Society	Ritzer, G.
Treasure Islands: Tax Havens and the Men Who Stole the World	Shaxson, N.
The World: A Beginner's Guide	Therborn, G.
Atlantic: A Vast Ocean of a Million Stories	Winchester, S.
The Map that Changed the World	Winchester, S.

Any relevant titles from the OUP Very Short Introductions series e.g. Geopolitics; Globalisation; Climate Change; American Immigration; International Migration; Malthus; Marx; Empire; The British Empire; Keynes; Film; Nationalism; The Blues; Barthes.

History

Non-fiction

Testament of Youth	Britten, V.
What is History?	Carr, E.H.
Britons	Colley, L.
Freedom at Midnight	Collins & Lapierre
The Stripping of the Altars	Duffy, E.
The Pity of War	Ferguson, N.
People's Tragedy	Figes, O.
The End of History and the Last Man	Fukuyama, F.
Hand Me My Travellin' Shoes: In Search of Blind Willie McTell	Gray, M.
The Tudors	Guy, J.
Dispatches	Herr, M.
Nationalism and Society in Germany 1800-1945	Hughes, M.
Last Days of Henry VIII, & Thomas Cromwell	Hutchinson, R.
Edward VI	Loach, J.
Peacemakers	Macmillan, M.
The Uses and Abuses of History	Macmillan, M.
In Europe: Travels through the Twentieth Century	Mak & Garrett
The Time Traveller's Guide to Medieval England	Mortimer, I.
The Origins of the British	Oppenheimer, S.
Essays	Orwell, G.
Talking about Jane Austen in Baghdad	Rowlatt & Witwit
The Peloponnesian War	Thucydides

Fiction

A Woman in Berlin	Anonymous
Regeneration Trilogy	Barker, P.
The Past is Myself	Bielenberg, C.
The Boy in the Striped Pyjamas	Boyne, J.
Wild Swans: Three Daughters of China	Chang, J.
Sharpe Series & Saxon Series	Cornwell, B.

Bryanston School: Preparation for Higher Education

Birdsong , Charlotte Grey, & On Green Dolphin Street

Pillars of the Earth

The Death Maze

The Cellist of Sarajevo

Goodbye to all that

Any titles

A Conspiracy of Violence, Blood on the Strand, & The Butcher of Smithfield

Defying Hitler

The Reluctant Fundamentalist

Enigma, & Fatherland

Berlin Noir

Small Island

Flashman

A Place of Greater Safety, Wolf Hall, & Bring up the Bodies

Warhorse

Good Evening, Mrs Craven

Dissolution, Dark Fire, Sovereign, Revelation, & A winter in Madrid

The Reader

Tender is the Night, & The Great Gatsby

Oil!

Child 44

Grapes of Wrath

Any titles

Law

Understanding Law

Law and Modern Society

The Law Machine

How to Study Law

Law, Liberty & Morality

Learning Legal Rules

About Law

The Idea of Law

Letters to a Law Student: A Guide to Studying Law at University

Law: A Very Short Introduction

Learning the Law

Mathematics

A Brief History of Infinity

Mathematics: The New Golden Age

Alan Turing the Enigma

The Man Who Loved Only Numbers

The (Mis)Behaviour of Markets

The Music of the Primes

Finding Moonshine

Zero: The biography of a Dangerous Idea

Lewis Carroll in Numberland

Medicine & Veterinary Medicine

Life at the Extremes

Getting into Veterinary School

Bad Science

Bad Pharma: How drug companies mislead doctors and harm patients

Succeeding in your medical school interview

Medical Ethics: A Very Short Introduction

Getting into Medical School

Medical School Interviews: A practical guide to help you get that place at medical school

Blood and Guts: A Short History of Medicine

Learning Medicine

Faulks, S.

Follett, K.

Franklin, A.

Galloway, S.

Graves, R.

Gregory, P.

Gregory, S.

Haffner, S.

Hamid, M.

Harris, R.

Kerr, P.

Levy, A.

MacDonald Fraser, G.

Mantel, H.

Morpurgo, M.

Panter-Downes, M.

Sansome, C.J.

Schlink, B.

Scott Fitzgerald, F.

Sinclair, U.

Smith, T.R.

Steinbeck, J.

Weir, A.

Adams & Brownsword

Atiyah, P.S.

Belins & Dyer

Bradney et al.

Hart, H.L.A.

Holland & Webb

Honoré, T.

Lloyd, D.

McBride, N.J.

Wacks, R.

Williams, G.

Clegg, B.

Devlin, K.

Hodges, A.

Hoffman, P.

Mandelbrot, B.

du Sautoy, M.

du Sautoy, M.

Seife, C.

Wilson, R.

Ashcroft, F.

Barton, J.

Goldacre, B.

Goldacre, B.

Green & Edgar

Hope, T.

Horner, S.

Lee & Picard

Porter, R.

Richards et al.

Bryanston School: Preparation for Higher Education

Succeed in your medical school interview
A Career in Medicine: Do you have what it takes?
Choosing a Medical School

See, C.
Shakur, R.
Young et al.

See also reading lists for Biology and Chemistry.

Modern Foreign Languages

Courses in (*or including*) modern languages come in a wide variety of forms, and differ considerably in their precise content. Useful background to any of them can, however, be gained by reading general cultural and social introductions such as the following:

France in the New Century
Encyclopaedia of Contemporary French Culture

Ardagh, J
Hughes & Reader

Contemporary Germany: A Handbook
Encyclopaedia of Contemporary German Culture
Contemporary Spain: A Handbook
Encyclopaedia of Contemporary Spanish Culture

Lewis, D.
Sandford, J.
Ross, C.
Rogers, E.

The best way to keep abreast of current affairs is to regularly read a good newspaper in your chosen language(s). Many major local and national newspapers are available to read in online versions, and one of the best portals providing links to these publications is at the following website: www.onlinenewspapers.com. If the course you are intending to follow contains literature, you may wish to do some prior reading in this area also. If so, consult your HoD about the best books to read for your particular degree syllabus.

Music

World Music: A Very Short Introduction
A Guide to Musical Analysis
Music: A Very Short Introduction
A History of Western Music
Music Ho! A Study of Music in Decline
The Classical Style
The Rest is Noise
Oxford History of Western Music
Who Killed Classical Music? Maestros, Managers & Corporate Politics

Bohlman, P.
Cook, N.
Cook, N.
Grout & Palisca
Lambert, C.
Rosen, C.
Ross, A.
Taruskin, R.
Lebrecht, N.

Philosophy

Subscribe to 'Think', a periodical on Philosophy that is designed to be read by even the general reader. You should also look at the universities to which you are applying and find their specific reading lists.

Core
Think
Meditations
Utilitarianism: For & Against

Blackburn, S.
Descartes
Smart & Williams

Additional
Routledge Guidebook to Descartes and the Meditations
Meno and Euthyphro
The Problems of Philosophy

Hatfield, G.
Plato
Russell, B.

Physics

Quantum: A Guide for the Perplexed
University Physics
The New Cosmic Onion
Particle Physics: A Very Short Introduction
We need to talk about Kelvin
Thinking Physics
The Character of Physical Law
QED
The Feynman Lectures Vol. I, II, III
Sands
The Quark and the Jaguar

Al Khalili, J.
Benson, H.
Close, F.
Close, F.
Chown, M.
Epstein, L.C.
Feynman, R.
Feynman, R.
Feynman, Leighton &
Gell Mann, M.

Bryanston School: Preparation for Higher Education

The Elegant Universe
Mr Tomkins in Paperback
Physics for the Inquiring Mind
Big Bang
Black Holes and Time Warps
Spacetime Physics

Greene, B.
Penrose & Gamow
Rogers, E.
Singh, S.
Thorn, K.
Wheeler, J.

Politics & International Relations

Introduction to Politics
Essentials of British Politics
Contemporary Political Philosophy
Modern Political Thinkers and Ideas
Politics: A Very Short Introduction
US Government and Politics
Political Philosophy: A Beginners' Guide for Students and Politicians

Garner et al.
Heywood, A.
Kymlicka, W.
Jones, T.
Minogue, K.
Storey, W.
Wolff, J.

Psychology

Introductory Textbooks

Foundations of Psychology: An Introductory Text
Psychology
Basic Psychology
Psychology: The Science of Mind and Behaviour

Hayes, N.
Hewstone & Fincham
Gleitman
Gross, R.D.

Introduction to Psychology
Zero Degrees of Empathy: A New Theory of Human Cruelty
The Essential Difference: Male, Female & Extreme Male Brains
Madness Explained: Psychosis and Human Nature

Atkinson et al.
Baron-Cohen, S.
Baron-Cohen, S.
Bentall & Beck.

Games People Play
The Magic of Reality: How do we know what is real?
Consciousness Explained
Bad Science
Your Memory: A User's Guide
The Private Life of the Brain
Psychology in Action
Vernoy
The Mismeasure of Man
Body Language
Talk Language
How the mind works: A General Introduction to Understanding the Mind
The Language Instinct: Is Language Innate or Linked to Culture?
Phantoms in the Brain: Human Nature and the Architecture of the Mind
Blakeslee
Nature via Nurture: Genes, experience and what makes us human
The Man who Mistook his Wife for a Hat
The Minds Eye: How Humans Perceive the World Around Them

Berne, E.
Dawkins, R.
Dennett, D.C.
Goldacre, B.
Gregory, R.L.
Greenfield, S.
Huffman, Vernoy &

Jay Gould, S.
Pease, A.
Pease, A.
Pinker, S.
Pinker, S.
Ramachandran &

Ridley, M.
Sacks, O.
Sacks, O.

Sociology

Introductory Sociology
An Introduction to Sociology
Sociology: A Very Short Introduction
Sociology & Social Work
Dead White Men and Other Important People: Sociology's Big Ideas
Sociology
Sociology: Introductory Readings
Sociology: Themes and Perspectives
The Crowd: Study of the Popular Mind
Introducing Sociology: A Graphic Guide
Sociology: The Basics
A Dictionary of Sociology

Bilton et al.
Browne, K.
Bruce, S.
Cunningham, J.
Fevre & Bancroft
Giddens, A.
Giddens & Sutton
Haralambos & Holborn
Le Bon, G.
Osborne & Van Loon
Plummer, K.
Scott, J.

Sport, Exercise & Health Science

Websites

www.pponline.co.uk: This website contains articles on the latest ideas and techniques involved in enhancing elite performance. It ranges from exploring new approaches to training and coaching to looking at techniques used in specific sports such as cycling. Articles cover the three main disciplines of sports science: Exercise & Health Physiology, Biomechanics and Sport Psychology.

<https://sportsscientists.com> This website is updated daily with articles relating to the science behind the most recent success or failure in specific sporting events. All sports are discussed in detail.

Journal of Sports Sciences: This journal is produced monthly on behalf of the British Association of Sport and Exercise Sciences and covers all disciplines related to sport and exercise sciences. Most issues contain at least one article on exercise physiology or training.

Exercise and Health Physiology

Manual of Structural Kinesiology

Physiology of Sport and Exercise

Costill

The Nine Key Elements of Fitness

Physiological Assessment of Human Fitness

Exercise Physiology

The Anatomy of Sports Injuries

Floyd R.T.

Kenney, Wilmore &

Mackenzie, B

Maud & Foster

Powers & Howley

Walker, B

Biomechanics

Sport Mechanics for Coaches

Biomechanics of Sport and Exercise

Carr, G

McGinnis, P.M.

Sport Psychology

Sport Psychology: Concepts and Applications

Cox R.H.

Theology & Religious Studies

General Theology

Invitation to Theology

Brown, D.

General Books on Biblical Interpretation

The Literary Guide to the Bible

Alter & Kermode

A Short History of the Interpretation of Scripture

Biblical Exegesis: A Beginner's Handbook

Biblical Interpretation

Introduction to the Bible

Grant and Tracey

Hayes & Holladay

Morgan & Barton

Rogerson, J.W.

The Old Testament

The Living World of the Old Testament

Introducing the Old Testament

Who Wrote the Bible?

Teach Yourself the Old Testament

Ancient Israelite Religion

Beginning Old Testament Study

The Old Testament World

Anderson, B.W.

Coggins, R.J.

Friedman, R.E

McConville, G.

Nititch, S.

Rogerson, J.W.

Rogerson & Davies

The New Testament

The New Testament Background: Selected Documents

The Origins of Christianity

The New Testament World

The Stories of Jesus' Birth

The Writings of the New Testament

The Birth of the New Testament

The Gospels and Jesus

Reading the New Testament

Barrett, C.K.

Brown, S.

Court, J. & K.

Freed, E.D.

Johnson, L.T.

Moule, C.F.D.

Stanton, G.N.

Tuckett, C.

Theology of Jesus

The Cambridge Companion to Jesus

Theology: A Very Short Introduction

Bockemuehl, M.

Ford, D.F.A.

Bryanston School: Preparation for Higher Education

Jesus

Christian Theology: An Introduction
Truly Human and Truly Divine
Jesus through the Centuries
The Meaning of Jesus

Ford & Highton
McGrath, A.E.
Need, S.W.
Pelikan, J.
Wright & Borg

Modern Theology

A History of Christianity
A Very Short Introduction to Theology
Faith Seeking Understanding: An Introduction to Christian Theology
Invitation to Theology
Christian Theology: An Introduction
The Making of the Creeds

Johnson, P.
Ford, D.F.
Migliore, D.L.
Brown, D.
McGrath, A.E.
Young, F.

World Religions

An Introduction to Judaism
Hindus: Their Religious Beliefs and Practices
The Insider/Outsider Problem in the Study of Religion: A Reader
Comparing Religions Through Law: Judaism and Islam
Religious Experience of Mankind
An Introduction to Islam

de Lange, N.R.M.
Lipner, J.J.
McCutcheon, R.T.
Neusner & Sonn
Smart, N.
Waines, D.

9. Appendix 3: Degree course 13-point checklist

What should you look for in a degree course?

It is important to recognise that one course is not better than another: it is simply different. The best course is the course that best suits your needs and aspirations.

University:

Course being researched:

1. What are the entry requirements for this course?
 - GCSEs
 - A level/IB subject and grades
 - Admission/Aptitude tests
 - Other requirements
2. Is the course largely theoretical, practical or vocational?
3. How is the teaching delivered? Via lectures to hundreds of students where you just sit, listen and take notes; or via tutorials and seminars where groups are smaller and you are required to participate?
4. How much written work is there (*e.g. how long and how often*)?
5. How structured is the course? (*Do you need the structure and discipline of regular assignments and exams?*)
6. How is the degree assessed (*e.g. final written examinations or continuous assessment, or both*)? Are examinations in the first year just a hurdle to pass into the second year or will your performance count towards your final degree classification?
7. How much choice and flexibility is there in the degree course? What options are available and at what stage?
8. How much contact will you have with the university tutors?
9. If relevant, how many hours of laboratory work will you be required to do? Is this different in different years?
10. Research the library, laboratory and ICT facilities for this course, e.g. availability and cost.
11. What kind of employment did graduates from this course achieve during the last few years?
12. If relevant, does a degree in this course give any exemption from the academic requirements of professional bodies (*e.g. Accountancy, Law, Surveying, Psychology*)?
13. How does this university view gap years and deferred entry?