



OUNDLE

School



The Sixth Form 2020-2022

Notes

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The curriculum

The Oundle Sixth Form curriculum is designed to stimulate the mind and equip pupils to think. Courses are structured around learning rather than assessment, but in a way that enables pupils to achieve the best possible examination results. The curriculum is sufficiently flexible to give all pupils the opportunity to excel. The examined and non-examined strands of the curriculum are complementary and mutually reinforcing. Through the curriculum we wish to ensure the best possible progression to Higher Education.

Iain Smith
Deputy Head Academic

CHOICE OF SUBJECTS

Pupils are required to make **five choices** within the curriculum structure shown in the table on page 5 of this booklet. A minimum of three choices must be two-year courses.

OPTION 4

It will usually be expected that pupils will start with four principal subjects and an extension option. Pupils who wish to begin with only three principal subjects and two one-year courses will need to seek the permission of the Deputy Head Academic.

OPTION 5

The purpose of the fifth option is to offer pupils possibility of support, enrichment and challenge tailored to each pupil's needs or interests. These options run during the Lower Sixth only.

Qualification for the Sixth Form

The minimum requirement for progression to the Sixth Form is three grade 7s and three grade 6s at GCSE, with grade 6 in both English and Mathematics. It is also desirable to have achieved a grade 7, 8 or 9 in those subjects to be studied in the Sixth Form: pupils are advised to work to their strengths.



Sixth Form lectures

All pupils take this course in the Upper Sixth. It is based on lectures given by eminent guests on a wide range of topics, and includes tutored discussion periods in mixed groups. A Sixth Form concert and a 'Concept of Remembrance' lecture are held annually, as are memorial lectures in honour of Sir Peter Scott and Joseph Needham, two of our most prominent Old Oundelians.



Upper Sixth Form

Pupils may choose to continue with four or three principal subjects¹ into the Upper Sixth Form: an indication of which course (if any) they may wish to drop can become a subject for discussion during the second half of the academic year of the Lower Sixth. Once draft predicted grades for UCAS are published at the beginning of the Summer Term, pupils may seek permission from the Deputy Head Academic to discontinue their study of one subject.

Availability of subjects and extension options

All the principal subjects are available to choose from in any combination. There have been very few occasions in the past when it has not been possible to accommodate a pupil's requested combination, or when too few pupils have requested a course to make it viable — the School reserves the right in these cases to withdraw a subject from the offered curriculum. Since one pupil's options may influence the availability of courses to other pupils, we ask all pupils to research their options carefully and give full consideration to their choices before the deadline. Advice is available from teachers, tutors/Hsms and the Careers Department.

Duration	Option 1	Option 2	Option 3	Option 4	Option 5
2 years	Principal subjects: Art, Biology, Chemistry, Classical Civilisation, Classical Greek, Computing, Design Engineering and Technology, Drama and Theatre, Economics, French, Geography, German, Government and Politics, History, History of Art, Italian, Latin, Literature in English, Mandarin Chinese, Mathematics, Music, Philosophy and Theology, Physical Education, Physics, Psychology, Russian, Spanish				
	Mathematics and Further Mathematics				
1 year					
	Extended Project Qualification				Extended Project Qualification
	<i>ab initio</i> Italian, Portuguese or Classical Greek				
					Music Diploma

¹ Pupils taking Mathematics and Further Mathematics **must** continue with **two** other principal subjects in the Upper Sixth Form.

Extension options

In addition to the mainstream examined subjects, the School offers a choice of extension options, of which pupils are required to choose at least one.

Their purpose is to offer the possibility of support, enrichment and challenge tailored to each pupil's needs. Extension Courses run during the Lower Sixth only. Pupils may opt for Oundle's internal, bespoke *Quadrivium* course (a development from the *Trivium* as studied by all Third Form), or to research and write an **individual project**, leading to the award of the AQA Level 3 Extended Project Qualification, equivalent to an AS level.

Small numbers of pupils may wish to consider the following options instead.

- Able and interested modern linguists may wish to consider adding another language to their portfolio. *Ab initio* **Italian** and **Portuguese** are both available for study, leading to an examination (IGCSE or equivalent) after one year.
 - *Ab initio* **Classical Greek** is available to pupils who do not already have a GCSE in Greek and are interested in applying to university to read Classics.
- All three *ab initio* courses are demanding by their nature: pupils will need to commit to undertaking significant amounts of independent work in order to reach the required standard within two terms.
- Gifted Musicians, studying for their Diploma, may opt for **Music Diploma**, where they will be given extra tuition and support from Mr Gibbon, as well as essential time to practise with their instruments.

For some pupils, **Study Assistance** will be an essential part of their Sixth Form academic experience. Membership of this course is by recommendation and invitation only.

Study assistance

This course is aimed at pupils who may need extra support and encouragement in the transition from GCSE to A level/Pre-U. It aims to provide a sound foundation for Sixth Form studies by encouraging pupils to improve study methods, organisation, approach, attitude and effectiveness. Some subject specialists will be on hand to go through things pupils have found difficult and to improve their understanding. Pupils will still be expected to make the most of academic voluntaries in addition to this. Opting for Study Assistance should be in consultation with tutors and Hsms, but places are limited and are at the discretion of the Deputy Head Academic. Some pupils will be directed towards this course.

Trudie Raftery
Study Assistance co-ordinator

Timeline

2019	December	Fifth Form practice examinations (I)GCSE predicted grades confirmed
	10-11 December	Introduction to Sixth Form choices talk
	9-11 December	COA careers interviews for most pupils
2020	13-15 January	COA follow-up interviews
	19 January	Fifth Form Parents' Reception
	27 January	Sixth Form choices submitted
	May/June	(I)GCSE examinations, <i>incl. 28 April IGCSE Italian and 29 April IGCSE German</i>
	20 August	(I)GCSE results published
	5 September	Michaelmas Term begins
2021	April/May	Draft predicted grades published Pupils may choose to discontinue study of one A level/ Pre-U subject, with permission from ICS
	June	Internal end-of-year examinations Predicted grades confirmed (to be used in university applications)
	September	University application forms completed
	15 October	Deadline for applications to Cambridge, Oxford, Medicine, Dentistry and Veterinary Science
2022	March	A level and Pre-U practice examinations (internal)
	May/June	A level and Pre-U examinations
	18 August (tbc)	A-level and Pre-U results

Making a choice

Choosing Sixth Form subjects is an important and lengthy business. A number of factors need to be taken into account when making a choice.

Interest

This is the start-point for all decision-making. If a pupil is interested in a subject, it is more likely that he or she will excel. A desire to learn more about a particular subject is essential if that subject is to be studied successfully in the Sixth Form. Pupils must choose subjects they feel will interest them throughout the period of study.

Three or four principal subjects?

The great majority of pupils start with four principal subjects and an extension option. Indeed, pupils are strongly advised to start with a broader range of subjects, which can then be narrowed later in the Sixth Form.

Pupils who start with four principal subjects are expected to **continue their study in all four subjects until the publication of draft predicted grades at the beginning of the Summer Term** of their Lower Sixth Year.

Some pupils may wish to begin the Lower Sixth Form with only three principal subjects and two one-year courses. Recommendation for this must come from a pupil's Tutor and/or Hsm, and permission must be sought from the Deputy Head Academic.

Pupils are strongly discouraged from approaching any subject considering it to be their "fourth" option, as a negative mindset is often self-reinforcing, and experience shows that a rank order of preference often changes throughout the year. Similarly, it is advised that pupils do not seek to give up a particular subject as soon as is possible, in case opinions change between April and September of the Lower/Upper Sixth: it is usually not possible to rejoin a dropped course later in the year.

New subjects

Some subjects are offered in the Sixth Form that pupils will not have met previously: **Classical Civilisation, Economics, Government and Politics, History of Art and Psychology.**

Pupils are strongly discouraged from choosing combinations of three or more of these subjects; in any case, those who wish to take up any of these should read the course details carefully and should also consult the relevant Head(s) of Department.

Talent

Pupils should choose subjects where they have a clear affinity and play to their individual strengths.

Careers & Higher Education

Subject combinations should be made with potential ambitions for the future in mind. It is important that choices are not made that will weaken or prevent a university application later on. It is the responsibility of the pupil to research choices carefully. The Careers Department —situated in Cloisters— has links with industry, commerce and higher education, and is therefore in a position to offer up-to-date advice. Most pupils will have followed the COA programme and will have had two interviews, exploring a range of options and providing useful guidance. For further information or advice please visit the department or e-mail Mrs Aubury: ema@oundleschool.org.uk. Any prospective external Sixth Form entrant is encouraged to make an appointment with a member of the Careers Department.

Commitment

We expect pupils to research their choices fully before they make them and to make a full commitment to their studies. In the first few weeks of the Lower Sixth we do allow some pupils to change subject in exceptional circumstances

Seeking advice

Pupils should seek advice about subject combinations from a number of sources. They should consult subject teachers, Heads of Department, tutors, Housemaster or Housemistress, the Careers Department and, if necessary, the Deputy Head Academic. Parents should be consulted at every stage of the process.



Expectations

We place strong emphasis on academic learning beyond the classroom and the prescribed specifications. We expect Sixth Formers to work independently and to take full advantage of the resources that the Library and academic departments provide. All departments offer a programme of society meetings, lectures, trips and Voluntaries, and we expect Sixth Formers to participate actively in all the opportunities on offer. The co-curricular life of the School is varied, from theatre productions and art exhibitions to concerts and sports fixtures. All pupils are expected to play a full and committed part in the co-curricular life of the School.

University applications

Applications to UK universities

UCAS applications are made in the Michaelmas Term of the Upper Sixth, either for entry immediately upon leaving School or for deferred entry after a gap year. The School will provide full advice on university entry at the appropriate time. The School runs a Higher Education Conference, an Oxbridge Conference, careers lessons and a Careers Festival, all of which take place in the Lower Sixth and which provide extensive guidance and information about university applications and career choices. In addition, the Careers Department staff are available throughout the school year and pupils are encouraged to seek detailed advice before making university applications through the UCAS system.

Particular degree course subjects may require specific subjects to be taken at A level so future choices will be affected by the decisions made at this stage. This information is readily available through the Careers Department, university websites and UCAS, and it is vital that assumptions are not made. The list on the following page is not exhaustive, but reflects the subjects about which misconceptions are most often held.

Universities make offers on the basis of A level and Pre-U predictions. Draft grades are issued at the beginning of the Summer Term of the Lower Sixth, based on pupils' performance throughout the year. These are then reviewed and confirmed at the end of June, following internal examinations.

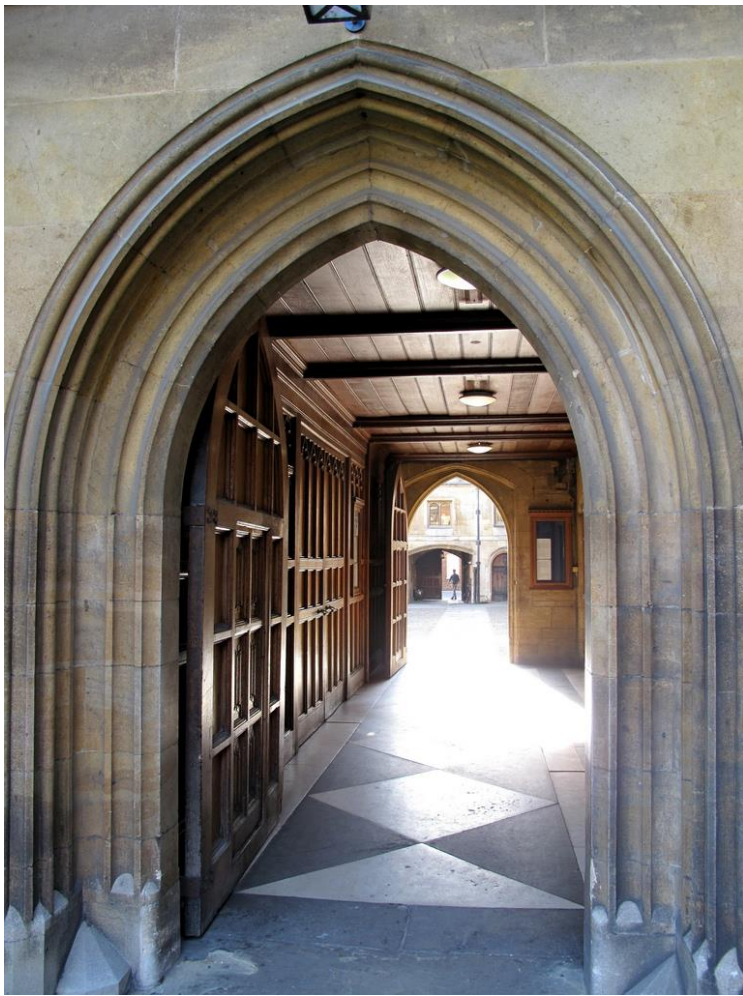
Emma Aubury
Head of Careers

Applying to university

Applications are enhanced by wider reading and relevant work experience, and pupils should take every opportunity to demonstrate their interest and commitment by seeking out relevant experience.

- Pupils thinking of Science at Cambridge or Oxford may wish to take the Quadrivium Biology or Chemistry options, or choose a targeted project as part of the EPQ.
- Pupils looking to take a degree subject which they have not studied at School can use both the Quadrivium and EPQ options as a valuable opportunity to research that area in more depth: these are worthwhile additions to an applicant's overall academic profile.
- Achieving A/A* for an EPQ can lead to reduced university offers for some courses at some universities.
- Pupils considering a business course at university may find it useful to take part in OCV.
- Medical, Dental and Veterinary applicants are required to do a minimum period of work experience and should make use of the School's Community Action programme to find opportunities for voluntary work.

The most important requirement for all courses is good results and predictions in (I)GCSEs, A levels, and Pre-U examinations.



Interviews

Pupils will be interviewed for all courses at Oxford and Cambridge as well as for medical, dental and veterinary courses, art, drama, music, architecture, some engineering and nursing courses and some courses at other universities, notably Manchester and Harper Adams.

Interviews and open days are held in the autumn and spring, and universities will make offers throughout the period from November–March, which are conditional upon A level and Pre-U results. Universities have minimum A level / Pre-U requirements which are published and which will form their ‘standard offer’ level. A conditional offer will require a pupil to achieve the standard offer level – regardless of that pupil’s predictions (for example, Oxford will offer AAA for English even though successful applicants are often predicted A*A*A*).

Admissions and aptitude tests

Pupils should be aware that a growing number of courses now require pupils to sit tests on application to university, before interview. The results from these are used as a part of the selection process.

- The **Biomedical Admissions Test (BMAT)** is required for Medicine courses at Oxford, Cambridge, Imperial, UCL, Lancaster, Leeds, Brighton, Keele. It is also required for Biomedical Science at Oxford and Dentistry at Leeds.
- The **University Clinical Aptitude Test (UCAT)** is required by virtually all other Schools of Medicine and Dentistry.
- Oxford and Cambridge use admissions tests for a large number of their courses.
- The **National Admissions Test for Law (LNAT)** is currently required for Law at eight top institutions; Bristol, Durham, Glasgow, KCL, Nottingham, Oxford, SOAS and UCL.
- Applicants for Mathematics may be asked to take **STEP** (Cambridge, Warwick), **MAT** (Oxford, Imperial, Warwick) or **TMUA** (Durham, Warwick).

The majority of these tests are sat in School on a single day in early November; however UCAT and LNAT must be organised by pupils independently and sat at a test centre. It is important for candidates to check the requirements for individual courses.

Subject-specific requirements

Universities have specific requirements in terms of A level and Pre-U subjects for entry to some degree courses.

Architecture	Mathematics or Physics, and Art or DET A level are usually required and will always be beneficial. A portfolio will be required.
Biological Sciences	Chemistry is usually required. Mathematics is useful and advisable for Oxbridge.
Chemistry	Mathematics is often required, with Physics or Biology as supporting subjects.
Computer Science	Mathematics is often required. Further Mathematics is desirable for top applicants and essential for some institutions including Oxbridge.
Economics	Mathematics is often required, particularly for courses with a large econometric element and will always strengthen an application. Further Mathematics is strongly preferred at Cambridge. Bristol has made it clear that it expects applicants to study at least one essay subject at A level. Economics is not generally required.
Engineering	Mathematics and Physics are usually required. Further Mathematics is desirable for top applicants. Chemistry is required for Chemical Engineering.
Law	An essay subject is useful and sometimes required. English and History are favoured.
Mathematics	A levels in both Mathematics and Further Mathematics are usually required.
Medicine	Chemistry is required. Biology A level is required by many. We recommend that all prospective medical applicants study both Biology and Chemistry to A level. Mathematics or Physics A level may be required. Some medical schools prefer a contrasting third A level subject. Work Experience is a pre-requisite.
Modern Languages	It is advantageous to have two languages at A-level.
Psychology	Some Psychology courses require a Science subject (which can include Psychology, Geography or Sports Science – pupils should check university websites). Psychology is not always required.
Veterinary Medicine	Chemistry and Biology are required, plus one other subject from the Sciences and Mathematics. Check individual websites for veterinary schools/colleges as some specify all three A level subjects. Work experience is a pre-requisite and is specified in detail.

Medical applications

Pupils can choose to receive fortnightly sessions to prepare them for the rigorous extra assessment and forms of interview required for an application to read medicine. For one period each week, pupils considering careers in medicine, dentistry, veterinary science or biomedical science careers receive a general preparation for their university application. This will include group work, interview skills (including Multiple Mini Interviews) and a general study of the science and issues surrounding medicine, dentistry and veterinary medicine. There is also practice and advice for the UCAT and BMAT admissions tests.

An increasing number of university courses now requires one of these tests, and gaining familiarity with the style of questions during the L6 is advised as tests must be sat early in the year of application (i.e. the Upper Sixth). Thus in addition to the above, there will also be sessions on critical thinking, medical ethics and essay planning as well as revision sessions in Mathematics and Physics for those pupils who are not taking these subjects at A level. **Any pupil considering reading medicine, dentistry, veterinary science or biomedical science** is strongly encouraged to choose this option. Pupils wanting to know more should speak to Mr Burman-Roy.

American Universities

Through the Careers Department, guidance is provided for application to universities across the world. Most Oundle pupils will apply to read courses in the UK, where support is provided to the whole year group. In recent years, more pupils are looking overseas as a serious alternative and the next largest destination of choice is the US. An application requires many extra levels of research and preparation for additional assessment tests.

Lower Sixth pupils can opt to sign up for a fortnightly timetabled period to help them prepare an application. If this is of interest, please do note this on the Options form. Further support is available to assist pupils in their preparation for SATs/the ACT throughout the Lower Sixth.

Many US Universities are looking for individual research skills to be evidenced in applications. Both Quadrivium and the EPQ provide excellent opportunities for an applicant to demonstrate and meet this criterion, and can therefore strengthen both the overall application and the essays that need to be submitted to the admissions teams.

Sudip Burman-Roy
Head of Higher Education



Quadrivium

Outline

Oundle's Quadrivium is based on our Trivium model of academic extension in the Third Form, but offers Lower Sixth pupils deeper study of a broad central theme, taught in 4 topical units. Each Quad teacher writes a unique, bespoke course, from which pupils choose based purely on interest. The purpose of Quad is to prepare pupils intensively for university-style teaching and research, while covering areas of interest that cross subject boundaries. Pupils choose one course among the various Quad options either to supplement their principal subjects or provide academic diversion. Quad is a strong entry on your CV when applying for university: it is unique and rigorous, with high expectations. The central theme of each course offers breadth, with each unit offering depth to a greater degree than the Third Form course.

Format

Over the course of the year with a single teacher and a small set, pupils study a central theme from various aspects. Pupils write the equivalent number of words to an EPQ, on this broader range of 4 topics, rather than one specific area of study. You are challenged both to learn and to question ideas, and voice your thoughts as you form opinions. There is a Sabbatical Week (three PRs) after each topic, to write up your essays (~1200 words) to the highest standard. Every Quad set also effectively forms a mini-society, to encourage writing and debate, so alongside lessons and prep there are bespoke daytrips and prestigious speakers.

William Gunson
Head of Quadrivium

Quadrivium courses 2020-2021

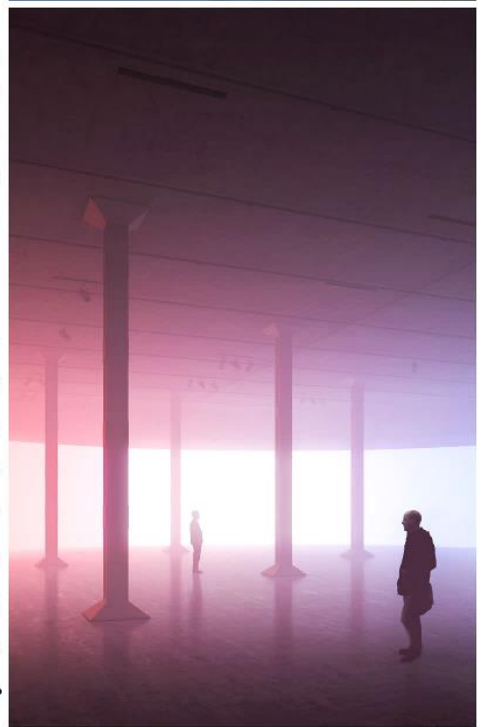
The courses available being proposed and prepared for 2020-2021 are listed below.

- The History and Philosophy of Science through Biological Experimentation
- Military Strategy and the National Interest
- How Chemistry changed the world in 6 experiments
- Myths and Legends in Western Society
- How do you define "Britain"?
- Artificial Intelligence
- The Genius of the English Language
- Notions of Time & Space from Ancient Civilisations to the 21st Century
- Faust and the Danger of Knowledge
- Media: the developments, interpretations and industry of the modern media industry
- The Ancient World: Epics and Reception
- Behavioural aspects of Economics and Psychology

Suitability

Quad's structure builds on the Third Form experience of off-piste academic extension in Trivium. In writing their discursive papers, pupils are rewarded for evidence of wider reading, individual research and original, lateral thought. Quadrivium is therefore suited to engaging and ambitious pupils who wish meaningfully to investigate specific, personal areas of interest that fall outside their examined subjects, while retaining broad intellectual exposure and freedom of manoeuvre outside the necessary constraints of assessed courses.

Each of the options listed would complement pupils' studies in principal subjects, and each provides excellent preparation for university.



Q U A D R I P S I S N O V E M B E R 2 0 1 6

Projects

We follow the AQA Extended Project Qualification (EPQ) course, in which pupils are given the opportunity to spend the year researching an area of their choice. This provides a rare opportunity to develop an understanding of absolutely anything, in significant depth, outside the confines of a prescriptive examination syllabus.

A significant period of research is followed by the production of either a 5,000 word written report or an artefact – the direction of the research dictates what this will look like, but it could be, for example, the production of a novella, an item of clothing, a video, a computer programme, an element of a car's engine: anything that the pupil chooses, provided it is feasible within the timeframe and is the product of research.

Pupils are placed in small classes and overseen by a supervisor who teaches them how to conduct academic research and assists pupils in their project management. The evolution of their project title and final outcome is written about in a research log, which forms a substantial element of their final assessment.

Many (although by no means all) pupils choose to research an area that is relevant to their undergraduate subject choice as it demonstrates their enthusiasm for and engagement with the subject to their chosen universities and provides scope for discussion at interview. Universities recognise the value of the research skills that are acquired through the course and it is clear evidence of an applicants' genuine passion for their subject.



There is a Presentation Evening towards the end of the course where all pupils, now experts in their chosen area, deliver an assessed presentation of their findings to an audience of pupils, teachers and parents. Whilst the project is completed in the Lower Sixth, the project is not submitted for certification until November of the Upper Sixth.

Pupils are awarded an EPQ, with grades ranging from A* to E, which holds the equivalent of half an A Level. Achieving A/A* for an EPQ can lead to reduced university offers for some courses at some universities.

Why choose EPQ?

The EPQ requires self-discipline and independent research on a topic of your own choice, so can be seen as a good option for people who want to stand out. However, a good project requires many hours of independent working, best suiting pupils who have something in mind that they wish to pursue.

It is recommended that pupils consult Mrs Deane or other EPQ teachers before choosing this option, so as to be fully aware of the process involved in submitting a project.

The process involves attendance at several skills lessons, where pupils learn different ways to carry out research, record findings, and how to move to the next stage of the project.

Charlotte Deane
Head of Academic Projects

Music Diploma

This course is designed for musicians who are above grade 8 level. The classes focus on Performance/Practice/Analytical and Sight Reading skills along with developing an historical understanding of the development of musical style. The classes provide regular performance opportunities and enable pupils to develop their own critical perception. All diploma pupils on the course will have the opportunity of a performing their full recital as part of our public concert series in advance of their Diploma examination. The class will also work as an ensemble with the aim of developing skills such as accompanying, directing and conducting.

All pupils considering taking advanced level Diplomas such as DipABRSM/ATCL (first-year undergraduate level) and LRSM/LTCL (third-year undergraduate level) should consider this opportunity to prepare thoroughly for these higher level examinations.

Angus Gibbon
Music Diploma co-ordinator

One-year language courses

ab initio to IGCSE: Italian, Portuguese and Classical Greek

Dependent on there being sufficient interest to make these courses viable, the Modern Foreign Language and Classics departments are offering these language courses this year. They are aimed at committed linguists and beginners who would like to get to (I)GCSE standard within a year, those extending their portfolio of languages.

ab initio Italian / Portuguese

These intensive modern language courses offer the opportunity for pupils to acquire a thorough grounding in the essentials of rudimentary Italian or Portuguese in nine months. There is particular emphasis on the use of everyday colloquial language. From the outset, cultural aspects will play a major part in every lesson and participants will be offered several opportunities to broaden their linguistic prowess and cultural knowledge.

Sara Davidson
Head of Modern Foreign Languages

ab initio Classical Greek

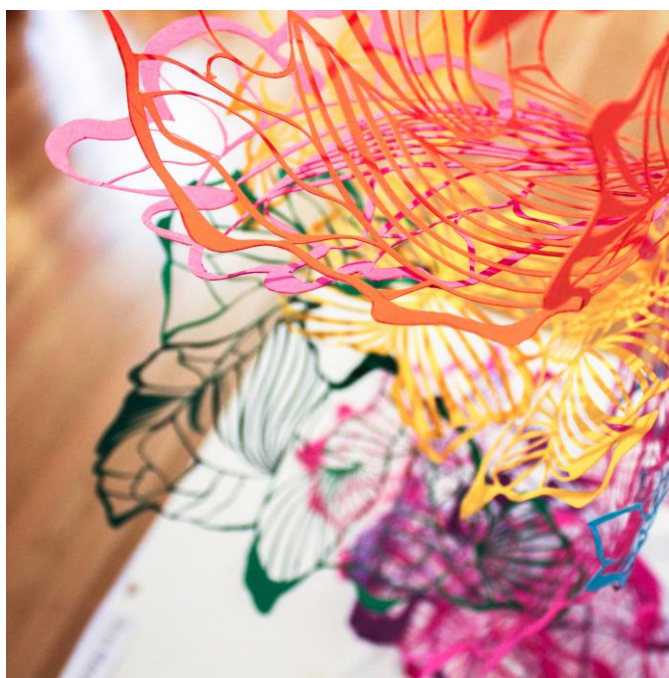
This option is aimed at those pupils who love Latin, but for whom Classics is a less viable option at University because of a current lack of Greek. The course focuses on language work, so that pupils can over the course of the year reach GCSE standard, to attend Greek Summer School if they wish and make a strong university application for Classics.

This would also be a good option for any pupils looking at Ancient History, where Classical languages boost an application. Ambitious pupils wishing to sit Classical Greek GCSE in the summer would need to learn the set texts (Homer's *Odyssey* Book 7 and selections of Herodotus' *Histories*) over the Easter holiday, with the aid of material provided by the department.

Clare Westran
Head of Classics

Art

The Art course in the Sixth Form is exciting and flexible. It progresses naturally from the philosophies and approaches adopted at GCSE. We encourage and expect pupils to pursue personal paths. There are considerable opportunities open to them in terms of the range and scale of the work they may undertake. Art is a subject that encourages individuals to be creative, reflective, communicative and appreciative of the world around them. At the start of the course there is a series of lectures outlining the main trends and developments in Western European Art. Pupils undertake analytical drawing from still life and the model throughout the course. Pupils must have a genuine interest in, and commitment to, the subject. They need to spend considerable time outside formal lessons researching, developing ideas and producing studies. Pupils are encouraged to attend a range of talks and discussions on Art at regular Yarrow Society meetings as well as attending exhibitions held in the Yarrow Gallery. A study trip for Sixth Form artists is usually arranged during the October Long Exeat: destinations have included Paris, Madrid, Amsterdam, Florence, Venice and New York.



Course details

• 1 Fine Art — Personal Investigation

There are two elements to the Personal Investigation: a *Portfolio* and a *Related Study*.

The *Portfolio* is the practical work undertaken throughout the course. The portfolio contains all the development and experimental preparatory work that has been carried out. Pupils are expected to develop a personal response based on a personally chosen theme, leading to a finished realisation. There is no restriction on the scale of work produced but pupils should select carefully, organise and present work, to ensure that they provide evidence of meeting all four assessment objectives in drawing, painting, printmaking and sculpture, as well as digital work.

The purpose of the *Related Study* is to enable pupils to develop their knowledge and understanding of art historical movements, genres, practitioners and artworks, and how they have influenced their own work whilst working on their practical work. It also builds their understanding of the relationship between society and art: art historical terms, concepts and issues; methods of researching, investigating and analysing; and how works are interpreted and evaluated in an illustrated essay of three thousand words.

• 2 Fine Art — Externally Set Task

An examination paper is released on 1st February in the year of certification. Pupils choose a starting point to begin their investigation, and should look to develop their ideas as fully as possible, experimenting with ideas, materials and techniques to refine their skills in preparation for the fifteen-hour practical examination. An accompanying essay of no fewer than one thousand words should also be completed before the exam period, outlining the work of artists and craftspeople who have been of influence.

Jeremy Oddie
Head of Art

Course details

Teaching is split into six modules with a Practical Endorsement.

- 1 *Development of practical skills in Biology*
- 2 *Foundations in Biology*
- 3 *Exchange and Transport*
- 4 *Biodiversity, Evolution and Disease*
- 5 *Communications, Homeostasis and Energy*
- 6 *Genetics, Evolution and Ecosystems*

There are three written papers for final assessment, which incorporate multiple choice, structured and extended response questions. This allows for a cohesive and integrated approach to both teaching and examination. The papers are structured as follows.

- **1: Biological Processes**, requiring knowledge from modules 1, 2, 3 and 5
- **2: Biological Diversity**, requiring knowledge from modules 1, 2, 4 and 6
- **3: Unified Biology**, requiring knowledge from all modules

Biology in the Sixth Form is very much more concept-driven than at IGCSE. This allows for more application of understanding. The Sixth Form course includes exciting and up-to-date topics such as gene technology, the human genome project, biotechnology and the control and regulation of gene expression, as well as more traditional areas such as biochemistry, ecology and aspects of plant, human and animal physiology. The content of the IGCSE course is developed further but several areas will be completely new.

Part of the course involves an extended weekend stay at a Field Study Centre in the UK, which allows pupils to undertake research for the aspects of the syllabus related to Ecology. Attendance on this trip in the Michaelmas Term of the Upper Sixth is compulsory, and the cost for this is added to the School bill.

Paul Batterbury
Head of Biology



Practical endorsement

This is reported separately to the A level as a pass or fail. It requires a minimum of twelve practical activities carried out over the course covering a common core of apparatus and techniques. The practicals complement the content of the A level and may be asked about in the written papers.

Chemistry

Chemistry in the Sixth Form, offers a practical and theoretical approach to the teaching of the subject and there is an increased emphasis on problem solving than in IGCSE. Through this, pupils develop the ability to solve chemical problems in varied contexts. Logical in its application, the course highlights the principles that unify the subject and seeks to examine them in depth through their application to chemical situations. It equips pupils with a good base of transferable skills and key knowledge suitable for future study and employment in chemistry and related fields (e.g. medicine, engineering, applied sciences) whilst providing thought provoking material that may appeal to those who do not wish to pursue a scientific career. Many of the ideas are discussed in an alternative way to a traditional A level, including the study of Organic Chemistry at the functional group level, Van Arkel diagrams, anti-bonding orbitals and crystal structure.

Jonathan Peverley
Head of Chemistry



Scheme of assessment

- **Paper 1: *Multiple choice***

This paper has 40 multiple choice questions from the whole course.

- **Papers 2 and 3: *Structured Questions***

Questions in Paper 2 cover roughly half of the syllabus, with assessment of knowledge of practical chemistry. Paper 3 questions may be taken from the whole syllabus, including topics that may have been examined in Paper 2.

- **Paper 4: *Practical Examination***

This involves a question on qualitative inorganic or organic analysis and one or more questions on quantitative analysis. The latter may involve a volumetric problem requiring titration, the measurement of enthalpy changes or reaction rate, thermometric titration or a gravimetric exercise.

Classical Civilisation



This course will particularly suit those interested in literature and history, as well as drama, politics and philosophy. No previous knowledge of the ancient world or the classical languages is required. A significant number of pupils choose to continue their studies of the ancient world with degree courses in Classics, Classical Civilisation, Ancient History and Archaeology.

Clare Westran
Head of Classics

The Classical Civilisation course allows pupils to study some of the key moments and ideas in Western history and literature. At the heart of the linear course is a compulsory paper covering the epics of Homer and Virgil. In addition, pupils will study the origins of Greek theatre, including both a close reading of works by Sophocles, Euripides and Aristophanes and an examination of the context in which the plays were performed. The third paper will allow pupils to explore ancient Greek beliefs and ideas about gods and religion, through a range of literary and archaeological sources. There is a commitment to essay writing, but knowledge and understanding of the historical sources and literary texts is also explored through class discussion and context questions. There is no coursework.

Scheme of assessment

- **Paper 1: *The world of the hero***

Pupils will study either the *Iliad* or the *Odyssey*, and Virgil's *Aeneid* in translation. As well as considering the texts, pupils will learn about the social, cultural and religious context.

- **Paper 2: *Culture and the arts***

Pupils will study Greek theatre, including a close reading of two tragedies (Sophocles' *Oedipus the King* and Euripides' *Bacchae*) and one comedy (Aristophanes' *Frogs*) in translation.

- **Paper 3: *Beliefs and ideas***

Pupils will study Greek religion, examining a range of sources in order to explore what the ancient Greeks believed and thought about their gods and how to worship them.

Computing

Computers are all-pervasive in modern life and computer science is the discipline that has made this possible. As well as learning how to program in both low and high level programming languages, including assembly- and object-oriented, the course provides the opportunity to learn about the structure of the processor, how programs are translated into the 1s and 0s that the processor can understand, database design, network infrastructure, modern web technologies and elements of law related to computer use.

There is a fairly high level of Mathematics included, including Boolean Algebra and algorithms such as Google's Page Rank and Dijkstra's Shortest path and how to measure the efficiency of algorithms using BigO notation. Computational thinking is a big part of the new syllabus. Pupils will be taught how to think abstractly to work out ways to solve problems, how to decompose a problem, breaking it down into manageable pieces and how to think logically. The practical element affords the opportunity for pupils to apply all these skills to a project of their choice, by writing a coded solution to a non-trivial problem. This provides ample opportunity for those who are already competent programmers to challenge their abilities.

Rob Cunniffe
Head of Computing



Scheme of assessment

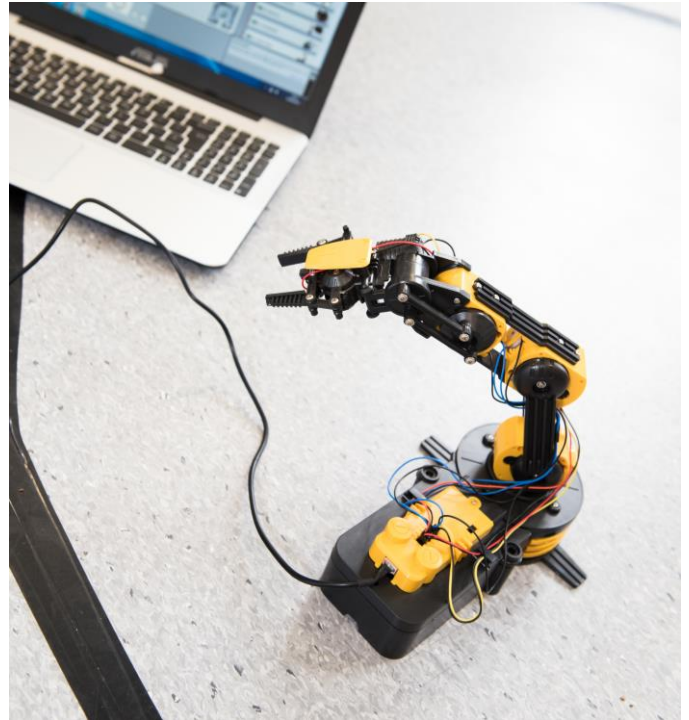
- **Paper 1: *Computer Systems***
This unit deals with the workings of computer, Programming languages, Networking and Boolean Algebra as well as Legal, moral and ethical issues.
- **Paper 2: *Algorithms and programming***
This unit deals with computational thinking, recursion and other programming techniques and a variety of algorithms.
- **Non-exam assessment: *Programming Project***
Pupils choose a computing problem and develop a programmed solution. They will go through a full systems development lifecycle producing clear documentation to support their findings.

Design, Engineering and Technology

DET is concerned with designing and engineering products to improve the quality of people's lives. The subject nurtures pupils towards being creative problem solvers within state of the art facilities. Pupils may opt for either of two different courses, both of which offer the opportunity to explore a wide variety of media, equipment and designing strategies. The qualification will excite and engage learners with contemporary topics covering the breadth of this dynamic and evolving subject. It will create empathetic learners who have the ability to confidently critique products, situations and society in every walk of their lives now and in the future.

Jon Baker

Head of Design, Engineering and Technology



Product Design

(syllabus 1)

Product Design is focused on consumer products and applications; their analysis in respect of materials, components, and marketability to understand their selection and uses in industrial and commercial practices of product development.

Design Engineering

(syllabus 2)

Design Engineering focuses on engineered and electronic products and systems; the analysis of these in respect of function, operation, components and materials, to understand their application and uses in products/systems that have commercial viability.

Scheme of assessment (both syllabuses)

• Paper 1

Four sets of questions that predominantly cover technical principles within each endorsed title. Pupils are required to: analyse existing products, demonstrate applied mathematical skills and technical knowledge of materials, product functionality, manufacturing processes and techniques, demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries.

• Paper 2: *Unseen Challenge*

This component has two sections that respond to selected tasks. Section A focuses on applying knowledge, understanding and skills of designing and manufacturing prototypes and products. Section B requires pupils to reflect on their design task in Section A in relation to wider factors/issues from the design principles.

• Iterative Design Project

The 'Iterative Design Project' requires pupils to undertake a substantial design, make and evaluative project centred on the iterative processes of exploration, creation and evaluation. Each pupil identifies a design opportunity or problem from a context of their own choice, and creates a portfolio of evidence in real time through the project to demonstrate their competence.

Drama and Theatre

The course is an academic and practical study of the theatrical arts. It provides pupils with the opportunity to study play texts, create performances, evaluate their own work and research the theories behind the practice of making. The subject is a collaborative enterprise where pupils are expected to communicate effectively, support their peers and manage their own time. The course covers all aspects of theatre and pupils have an opportunity to be examined in the practical units on performance or a technical element. Pupils learn many transferable skills which will benefit them beyond school, such as presentation skills, problem solving, creative thought and project management; they are encouraged to see as much theatre as possible and have the benefit of quality performances in The Stahl as well as a frequent trips to the theatre and professional workshops.

Pupils taking the subject need not have taken GCSE Drama. Previous involvement with Drama or Stahl productions will clearly aid their progress and understanding, but above all else pupils must demonstrate enthusiasm, be self-motivated and show an eagerness to succeed while collaborating effectively with others.

Matthew Burlington
Head of Drama



Scheme of assessment

- **Component 1: *Theatre Workshop* (Coursework)**

The creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a text chosen from a list supplied by the examination board. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

- **Component 2: *Text in action* (Visiting examination)**

Learners participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by the examination board: a devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company. An extract from a text in a contrasting style chosen by the learner.



Scheme of assessment *continued*

- **Component 3: *Text in performance***

Sections A & B: Open book, two questions, based on two different texts; one written pre- 1956 and one written post-1956.

Section C: Closed book. The extract of text required for answering the questions will be printed on the examination paper. A series of questions based on a specified extract from *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens.

Economics

Economics is the science of how societies choose about how to best allocate resources. Do we follow the words of Adam Smith, and allow the 'invisible hand' of markets to dictate who gets goods and services? Or should we place greater responsibility on the state to improve society? An A-Level in Economics prepares you to be able to discover various schools of thought on how to improve market conditions and help promote economic growth.

Controversial topics, such as Brexit, the 2008 Global Financial Crisis and even cigarette consumption are discussed, with all viewpoints encouraged if supported with analysis and examples. After all, as John Maynard Keynes famously said; "There is no harm in being sometimes wrong — especially if one is promptly found out." The subject will require an appreciation of different arguments, but an ability to make reasoned judgements.

No prior knowledge of Economics is assumed but good grades in Mathematics and English GCSEs are desirable, as is an ability to write essays. Old Oundelians who have studied in the department have gone on to read Economics, Management and Business related degrees across the country.

Sam Janes
Head of Economics



Scheme of assessment

- **Paper 1: *Markets and Market Failure***

Microeconomics: Pupils study the interaction of firms and consumer behavior, looking at the forces of supply and demand in the allocation of resources to produce goods and services. They also examine the reason why the market system may lead to unacceptable outcomes. They analyse possible remedies and consider how government action may improve or reduce economic efficiency and the role of the government in maintaining competitive markets. Pupils study various theories of the firm, including analysis of cost curves and perfectly competitive, monopoly and oligopolistic markets. A focus is also on how to resolve income inequality.

- **Paper 2: *The National and International Economy***

Macroeconomics: Study of the aggregate economy. Pupils learn how to measure a country's economic performance with respect to growth, inflation, unemployment and the balance of payments. They study the role of government and central banks to attain these objectives, as well as the conflicts between them. An examination of the position of the UK in the context of the world economy, this paper has a focus on international issues such as the financial markets, globalisation, protectionism, economic development, free trade, foreign direct investment and exchange rates. Pupils should be able to evaluate the macroeconomic performance of the UK in a global context.

- **Paper 3: *Economic Principles and Issues***

Microeconomics and Macroeconomics — A multiple-choice paper plus a data response. This paper examines the ability to use economic models to answer a range of multiple-choice questions. There will also be an economics article on which essay questions will be based. This paper does not have 'new' topics in, but rather brings together the content of the other two papers.

Literature in English

Studying Literature is nothing short of studying life. In the pages of great books exist every kind of character, experience and emotion there is. In encountering these things, the reader is exposed to infinitely more situations than he or she could ever witness directly, is shown what the world looks like to different people in different circumstances and is challenged to consider (and maybe even reconsider) his or her own beliefs and values. Pupils are introduced to a wide range of novels, plays and poems from the medieval period to the present day. They are asked to think about their own responses to these texts as well as how the texts have been read by other people. Pupils develop important skills of close analysis, reasoned judgement and detailed and confident argument whilst also increasing their sensitivity to how language is used to shape meaning. An irreducible qualification for undertaking this course is a genuine commitment to reading texts of different genres and styles. Equally important is a willingness to discuss these texts with others: class discussion is a central element in how the course is taught. Pupils have the opportunity to explore their own literary interests and enthusiasms in an extended coursework essay which they write in the first term of the Upper Sixth. This essay involves the kind of independent reading and research that is typical of, and is certainly useful preparation for, university study.

Richard Smith
Head of English

Scheme of assessment

- **Paper 1: *Poetry and Prose***

Pupils study one text written before 1900 and one text written after 1900. They answer on both texts in the examination.

- **Paper 2: *Drama***

Pupils study two plays, one of which must be a Shakespeare play. There are two questions on each play in the examination, one essay question and one question based on a passage from the text. Pupils must answer at least one passage-based question.

- **Paper 3: *Comment and Analysis***

Pupils write analytical responses to previously unseen passages of poetry, prose and drama. In the examination, pupils answer one compulsory comparative task and one question on a single passage.

- **Personal Investigation**

This 3000 to 3500-word essay involves significant comparisons between two authors from any tradition and time period. The essay focuses on one principal text by each author but must also draw on a selection of the pupil's own wider reading.



Geography

The course teaches pupils about the physical and human challenges that we face today. An understanding of these issues will enable them to contribute to the social, economic, political and environmental challenges that will shape our future. The course teaches pupils about the challenges that face the natural world caused by human actions and the resultant impact on human societies. An understanding of these issues will enable them to contribute to the social, economic, political and environmental challenges that will shape our future.

Attendance on a Residential Field Trip in the Michaelmas Term of the Upper Sixth is compulsory, and the cost for this is added to the School bill.

Morwenna Chapman
Head of Geography



Scheme of assessment

- **Paper 1: *Physical systems***

Through the study of dryland landscapes, pupils will explore how the landscape can be viewed as a system, and the influences of both climate and human activity (*e.g.* dune buggies) on this. The cycling of water and carbon relating to forests, soils, oceans and the atmosphere will be examined through the Tropical Rainforest and the Arctic Tundra case studies.

- **Paper 2: *Human interactions***

Pupils will study Global Migration and the opportunities and pressures that this creates. They will study 'place' and the changing nature of it due to settlement processes such as rebranding using a variety of contrasting case studies. They will unpick the flows and connections that have made places what they are and the way in which global systems and governance have local consequences. The concepts of inequality, interdependence, representation, identity and globalisation are particularly relevant to this component. The Isle of Dogs in London is a key case-study taught.

- **Paper 3: *Geographical debates***

Pupils take two of five options (Climate Change, Disease, Oceans, Future of Food, Hazardous Earth)

This unit takes some of the most dynamic issues the planet faces and encourages pupils to engage with, reflect on and think critically about them. Pupils will explore the interactions between people and environment. The concepts of inequality, mitigation and adaptation, sustainability, risk, resilience and threshold underpin the geographical debates component.

- **Coursework: *Investigative Geography***

Pupils undertake an independent investigation which is of particular interest to them, which can be related to any area of the specification. It provides pupils with the opportunity to develop a wide range of skills. Data is collected on the residential field trip.

Government and Politics

Scheme of assessment

- **Paper 1: UK Politics and Core Political Ideas**

The central ideas of citizenship, democracy and participation will be examined. Pupils will also learn about the significance of Political Parties, Pressure Groups and Referendums as well as the traditional political ideas of Conservatism, Liberalism and Socialism.

- **Paper 2: UK Government and Non-Core Political Ideas**

This unit examines the functioning of the constitution, the role and significance of Parliament, the power of the executive and the role of the courts in protecting civil liberties. The key strands of Feminism will also be examined.

- **Paper 3: USA and Comparative Politics**

This module involves a study of the US Constitution, Congress, the Presidency and the Supreme Court. In addition issues of civil rights, democracy and participation are covered. The comparative element examines rational, cultural and structural approaches to explain the similarities and differences between the UK and US political systems.

The political landscape has never been more unpredictable than at the present time with old assumptions and institutions under challenge from the rise of populism with its profound consequences both in the UK and the USA. Politics will appeal to those who are interested in the structures of power and authority within British a society and the USA. The course examines the way that institutions in the UK and US resolve conflicts, allocate resources and respond to changing political behaviour. In addition pupils will explore the key ideologies which have shaped the polity of the UK and USA and the key thinkers who have developed discourse in the areas of conservatism, liberalism, socialism and feminism.

The A level course comprises three module: each equally weighted and assessed by a written examination.

Duncan Hine
Head of Government and Politics



Classical Greek

The A level Greek course continues to develop the skills used at GCSE: the understanding of the linguistic structures of Greek, the critical interpretation of Greek literature, and an awareness of the ancient Greek cultural context. Pupils sit two language papers, one testing their ability to translate Greek prose and verse into English, and the other assessing language skills through comprehension and grammar questions or translation from English into Greek. There is some additional grammar to cover, but no set vocabulary list: instead pupils improve their understanding of the language by reading and discussing lots of original Greek, and in doing so become more confident in dealing with idiomatic 'real' Greek. The remaining two papers test the ability to comment sensitively on texts that will have been studied over the two years: one paper for prose and one for verse. The linear course has the flexibility to allow pupils to study two set texts in real depth, or to look at a broader range of authors. There is no coursework.

Clare Westran
Head of Classics

Scheme of assessment

- **Unit 1a: *Unseen Translation***
Unit 1b: *Unseen Comprehension*
or *Prose Composition*

Pupils build on their knowledge of vocabulary and linguistic structures. There is no defined vocabulary list, but candidates are expected to be familiar with the language used by the specified authors.

- **Unit 2: *Prose Literature***

Pupils study and discuss a prescribed amount of Greek text, as well as some of the text in translation, to give a better understanding of its context. There is a choice of texts, including Thucydides' Histories, Plato's Symposium and Plutarch's Alcibiades..

- **Unit 3: *Verse Literature***

Pupils study and discuss a prescribed amount of Greek text, as well as some of the text in translation to give a better understanding of its context. There is a choice of texts, including Homer's *Odyssey*, Sophocles' *Ajax* and Aristophanes' *Clouds*.



The History course is challenging, rewarding and wide-ranging. Studying History at this level enhances pupils' skills in critical analysis and encourages them to write with clarity and precision within the framework of a clearly constructed line of argument. Pupils are encouraged to discover information and ideas for themselves with the guidance of their teachers. There is a great emphasis on independent learning as the course includes a Personal Investigation. Candidates should show a willingness to read around the subject and an ability to write clear, precise English. Very occasionally a pupil takes History in the Sixth Form without the GCSE.

Scheme of assessment

- **Papers 1 and 2: *Outline Paper***

Pupils study seven or eight inter-related topics from two regions out of Britain, Europe and the United States. Possible periods are:

Britain 300–1547	Europe 300–1516
Britain 1399–1815	Europe 1378–1815
Britain 1689–2000	Europe 1715–2000
US 1750–2000	

- **Paper 3: *Special Subject***

Pupils answer two source-based questions and write one essay on their Special Subject: the Crusades; the reign of Charles I; the reign of Henry VIII; the Civil Rights Movement.

- **Personal Investigation**

This written assignment, of about 4000 words, is externally marked. The title is formulated by the pupil in conjunction with teachers and approved by the exam board. The subject matter must not be taken from within the Special Subject.



Pupils will be taught by two teachers. With one, they will study topics from one Outline Paper in the Lower Sixth, followed by a Special Subject in the Upper Sixth. With the other teacher, pupils will study topics from a different Outline Paper in the Lower Sixth, whilst beginning to plan their Personal Investigation proposal. In the Upper Sixth, they will complete the Outline Paper and carry out the Personal Investigation. The course is assessed by three terminal exams, alongside the submission of a Personal Investigation in the Lent Term of the Upper Sixth. Pupils are encouraged to be flexible and open to studying different periods and can select their favoured historical topic as their Personal Investigation.

Jonathan Allard
Head of History

History of Art

Our lessons ask questions about the relationship between art and culture; develop skills in the interpretation of visual sources, verbal and written communication and presentation skills, insisting on accuracy and precision; invite discussion and debate in order to look for meaning in art and architecture and encourage pupils to think critically and creatively. Often a work of art or architecture is used as a starting point for discussion. Visual analysis is an important part of gaining understanding of how to look at and discuss art.

History of Art can be taken alongside many other subjects in the humanities or sciences. Pupils should possess a curiosity about art and architecture, a good general knowledge or interest in culture and society and an open-minded attitude to knowledge. Art in context is also taught: pupils will understand how western art develops and changes. Study is sometimes thematic and there is a requirement to carry out research. Previous experience of the subject is not required.

Tristan MacDougall
Head of History of Art

Scheme of assessment

- **Paper 1: *Analytical Studies in Western and Non Western Art***
Pupils study forty works specified by the syllabus. The works are split into the following four sections: painting, sculpture, architecture and drawing/printing/photography/collage/film.
- **Paper 2: *Historical Topics***
Art Historians currently study *Art Architecture of Antiquity 600BC–570AD*, *Beyond Impressionism* and *The Shock of the New, Art and Architecture in Europe and the USA in the 20th and 21st centuries*.
- **Paper 3: *Thematic Topics***
The thematic topic is Art and Architecture in the City, in our case London. Pupils need to develop a sophisticated level of argument and analysis and be familiar with a wide range of texts.
- **Personal Investigation**
The Art History Personal Investigation engages the candidate in a piece of independent study which concludes with a written report. Pupils have the opportunity to apply skills and knowledge acquired to a new issue, area, work or body of work of their own choice.



Scheme of assessment

- Unit 1a: *Unseen Translation*

Unit 1b: *Unseen Comprehension or Prose Composition*

Pupils build on their knowledge of vocabulary and linguistic structures. There is no defined vocabulary list, but candidates are expected to be familiar with the language used by the specified authors.

- Unit 2: *Prose Literature*

Pupils study and discuss a prescribed amount of Latin text, as well as some of the text in translation to give a better understanding of the context. There is a choice of texts, including Cicero's *Pro Cluentio*, Tacitus' *Annals* and Livy's *Histories*.

- Unit 3: *Verse Literature*

Pupils study and discuss a prescribed amount of Latin text, as well as some of the text in translation to give a better understanding of the context. There is a choice of texts, including Virgil's *Aeneid*, Catullus' *Poems* and Ovid's *Heroides*.

The A level Latin course continues to develop the skills used at GCSE: the understanding of the linguistic structures of Latin, the critical interpretation of Latin literature, and an awareness of the ancient Roman cultural context. Pupils sit two language papers, one testing their ability to translate Latin prose and verse into English, and the other assessing language skills through comprehension and grammar questions or translation from English into Latin. There is some additional grammar to cover, but no set vocabulary list: instead pupils improve their understanding of the language by reading and discussing lots of original Latin, and in doing so become more confident in dealing with idiomatic 'real' Latin.

The remaining two papers test the ability to comment sensitively on texts that will have been studied over the two years: one paper for prose and one for verse. The linear course has the flexibility to allow pupils to study two set texts in real depth, or to look at a broader range of authors. There is no coursework.

Clare Westran
Head of Classics



Mathematics

Mathematics is a worthwhile, interesting, human activity. Everyone should have the opportunity to be mathematical and to succeed mathematically. Intelligence and ability are not fixed: we can all develop our skills and understanding in many ways. A key activity is to grapple with problems that one does not yet know how to solve and exchanging questions and ideas is a valuable aspect of working mathematically. We can learn much by studying our mistakes and misconceptions and by understanding that there are many ways to be mathematical.

The Mathematics course is designed to:

- give students the opportunity to think mathematically;
- support students in developing their own understanding;
- invite students to make connections for themselves;
- nurture students' mathematical independence, and
- help students to develop resilience, flexibility and creativity.

In the so-called knowledge economy which pupils are entering after school, Mathematics is highly desired. The reason why so many employers highly value Mathematics qualifications is Mathematics students become better at thinking logically and analytically. Through solving problems you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. And importantly you will have excellent numeracy skills and the ability to process and interpret data.

Simon Dale
Head of Mathematics

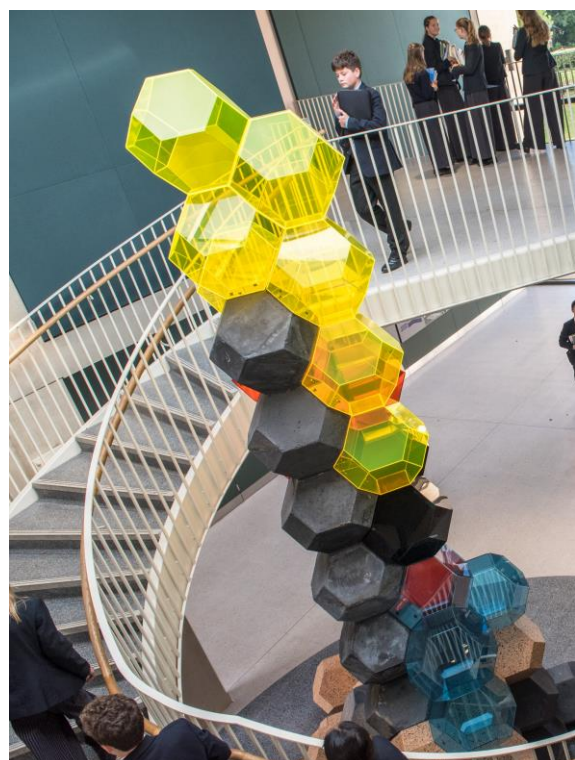
Further Mathematics

Everything that applies to Mathematics applies to Further Mathematics, but these days Mathematics pervades many more subjects, as they recognise the important role that quantitative analysis has to play in all walks of life. Reasons to study Further Mathematics include:

Pupils taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience. It is a challenging qualification, which both extends and deepens your knowledge and understanding beyond the standard A level Mathematics.

Scheme of assessment

- **Mathematics**
Two papers in Pure Mathematics, one in Mechanics and Statistics
- **Further Mathematics**
Two papers in Pure Mathematics and two papers in Applied Mathematics



For someone who enjoys Mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. As well as learning new areas of pure Mathematics you will study further applications of Mathematics in mechanics and statistics.

Pupils who take Further Mathematics find that the additional time spent studying Mathematics boosts their marks in single A level Mathematics. Studying Further Mathematics consolidates and reinforces your standard A level Mathematics work, helping you to achieve your best possible grades.

It makes the transition from Sixth Form to university courses which are mathematically rich that much easier as more of the first year course content will be familiar. If you are planning to take a degree such as Engineering, Sciences, Computing, Finance/Economics, *etc.*, or perhaps Mathematics itself, you will benefit enormously from taking Further Mathematics.

It enables pupils to distinguish themselves as able mathematicians in their applications for university and future employment. Further Mathematics qualifications are highly regarded and are warmly welcomed by universities. Pupils who take Further Mathematics are really demonstrating a strong commitment to their studies, as well as learning Mathematics that is very useful for any mathematically rich degree.

Mathematics and Further Mathematics

The Mathematics and Further Mathematics options occupy two of the four principal-subject option blocks. The option will therefore with double the contact time, 12 periods per week.

Only two other A level choices will therefore be available. These must also be continued for two years to ensure pupils have a breadth of study, desirable for universities.

Further Mathematics is taught entirely separately from Single Mathematics, in different sets. This is to allow the pace to be tailored to the ability of the set.



The aim of this course is to enable pupils to develop the language skills to communicate confidently and clearly in Mandarin Chinese as well as to provide them with an opportunity to gain an insight into contemporary Chinese-speaking societies. Intellectual advancement through close engagement with Chinese texts, the articulation of readings and justification of opinions is carried out by candidates at this level in both Chinese and English.

Shuling Russo-Lai
Acting Head of Chinese

Native Chinese speakers

Native Chinese speakers should not opt for Pre-U course but may take the A-level Chinese exam at the end of Lower or Upper Sixth. Pupils should arrange this with Ms Russo-Lai..

Scheme of assessment

- **Speaking**
Prepared topic discussion (5–7 minutes); general conversation (6–8 minutes)
- **Listening, Reading and Translation**
Comprehension questions in English on passages communicated aurally and on paper; candidates will also write using pinyin romanization and tones; a literal translation and an explanation in English for three *chengyu* (Chinese sayings); the translation of a short passage of vernacular Chinese into English.
- **Writing and Usage**
Exercises testing radical and stroke order skills, and the use of grammar markers, aspect markers and measure words; the composition of a short letter and an essay in Chinese from a choice of six titles.
- **Chinese Culture**
Pupils prepare two topics, one each from *Topics in Chinese Culture* and *Chinese Literature and Film*, and write two essays in English of 600–750 words.



The course builds on the oral and grammatical skills acquired at IGCSE and focuses heavily on aspects of French life, alongside a healthy dose of literary and cinematic culture. Modern and classic French literature and film form an integral part of successful language learning in the Sixth Form. Pupils will study accessible, exciting and academically credible cultural works and learn to discuss and write about them fluently in French; good preparation for French at university. The strong emphasis on contemporary French social issues, trends and political and artistic culture allows for use of a wide range of contemporary materials from the Internet, French magazines and television.

The course also places considerable value on grammatical rigour and accuracy and pupils will develop their range of tense, structure and idiom beyond IGCSE from the very outset. The target language is used where appropriate in the classroom and a weekly oral lesson is arranged with an assistant(e). A willingness to speak in class is thus encouraged and pupils are urged to participate in the popular Paris study trip at Easter and, where possible, spend time in France during the school holidays.

Charlotte Hignett
Head of French



Scheme of assessment

- **Paper 1: *Listening, reading and Writing (Topical Themes)***

Pupils will have individual control of the listening material in the language lab. The paper includes comprehension, translation of short passages based on topical themes (English→French and French→English) and general language skills, such as synonyms and grammar based gap fill exercises.

- **Paper 2: *Writing (essays in French on Literature and Film)***

This paper is the literature and film paper. Pupils write two essays in French on concepts and issues covered in the works studied (one literary text and one film or two literary texts). They will need to show a critical and analytical response to features such as themes, characters and technique.

- **Paper 3: *Speaking***

Pupils carry out an individual research project on a subject of their choice to do with France and are examined for 21–23 minutes on one of four sub-themes from the prescribed list in Paper 1.

German Italian Russian Spanish

The aim of these syllabuses is to enable candidates to develop the language skills needed for confident communication in German/Italian/Russian/Spanish as well as to provide them with an opportunity to gain an insight into contemporary German/Italian/Russian/Spanish-speaking societies.

Intellectual advancement through close engagement with a wide range of texts, the articulation of readings and justification of opinions is carried out at this level in both German/Italian/Russian/Spanish and English. Reading and sustained critical thought through the study of literature will promote a finer feel for the subtleties and possibilities of German/Italian/Russian/Spanish and crucially provide the essential critical tools and essay writing skills required for further study in both languages, as well as in the workplace. This option will take the form of an examination with two essays (one in German/Italian/Russian/Spanish and one in English).

In addition to practising listening and reading, particular attention is paid to the promotion of accuracy and the wealth of structures in speaking and writing. The emphasis on grammar and syntax will result in an increased sophistication in the way candidates can express their own ideas and build them into a cogent argument. We encourage all pupils to spend some time in Germany/Italy/Russia/Spain during the two years and offer a Berlin study trip, a Salamanca study trip and/or an exchange with a school in Argentina.

Sara Davidson
Head of Modern Foreign Languages





Scheme of assessment for German, Italian, Russian and Spanish

- **Speaking**

Discussion of an article and related themes (*circa* 8 minutes); prepared topic discussion (*circa* 8 minutes).

- **Reading and Listening**

Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing and spoken material

- **Writing and Usage**

Discursive Essay to be written in the target language. Choice of five titles rooted in the General Topic areas; use of the target language, transformational grammar and Cloze test.

- **Topics and Texts**

Part I — Cultural Topics. Pupils prepare two texts/films within the same topic. In the examination, they will be required to answer one general question with an essay in the target language on both texts/films combined.

Part II — Literary Texts. Pupils prepare one text, to be able to answer one examination question with an essay in English on their chosen text.

Emily Wagstaffe
Head of German

Shahnaz Ford
Co-ordinator of Russian

Timothy Watson
Head of Italian

Marta Viruete Navarro
Head of Spanish

Native Russian speakers

Native Russian speakers should not opt for Pre-U course but may take the A-level Russian exam at the end of Lower or Upper Sixth. Pupils should arrange this with Miss Ford.

Music

Music A Level is a rigorous academic subject which sets pupils up well for university study: it is one of the most multi-disciplinary of subjects and offers a superb opportunity to set pupils apart to Admissions Tutors. Analysis skills sit well for Law, Science and Maths, Listening with Languages, whilst Performance develops focus, confidence, processing, presentation and fine motor neuron workouts! The study of Music can help prepare for any choice of degree, in both arts and sciences and the key elements of creativity, self-discipline and critical analysis through written work are highly desirable skills and widely recognised in industry at large.

Pupils considering this A Level should have a genuine love of Music with a keen interest in listening to and reading about a wide range of styles and genres. They will normally have done GCSE music and have instrumental skills around Grades 6-8. The course extends the core skills from GCSE and the structure is identical with the weighting: 30% Performance, 30% Composition and 40% Appraising (Listening, Analysis and History).

All elements of coursework are prepared in academic lesson time, with the performance aspect of the A Level developed through instrumental lessons.

The Music Department, in addition to the large number of ensembles and regular programme of concerts, has a thriving academic profile in the School. Many have gone on to study Music at Cambridge, Oxford, Durham, Manchester, King's College London, the Tonmeister course at Surrey, as well as the specialist UK conservatoires.

Quentin Thomas
Director of Music

Scheme of assessment

- **Performing (externally assessed)**
A public performance of one or more pieces, - solo or in an ensemble - with at least 8 minutes of music. This has to be recorded after 1st March in the year of certification
- **Composing (externally assessed)**
Two compositions: one to a brief or a free composition (40 marks and at least 4 minutes); the other a compositional technique (20 marks and at least 1 minute). Total time across both must be at least 6 minutes. Composition work allows pupils to explore their creativity and develop musical ideas based on their academic study.
- **Appraising**
Application of knowledge through the context of six areas of study, each with three set works. Historical and Analytical study is based on set works from a variety of styles. The examination will consist of three listening questions related to set works, one dictation exercise and two essay questions (one drawing links from the set works to music heard as an unfamiliar extract and one evaluating the musical elements, context and language of a choice of set works).

Philosophy and Theology

Scheme of assessment

- **Paper 1: *Introduction to Philosophy and Theology***

Plato and Aristotle, Debates in Epistemology (how truth is known), Introduction to Ethics, The nature of God

Conscience, Free-Will and Determinism

- **Paper 2: *Philosophy of Religion***

Arguments for the existence of God; Religious Experience and implications of psychological and sociological understandings of religious belief.

Religion and Science; the Problem of Evil; Life after Death

- **Paper 3: *Ethics***

Christian Ethics, Secular Ethics and Applied Ethics with reference to war and peace, abortion and euthanasia, embryo research and genetic engineering, environmental ethics

Philosophy and Theology explores a broad range of questions, looking in particular at the ways in which ethical and philosophical insights have influenced the cultural, intellectual and political development of Western society. Personal religious belief is neither an advantage nor disadvantage as pupils are examined on how they argue, rather than what they believe. Although the course is a natural progression from IGCSE Religious Studies, pupils do not need to have studied it.

This course aims to develop an understanding of the shared heritage of philosophy and theology and allow pupils to gain a real insight into both subject areas. It encourages the critical examination and evaluation of evidence and arguments, and develops the ability to construct, develop and maintain a clear and coherent argument. In addition it encourages wide reading and introduces pupils to some of the key ideas and texts which have played a large role in shaping our intellectual heritage.

The course involves the study of the following set-texts: John Hick, *Evil and the God of Love*; John Polkinghorne, *Science and Creation: The Search for Understanding*; John Stuart Mill, *Utilitarianism*; Jean-Paul Sartre, *Existentialism and Humanism*.

Brendan Deane
Head of Theology, Philosophy and Religion

Physical Education

Physical Education addresses the development of the holistic person and is another medium through which academic study can be pursued. The course is invaluable for pupils wishing to study a sport related area up to degree level. However, pupils who show aptitude and interest for Physical Education could use the subject for matriculation as an undergraduate in an unrelated subject area.

The academic content of the course is challenging yet accessible. It comprises the following four components. Firstly the Physiological factors affecting performance, including applied anatomy, exercise physiology and applied bio-mechanics (the latter enables the principles of physics to be addressed in a practical format during realistic sporting situations).

Secondly, the Psychological factors, covering Skill acquisition and Sports Psychology (optimising performance). Thirdly the socio-cultural issues in physical activity and sport involving; a study of sport in a societal context and Contemporary Issues in sport for example, ethics, Olympic Games and origins of sport. Finally there is the practical and analytical evaluation of sporting performance.

Joseph Allen
Head of Physical Education

Scheme of assessment

- **Paper 1: *Physiological factors affecting performance***
Applied anatomy and physiology
Exercise physiology
Biomechanics
- **Paper 2: *Psychological factors affecting performance***
Skill acquisition
Sports psychology
- **Paper 3: *Socio-cultural issues in physical activity and sport***
Sport and society
Contemporary issues in physical activity and sport
- **Non-exam assessment: *Performance in Physical Education***
Performance or coaching
Evaluation and Analysis of Performance for Improvement (EAPI)





Physics is concerned with discovering the basic principles of the universe. The beauty of Physics lies in the simplicity of the underlying physical theories, and in the manner in which a small number of fundamental concepts and assumptions can alter and expand our view of the world around us. Physics develops a range of skills: the application of Mathematics through problem solving, logical thought processes and mathematical modelling, the use of ICT, practical and observational skills. Although it is not a formal requirement to study Physics in the Sixth Form, it is expected that most pupils will also be studying A level Mathematics.

The course is an exciting opportunity to study a wide range of topics in Physics in significant depth. Topics covered include rotational dynamics, special relativity, statistical mechanics, entropy, quantum theory, astronomy and cosmology, although candidates have a choice of questions on these topics. Some calculus is used in the course.

The Personal Investigation is an opportunity to carry out, in depth, an experimental study on a topic of particular personal interest or relevance to a future course or career. The emphasis is on research being guided by previous results. This will be done in the Upper Sixth year.

David Talbot
Head of Physics

Scheme of assessment

- | | | |
|---------------|------------------------------------------|----------------------------------------------------------------------------------------------|
| • Component 1 | <i>Multiple Choice</i> | All questions are compulsory |
| • Component 2 | <i>Structured Paper</i> | All questions are compulsory |
| • Component 3 | <i>Long-answer paper</i> | Section A: all questions are compulsory
Section B: pupils answer three from six questions |
| • Component 4 | Practical Investigation (20 hours' work) | |

Psychology

Psychology is about asking questions and evaluating our answers. *Why do we think, feel and behave the way we do? How should we conduct psychological research that is scientific, ethical, and has practical applications?*

The emphasis in the course is on teaching pupils practical skills in the method of Psychology, evaluative skills in challenging established findings, and exploring the major theoretical approaches Psychology aims to explain human behaviour. Pupils will use these skills in the study of how Psychology is applied. In all tasks we encourage a spirit of independent enquiry and a strong reliance upon scientific method. Psychology carefully and effectively bridges the gap between the sciences and humanities. It requires rigorously collected empirical evidence to be critically analysed in the form of extended answers, building on arguments and current debates.

This new specification has greater emphasis on the scientific nature of Psychology.

25–30% of overall assessment will assess knowledge and understanding of research methods, while 10% will require mathematical skill. Owing to this, we recommend that **pupils have obtained a grade 7 or above in both IGCSE Mathematics and IGCSE Biology.**

All three papers will be externally examined at the end of the Upper Sixth year.

Samantha Reid
Head of Psychology

Scheme of assessment

- **Paper 1: *Introductory topics in Psychology***

A combination of multiple choice, short answer and extended writing. This unit consists of four sections, each focusing on a compulsory topic: Social influence, Memory, Attachment and Psychopathology.

- **Paper 2: *Psychology in context***

A combination of multiple choice, short answer and extended writing. There are three sections, each focusing on a compulsory topic: Approaches in psychology, Biopsychology and Research Methods. Pupils need to show understanding of designing and conducting research and analysing data throughout this paper.

- **Paper 3: *Issues and Options in Psychology***

The compulsory topic in this paper is Issues and Debates in Psychology. This will focus on Gender and culture, Free will and determinism, Nature-Nurture, Holism and reductionism and Ethical implications of conducting research. Assessment is through multiple choice and both short and extended answers.

Options: *Gender* (Gender development, Sex-roles and the role of chromosomes and hormones), *Schizophrenia* (Classification, biological/psychological explanations, drug treatments and CBT), *Forensic Psychology* (definitions of crime, offender profiling, biological/psychological explanations, dealing with offender behaviour)

Examination boards

Subject	Pre-U or A level	Board	Code
Art	A level	OCR	H601
Biology	A level	OCR	H420
Chemistry	Pre-U	Cambridge	9791
Classical Civilisation	A level	OCR	H408
Classical Greek	A level	OCR	H444
Computer Science	A level	OCR	H446
Design, Engineering and Technology	Product Design	OCR	H406
	Design Engineering		H404
Drama and Theatre	A level	WJEC	A690QS
Economics	A level	AQA	7136
French	A level	AQA	7652
Further Mathematics	A level	Edexcel	9FM0
Geography	A level	OCR	H481
German	Pre-U	Cambridge	9780
Government and Politics	A level	Edexcel	9PL0
History	Pre-U	Cambridge	9769
History of Art	Pre-U	Cambridge	9799
Italian	Pre-U	Cambridge	9783
Latin	A level	OCR	H443
Literature in English	Pre-U	Cambridge	9765
Mandarin Chinese	Pre-U	Cambridge	9778
Mathematics	A level	Edexcel	9MA0
Music	A level	Edexcel	9MU0
Philosophy and Theology	Pre-U	Cambridge	9774
Physical Education	A level	OCR	H555
Physics	Pre-U	Cambridge	9792
Psychology	A level	AQA	7182
Russian	Pre-U	Cambridge	9782
Spanish	Pre-U	Cambridge	9781

Assessment of the main subjects

Assessment varies from subject to subject and details are given with each subject entry. All courses are examined either as Pre-U's or A levels, which are taught in a linear fashion, and assessed via a set of terminal examination papers, sat in the in summer of the Upper Sixth. Some courses have additional coursework requirements, or portfolios of work which are prepared over the two years of study and then submitted to be marked centrally by the examination board.

All A level units and examinations are automatically certificated (colloquially, "cashed in") in order to obtain a final grade. This is done at the end of the Upper Sixth; once the grade is awarded it cannot be declined. Marks for each paper or unit vary, as do the total number of marks available for a subject.

Cambridge Pre-U

In addition to A levels, eleven subjects are offered as Cambridge Pre-U qualifications. The Pre-U is an alternative to A levels, and is offered where we believe the course is superior to the A level.

Grades awarded at Pre-U are divided into three bands with three levels each. In descending order these are Distinction (D1, D2, D3), Merit (M1, M2, M3) and Pass (P1, P2, P3).

Oundle offers the Pre-U in Chemistry, German, History, History of Art, Italian, Literature in English, Mandarin Chinese, Philosophy and Theology, Physics, Russian and Spanish.

Useful websites

www.aqa.org.uk

www.cie.org.uk

www.edexcel.org.uk

www.ocr.org.uk

www.wjec.co.uk

Equivalency of grades

Most leading universities make their offers based on exam grades. Offers are occasionally made on the basis of a point-score, known as the UCAS Tariff. This tariff, given in the table opposite, allows a comparison between the different grades available for different awards.

A level	Pre-U	AQA EPQ ²	UCAS tariff
A*	D1 ³ , D2		56
	D3		52
A	M1		44
	M2		40
	M3		36
C			32
	P1	A*	28
	P2	A	24
D	P3	B	20
		C	16
E		D	12
		E	8

² The AQA Extended Project Qualification is a Level 3 award, which places it roughly equivalent to half an A level.

³ The D1 grade at Cambridge Pre-U identifies candidates in the upper percentiles what would be the A*-equivalent at A-level. It attracts the same UCAS tariff as the D2 grade.

Educational Support

Educational Support continues to be available for those pupils with Specific Learning Difficulties, and other pupils who may need support with study skills. Lessons are normally provided on a one-to-one basis and are timetabled so that they do not interfere with the normal curriculum. A charge may be made for these individual lessons. Support is provided in the following areas: organisation, essay planning and structuring, research methods, general study skills, effective revision strategies, examination technique, note-taking, consolidation of underlying mathematical methods and note-making skills. The Department runs a Study Skills Surgery alongside academic surgeries. Any pupils is welcome to book an appointment through the Educational Support page on the intranet.

Alison Taylor
Head of Educational Support

English as an Additional Language

Universities are increasingly asking for IELTS (International English Language Testing System) from international students where English is not their first language. IELTS comprises four sections (Listening, Reading, Writing, Speaking) all carrying the same mark weighting. It is an exam that can be taken anytime throughout the year. The test is graded on a scale of 1 to 10, with most Universities insisting on an average of 7 though some Degree courses, such as Law, Economics and Medicine, require a 7 in all four disciplines. The Educational Support Department oversees preparation for IELTS by arrangement with individual pupils.

Zoe Thomas
EAL Coordinator

