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Introduction

The two years in the Sixth Form are an important and exciting time of development. Academic subjects offer genuine intellectual stimulus and challenge, while also providing important qualifications for further study and future careers. At Godolphin, enthusiastic, talented and dedicated teachers aim to instil a life-long love of learning in their students, who also benefit from the small classes and tutorial system.

A level reform

The A-level system has been undergoing a period of change and, from September 2017, all A-level subjects will be reformed to linear qualifications. In these reformed A-level subjects, any AS exams sat in the Lower Sixth no longer count towards the overall A-level grade. To get an A-level in all subjects, students only need to take the exam at the end of the Upper Sixth, just like GCSEs where they sat their exams on the work covered over two years at the end of the course.

Public Examinations only at the end of the Upper Sixth (other than Art)

An important change to previous years is that, because the AS exam no longer counts towards the overall A-level, **girls will not take any public AS examinations in the summer of the Lower Sixth apart from in Art**. Instead, they will take an internal examination in each of the subjects they are studying which will be set and marked by our staff. This means that the girls (as well as staff and parents) will still have the yardstick of an examination at the end of the Lower Sixth to see how they are progressing with their A-level studies, but without the need for us to teach to an exam which does not count towards the overall A-level. University admissions teams have already said they have GCSE scores and their own entrance tests to go on in terms of university entrance, and so we are confident that our girls will be in a strong position for university applications. Furthermore, unlike AS public examinations which all have to be declared on the UCAS form, the internal L6 exam results can be selectively referred to when they support a girl's application to read a particular subject.

Not having to teach to a public examination with prescribed content at the end of the Lower Sixth allows us to redesign our curriculum structure to deliver the maximum possible teaching time for each subject across the Lower and Upper Sixth, which we are calling the 'Five Term Teaching' model. This will allow the students more time for their learning and enable them to study their chosen subjects in greater depth.

Art is an exception to this as teaching towards the AS examination does not affect the teaching pattern or time spent preparing for the overall A-level.



The Core A-level programme

The students will all do a Core Programme, consisting of three A-levels plus sport and the Elizabeth Godolphin Award (EGA). The EGA programme is a programme of activities and options that the girls can tailor to suit their own interests and is designed to enhance and develop their transferable skills and to equip them for life beyond school. For those girls who choose to do them, the EGA includes the Leiths course and the Duke of Edinburgh Award Scheme.

The Options A-level programme

Alongside their A-levels, subject to any timetabling constraints, the girls will be able to opt to study for an additional subject(s) from the Options Programme, which will offer further academic enrichment.

Some students may opt to begin with four A-level subjects in the Lower Sixth and then drop one of these subjects either during the Lower Sixth year or at the end of the Lower Sixth having taken an internal exam set and marked by our staff in all four subjects. This may be advisable where students are undecided about where their strengths lie, or where they are taking a new subject(s) in the Lower Sixth, or where they would prefer more academic breadth for one year. It is important to note that, as outlined above, it will not be possible to take the AS qualification in a fourth subject studied in the Lower Sixth as our teachers will be teaching to the A-level examination at the end of the Upper Sixth (other than in Art where the AS will be taken).



The Options programme may also include an additional GCSE, or an Extended Project Qualification (EPQ), or the continued study of Mathematics (Further or Core Mathematics), or the Leiths qualification. The EPQ and Core Mathematics are regarded by universities as the approximate equivalent of an AS level. Students should not, though, feel obliged to study a subject in addition to their three A-levels.

Some girls may study four A-level subjects to the end of the Upper Sixth, but this would be in exceptional circumstances and would not be recommended for most students. Even for the most competitive courses at the most competitive universities, the universities look for good grades in just three A-level subjects.

Where students take four A-level subjects to the end of the Upper Sixth, universities will often select which three they want the grades to be achieved in to meet the terms of any offers made. For the purposes of this advice, students taking Mathematics, Further Mathematics and two other subjects are the exception to this usual practice and offers are often made to include all four subjects.

Choosing A-level subjects

In choosing their A-levels, it is important that the girls choose subjects that they are interested in, which reflect their abilities and skills, and which support their aspirations for higher education and future careers. We offer comprehensive guidance to all students during this process, both to those girls who are already at Godolphin and to those hoping to enter our Sixth Form from other schools.

We do not make use of option blocking at the time students select their A-level options. Our bespoke timetable is constructed from scratch each year to reflect the subjects chosen by that cohort and almost every combination of A-level subjects can be accommodated. However, all courses are dependent on a viable number of girls opting to take them. It is also important to note that, once the timetable is constructed around the girls' original choices, subsequent option changes will be restricted by the option blocks which now exist. This means that it is very important to think carefully about the selection of A-level subjects; Godolphin staff are extremely experienced in this area and every Fifth Year student will have a one-to-one discussion with a senior member of staff to discuss her options. The girls are also encouraged to discuss their choices with their tutors, the relevant Heads of Department, our Careers Adviser, Mrs Ferguson, and the Academic Deputy, Mr Budd.

Moving into the Sixth Form at Godolphin will be the start of an exciting, stimulating and challenging journey with the potential for considerable academic success, coupled with an increased sense of independence and

self-confidence. Our students comment on how much they enjoy it and that it represents the best part of their school career. They leave us equipped for whatever their future holds and ready for the exciting challenges ahead of them.

Dr Alistair Dougall
Head of Sixth Form

George Budd
Deputy Head Academic



Art & Design

Head of Department: Mr Nick Eggleton

Examination Board: AQA

Why study Art?

So far you have been made aware of the creative world around you inspiring you to produce a range of work in different specialist areas. Now is the opportunity for you to take your existing knowledge and develop it further in a creative, personal and innovative way. You will extend your understanding of the role of other practitioners, both past and present, allowing you to put your own work into context. We want you to be a part of that creative world and to influence it with your own ideas and imagination.

The greater freedom that the course allows will give you the opportunity to discover more about yourself and your individual creativity. Although we are always around to give you help and advice and to monitor your progress, you are free to explore on your own the direction that you want to follow.

You will get the opportunity to build on your existing knowledge by using the extensive facilities here within the Art & Design studios. What makes us unique is the range of disciplines that we offer, the specialist studios available to you until late at night and the specialist teaching that you will receive from the very talented and creative staff. Access to the wider community of artists is encouraged through our network of contacts. We pride ourselves on creating new and innovative work with our students. The department has no house style; we are constantly creating new work, reacting to current ideas and approaches. Individuality is encouraged to allow you to fulfil your potential.

Students from here go on to study on a variety of courses both nationally and internationally. The traditional route is to do an Arts Foundation Course before progressing onto a degree. Many students use an A-level in this subject to obtain entry onto courses such as Architecture, Product Design, Engineering Design, Film and Animation, Art History, Fashion, etc.

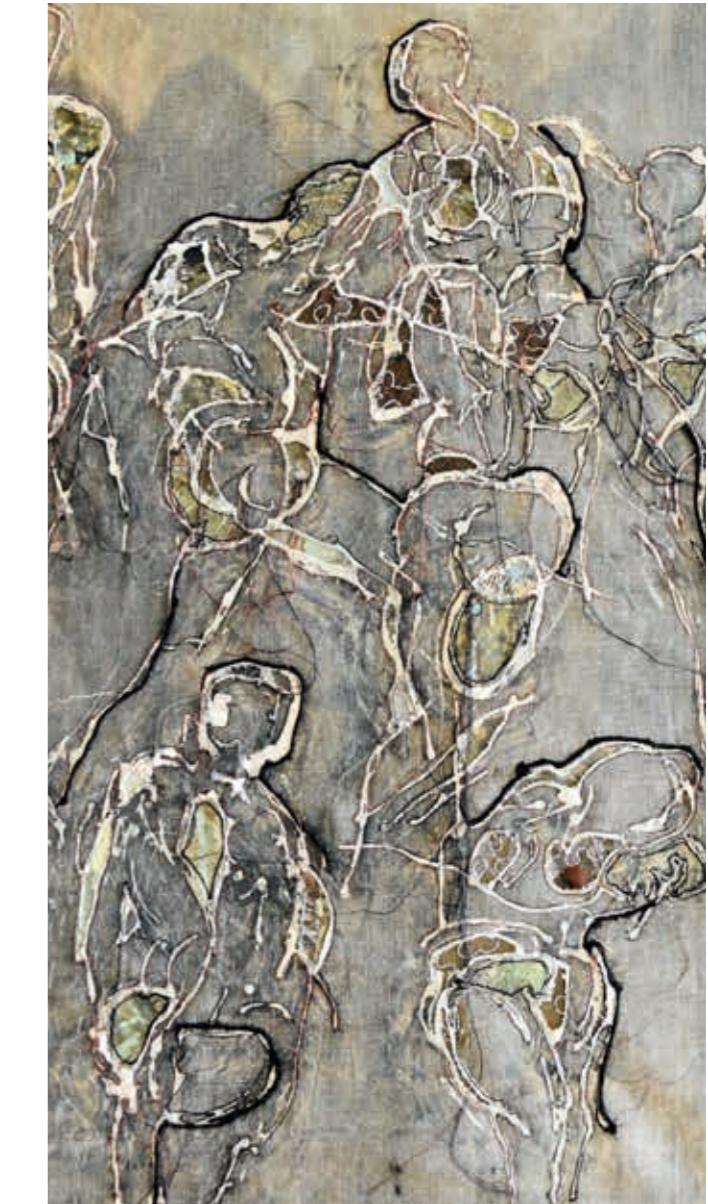
Course content

Lower Sixth

Unit 1: Coursework. A residential trip to Cornwall or Liverpool will inspire and enthral. You will visit art galleries and museums as well as the surrounding area to obtain inspiration for your own practical work.

Unit 2: Externally Set Assignment.

This is a starting point to explore and create more of your own practical work.



Upper Sixth

Unit 1: Coursework.

This is a more self-directed, personal investigation beginning at the end of the Lower Sixth and continuing until late January of the Upper Sixth. You can study any aspect of art and design in detail. It includes a written 3000 word personal study as well as a portfolio of practical work.

Unit 2: Externally Set Assignment. This is a starting point to explore and create more of your own practical work.

Assessment

Lower Sixth

Unit 1: Coursework

Unit 2: Externally Set Assignment

Upper Sixth

Unit 1: Coursework

Unit 2: Externally Set Assignment



Art History (Pre-U)

Head of Department: Mrs Sara Radice
Examination board: CIE Cambridge International Examinations

Why study Art History (Pre-U)?

If you have ever been curious about what Art means or how and why it was made, then Art History Pre U could be for you. An endlessly fascinating subject, it connects everything else you have ever learnt. The Pre U can be done in combination with any A-levels, and obviously Arts subjects are good partners, but, perhaps surprisingly, it works just as well with Sciences as we need to explore how buildings stand up, the influence of the science of light and the Maths behind harmonious proportion. The lessons – exploring art through talks, film and discussion – are taught in a relaxed, but intellectually vigorous, atmosphere more like university than school and, where possible, in situ.

You will need to learn the correct artistic vocabulary in your essays to articulate your enthusiasm and knowledge (though help is on hand for those who need to develop their writing skills). While you don't need to be able to draw, you do need to be academically curious, enthusiastic, and open minded! It is important to be able to engage with the ideas that have shaped our culture. All artists express ideas about society, history, politics, wars, religion, power and all the big questions in life: love, death, joy and sorrow. Studying this subject opens your eyes to the world and helps you understand what it is to be human.

Art History stimulates intellectual enquiry and encourages independent thought as it requires observation, reflection and analysis as well as critical thinking and effective communication – brilliant university preparation. In addition to career opportunities open to other Humanities graduates, Art History graduates are particularly suited to: research, publishing, journalism, museums, the art market, curating exhibitions, restoration, advertising, interior design, teaching and television.

Course content

For Paper 1, you will study 40 named works of art and be taken on a visual journey from Ancient Greece to contemporary Europe and beyond the European tradition in order to explore the evolution and role of art, as well as the historical and social contexts in which it was made. You will learn how to understand materials and methods and explore the form and function of art and architecture.

For Paper 2, the Historical topics, you will focus on two periods which you will be able to explore in greater depth: 'Man the measure of all things: the Italian Renaissance, c. 1400 – c.1600' and 'Art, society and politics in Europe, c. 1784-1860s'. In both periods, great social and technological changes took place which were matched by extraordinary artistic originality and inventiveness. We will study three Italian Renaissance city states: Florence, where a new-found passion for Classical learning combined with republican civic pride and fears of damnation for sin, and led to breath-taking spending on art; Venice, where the same ingredients combined with the city's unique structure - both geographical and political - resulted in art which reflected its diversity; while patrons in Papal Rome were able to command art on different scale altogether. You will visit Italy as part of the course in the Upper Sixth to see the art you have studied in situ. For the second period, we will explore how artists in France responded to the industrial, political and social revolutions of the era. As artists shook off the shackles of academic control to develop new responses to the modern world, they set artistic changes in motion which are with us to this day. On a visit to Paris in the Lower Sixth we will explore both this topic and the general photograph paper, so you will see everything from Greek sculpture and Gothic cathedrals to Pointillism and Picasso; from paintings of revolutions to revolutions in painting.

For Paper 3, the Thematic topic, we have chosen Portraits. While there will be some overlap with the other papers, the questions will encourage breadth across periods. We will consider the ways that portraits express ideas about the individual; how they convey power, wealth and status and how identity can be expressed in different ways from Antiquity to the present day.

The Personal Investigation will allow you to research any art historical topic of interest to you (excluding ones studied in any of the above papers). CIE will approve your choice and you will write a 3000 word essay, give a presentation to the examiner and answer questions in a short viva.

Assessment

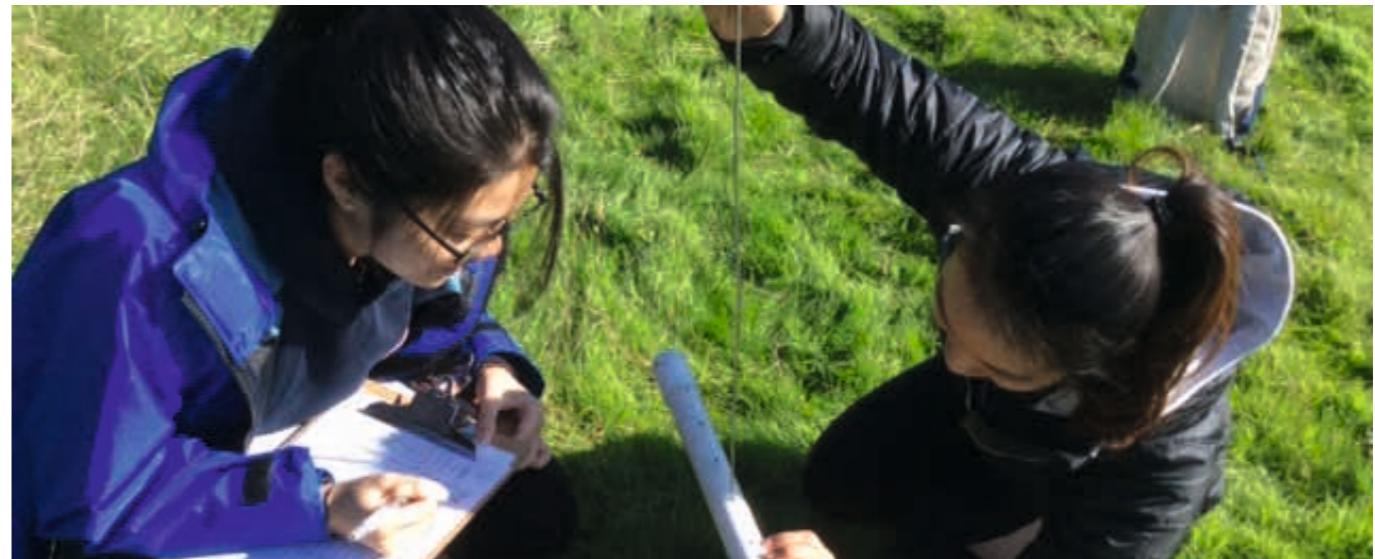
Paper 1, Analytical Studies in Western and non-Western Art

– 1 hour 30 minutes (three out of four questions with photographs)

Paper 2 Historical Topics – 2 hours 15 minutes (Three questions from at least two from a choice of eight topics)

Paper 3 Thematic Topics – 2 hours 15 minutes (Three questions on one topic from a choice of five topics)

Personal Investigation – Written coursework (3000 words) on a topic chosen by the candidate (excluding topics studied in papers 1,2 and 3). Externally marked following the candidate's presentation and short viva



Biology

Head of Department: Dr Bernadette Medany
Examination Board: Edexcel

Why study Biology?

Indeed, many will tell you that Biology is not essential if you want to study Medicine. However, why wouldn't you want to study the science of life if you want to become a doctor? It's a good choice if you're interested in studying Medicine, Dentistry, Veterinary Science, Physiotherapy, Biochemistry, Molecular Biology, Environmental Studies, Forensic Science, Sports Medicine ... the list goes on and on!

Biology used to be restricted to the study of plants (botany) or animals (zoology). But times have changed; research has taken place at such an incredible rate since the structure of DNA was first discovered that the subject you study at A-level is nothing like the course taught just a few decades ago.

Genetic engineering is now a reality. At A-level you learn about the facts – how new cures for cancer could be developed – as well as the ethical concerns. This is the science that has a social conscience and this course makes you think about the moral dilemmas facing biologists at the cutting edge of research.

Course content

Over the course of two years, you will study eight topics. These topics are approached as case studies, taking every day issues and exploring the biology involved. The topics studied in the first year of the course cover a diverse range of subjects including cardiovascular disease, cystic fibrosis, stem cell therapy and the conservation of rare species. The four topics studied in the second year of the course cover aspects of forensic biology, immunology, sports physiology and the working of the human brain.

The names of topics are as follows:

- Topic 1:** Lifestyle, Health and Risk
- Topic 2:** Genes and Health
- Topic 3:** Voice of the Genome
- Topic 4:** Biodiversity and Natural Resources
- Topic 5:** On the Wild Side
- Topic 6:** Immunity, Infection and Forensics
- Topic 7:** Run for your Life
- Topic 8:** Grey Matter

Assessment

At the end of two years, there will be three papers. Each paper is two hours long and each is worth 33% of the total marks. Paper 1 will test Topics 1–4, 5 and 6. Paper 2 will test Topics 1–4, 7 and 8. These papers may include multiple-choice, short open, open-response, calculations and extended writing questions. Paper 3 will include questions from Topics 1–8, including synoptic questions that may draw on two or more different topics. There will also be one section of questions based on a pre-released scientific article.

In line with the new regulations, a minimum 10% of the marks will be awarded for mathematics at Level 2 or above (GCSE). These will test mathematics within biological contexts and include statistical tests.

All papers will include questions that target the conceptual and theoretical understanding of experimental methods.

Practical Endorsement

The Common Practical Assessment Criteria (CPAC) will be used to assess practical skills. Students will be assessed on confidence in a laboratory, the ability to follow instructions and work safely, and the ability to use a variety of apparatus to collect accurate data. Evidence will be collected throughout the two years of the course and can lead to a certificate in practical competency, which may be a requirement for entry into some degree courses.



Business

Head of Department: Mr David Miller
Exam Board: Edexcel

Why study Business?

Why do some firms set up next door to their competitors while others set up as far away as possible? How do some firms make a profit and a loss at the same time? How can you motivate workers who are doing the same repetitive task every day? These are just some of the questions that you will be able to answer after having studied Business. You will have the knowledge to set up your own company and the ability to problem solve just like Richard Branson! If you are looking to cut your teeth in business then you can participate in the H4H Enterprise scheme where students set up and run their own company in the Lower Sixth. Never been in a factory before? Then join us on the Czech Republic trip and see, amongst others, Bohemian Crystal being made and Skoda cars being manufactured!

Many of our business students go on to study the subject at university, either reading Business Management or

Business Administration, or a specialist area such as Accountancy. Your career options and the variety of companies that you will be able to work for are endless and it really is a case of picking a product or service that particularly enthrals you, as every firm needs employees with business acumen.

Course content

The specification is organised into four themes. Following an introductory section on entrepreneurship, you will then work through the core topics of human resources, marketing, operations and finance. Once the internal workings of a business have been covered, you will then explore how business strategy can be affected by the external environment and study companies that operate on a global scale.

Assessment

There will be three synoptic exam papers to sit at the end of the course, each lasting two hours. The papers use a wide range of different examining methods including data response questions based on case studies and open-response questions.



Chemistry

Why Study Chemistry?

Chemistry is fundamental to our world and has shaped everything around us. From medicines to fuels, from clothes to bio-degradable polymers, Chemistry is not only responsible for what we have now, but is also at the forefront of the research to improve things in every way. From nanowire development for solar cells to enzyme research to stop the premature deterioration of fruit, Chemistry is important in our push to identify and resolve so many of the problems facing us and our planet in the coming years. Studying Chemistry not only prepares you for the real world, allowing you to have a reasoned view of the main issues we face, but also gives you a qualification that is one of the most sought after in a CV when applying to a university. This is because it not only proves your ability to recall information, as many subjects do, but also that you can apply the concepts you have learnt to new situations and analyse data in order to come to valid conclusions. You gain life skills that are highly sought after by universities and employers alike, such as the ability to solve problems, complete practical work, synthesise information, link ideas and think logically. You learn when and where to use qualitative and quantitative methods, how to observe and record findings accurately and precisely as well as how to critically analyse and evaluate the methodology used in experimental and investigative activities.

Tell me more

A-level Chemistry builds on the knowledge and understanding developed at GCSE. You will learn the answers to many interesting questions, such as why the things around you appear the way they do, why some solutions are coloured, why some reactions occur whilst others do not and why keeping your room tidy is impossible, as you cannot compete with entropy! The course aims to stimulate interest in and enjoyment of Chemistry, a subject which not only occupies a central

position amongst the sciences but which also fits well with numerous other A-levels outside of Biology, Physics and Mathematics. It is an essential A-level for the progression into medicine, dentistry, veterinary science and pharmacy, but following a chemistry route also opens up a wide range of professions from environmental sciences and art conservation to forensic science and patent law. However, if a myriad of industrial based jobs becoming available to you does not fill you with inspiration, there would always be the best job in the world at your feet, as there is a worldwide shortage of Chemists in education! Chemistry is a subject that opens up the types of courses you can apply for at university and the types of subsequent employment, rather than narrowing your choices. For all of this, and much more, Chemistry has to be one of the most fascinating and pivotal subjects you could ever decide to study.

Course content

The A-level is gained by taking three examinations that cover the following topics and topic extensions from the second year of study: atomic structure; chemical bonding; redox reductions; element and compound structures; the periodic table; reaction rates; equilibria; acid-base equilibria; redox reactions; energetics; transition metals; organic chemistry and modern analytical techniques. Two examinations have specific syllabus content within them and the third is a general examination that includes the practical skills assessment.

Assessment

Examination 1: Advanced Inorganic & Physical Chemistry 1 hour 45 minute exam in June (30% of A-level)

Examination 2: Advanced Inorganic & Physical Chemistry 1 hour 45 minute exam in June (30% of A-level)

Examination 3: General & practical principles in Chemistry 2 hour 30 minute exam in June (40% of A-level)



Classics

Head of Department: Mrs Primrose Campbell

Examination Board: OCR

Why study Classics?

The great philanthropist John Paul Getty, when asked why he preferred Classicists as his senior executives, simply replied “They sell more oil”. For “oil” read “renewable energy” and you have a modern mantra that explains why Classicists are so highly employable: they are trained to think analytically; they have studied human nature, politics, art, science, linguistics, rhetoric, poetry, drama and philosophy over the course of an empire that lasted for a thousand years; and they have a breadth of vision to which no other subject even comes close.

Course content

Students focus on Latin Language and Latin Literature, or on Greek Language and Greek Literature, or on both,

with an equal divide in the lessons allocated. Students are encouraged to engage with the set texts in an adult way, and to offer their own insights into the author’s methods and intentions. Students will also be prepared for the unseen section of the summer exams through regular translation of the prescribed author.

Assessment

For prose, we study either sections of Tacitus’ Annals 1 or of Cicero’s speech Pro Milone; for verse, either parts of Virgil’s Aeneid Book VIII or love poetry from Ovid, Propertius and Tibullus. Two additional set books are studied, along with other material in translation. Together with the language component, this will offer students a firm, wide platform from which to progress to studying at undergraduate level.



Design & Technology 3D Product Design

Head of Department: Mrs Suzie McNulty

Examination Board: AQA

NB: this A-level is currently in draft form prior to being accredited by Ofqual

Why study Design & Technology 3D Product Design?

It’s a 3D world. All the products that you own or use have been designed and manufactured by somebody. Imagine how satisfying it must be for the designer of a product that has made a real difference to the quality of someone’s life?

This new qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put

their learning in to practice by producing products of their choice.

They will also gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers

How will it be assessed?

Written exam:

Paper 1: two hours, 25% of A-level. Core technical principles and core designing and making principles. Mixture of short answer, multiple choice and extended response.

Paper 2: two hours, 25% of A-level.

Section A: Product Analysis. Up to six short answer questions based on visual stimulus of product(s).

Section B: Commercial Manufacture. Mixture of short and extended response questions.

Substantial design and make task:

45 hours (100 marks) 50% of A-level

Evidence: written or digital design portfolio and photographic evidence of final prototype.



Economics

Head of Department: Mr David Miller
Examination Board: Edexcel

Why study Economics?

Ever wondered what 'the credit crunch' was actually about? Or how a rich country such as the UK can possibly owe over £1 trillion? Or why it is expensive to shop in some countries but much cheaper in others? These are the sorts of issues that will be covered during your study of Economics. It will provide you with a fascinating insight into the workings of the global financial system, as well as equipping you with the necessary knowledge to hold an intellectual economic debate and wow your guests at future dinner parties!

You will find that, once you learn the basic theory, many of the lessons will relate directly to the current issues in the news. Economics is addictive and you will find your knowledge expanding on topical issues such as European migration to a degree that you would not have previously thought possible! There will be the opportunity to invest £100,000 in stocks and shares through the stockbroking competition, and to travel to the Czech Republic, where you will have the opportunity to see an ex-planned economy still transforming itself into a manufacturing base for the European Union.

Economics is a popular subject at university, both in its own right and as part of a degree such as PPE (Philosophy, Politics and Economics). While strong mathematical ability is not required at A-level, many university courses will require A-level Mathematics. Your career options are wide and varied and, statistically, you will be amongst the top future graduate earners!

Course content

The specification is split into four distinct sections, each one based largely on either microeconomics or macroeconomics. You will learn to analyse markets on a micro level as well as understand the problems that are often encountered in running markets. The focus will then switch to the UK economy and how it has evolved, before studying the global economy and looking at issues such as poverty and economic development.

Assessment

There will be three exam papers to sit at the end of the course, each lasting 2 hours. The first two papers will each examine two of the four specification themes and the final paper will be synoptic. There will be a wide range of different examining methods used in these papers including data response questions based on case studies, multiple choice and essay questions.



English Language

Head of Department: Mr Richard Dain (Interim)
Examination Board: Edexcel

Why study English Language?

A-level English Language is quite different from the English you will have experienced lower down the school. We offer you an excitingly topical and richly varied linguistics course that has been designed to be relevant in our rapidly changing world. Communication is arguably at the heart of all social progress; this course encourages you to investigate how language can be used as a powerful instrument in the development of individuals and communities, businesses and governments, social equality and technology. Studying English Language will crystallise your awareness of how language determines our very existence.

A-level English Language is an invaluable qualification for myriad careers such as journalism, advertising, politics and public relations where the confident use of language to communicate for a range of purposes is paramount. It complements every subject where a command of the English language is key to academic success, but also works particularly well alongside any other language or social science subject such as Psychology. It will particularly suit those students who have enjoyed English as a subject and who now want to specialise in the socio-scientific analysis of language in all its varied forms.

Course content

Language Variation: The study of the ways in which language can vary depending on the circumstances of its use, including such influencing factors as audience, gender, age and ethnicity. You will look at how language can reflect and construct identities and how it can change over time as a result of social, technological,

political and cultural influences.

Child Language: The study of language development in children, focusing on their speech and writing. Various language acquisition theories will be evaluated and you will consider the link between speech development and children's literacy skills.

Investigating Language: Students will develop their research and investigation skills, and apply them to an area of language study that particularly appeals to them. Students will choose from topics such as journalism, gender and power, allowing the course content to be driven by individual students' interests.

Crafting Language: Students will demonstrate their skills as writers, crafting two original texts for different audiences and purposes. Having studied examples of their chosen genre, students will also learn to critically analyse their own work, producing an accompanying commentary. Examples of the genres they might choose are short stories, feature articles, journalist interviews, speeches and travel writing.

Assessment:

Language Variation: Examination involving unseen texts for analysis with two questions focusing on language change over time and the ways language use differs according to context.

Child Language: Examination involving unseen texts for analysis with one question focusing on either children's developing speech or writing.

Investigating Language: Examination with two questions that link directly to the topic area chosen by the student for their own linguistic investigation.

Crafting Language: Coursework that requires students to produce two original pieces of writing within a chosen genre accompanied by a critical commentary.



English Literature

Head of Department: Mr Richard Dain (Interim)

Examination Board: OCR

Why study English Literature?

English Literature at A-level is the stimulating academic discipline of reading and analysing literary prose, poetry and drama texts from various critical angles. It is one of the Russell Group's 'facilitating subjects', highly regarded by universities and employers alike, and a subject that effectively demonstrates your ability to engage with sophisticated scholarly material and develop an argument based on interpretations informed by advanced literary concepts.

Many students who take English Literature as one of their A-level subjects do so because they have developed a fervent passion for literature; they love reading and discussing books, and find the ongoing search for a text's many possible meanings a challenge to be readily accepted, not feared. You will have enjoyed IGCSE

Literature, having certainly developed an admirable set of skills that will provide the perfect starting point for the A-level Literature course; throughout these two years your expertise as literary critics will flourish and your analytical talents will advance.

English Literature is a humanities subject. Working well alongside others such as History and Philosophy, this subject can give you a window into the past, the present, and the future of the human experience. The works we study will provoke challenging socio-political discussions; address issues of gender, race, sexuality and culture; increase awareness and acceptance of different beliefs, practices and ideologies – both individual and collective. Above all, English Literature is a subject that helps the student to understand what it is to be human; by looking into the fictionally represented lives of others, we can begin to comprehend our own place in the world.

Course content

Drama and Poetry Pre-1900: Students study one Shakespeare play and one other play from a selection of pre-1900 drama texts. They also study a collection of pre-1900 poetry from a choice of writers. Students demonstrate their appreciation of the significance of contextual influences on literature while exploring relationships between their chosen texts.

Comparative and Contextual Study: Students study and compare two texts chosen from a range of exciting topic areas, and prepare for the close reading of an unseen prose extract. Here students will be encouraged to articulate informed, personal and creative responses to the chosen texts and explore the texts informed by different interpretations.

Literature Post-1900: Students will choose one prose, poetry and drama text to study for coursework, selecting literature written after 1900 with one contemporary literary text being post-2000. One of these texts may also be a text in translation. Students then produce two pieces of coursework including a comparative exploration of two texts and either a close reading analysis or re-creative task with commentary.

Assessment

Component 1: Exam on pre-1900 drama and poetry (including Shakespeare) requiring students to demonstrate their detailed knowledge and understanding of chosen texts.

Component 2: Exam on a chosen topic area (e.g. women in literature) involving close reading and comparative essay writing.

Component 3: Coursework offering the choice of different task types and free choice of literary texts from the post-1900 period (including one post-2000 text)



Extended Project Qualification (EPQ)

Centre Coordinator: Mrs Sara Radice

Examination board: AQA

Why take the EPQ?

If you have a thirst for intellectual inquiry and enjoy exploring topics beyond the curriculum, the EPQ could be for you. Since 2009, a number of History of Art and Religious Studies A-level students have undertaken the EPQ and this will now be an option in any subject where there is a supervisor available. The project, which can be on an academic topic of your choice (agreed with your supervisor), takes the form of a 5000 word dissertation supported by a presentation to a non-specialist audience with a question and answer session. The dissertation must not be merely descriptive, but pursue an original line of argument analytically.

You will start to think about your topic in the summer term of the Lower Sixth and the project will be handed in at the end of the spring term of the Upper Sixth. Supported by weekly meetings with your supervisor, you will learn skills that are really valuable for university such as managing a large scale project, carrying out research using specialist libraries and archives, preparing a bibliography, reading critically, writing at length with footnotes, presenting your findings and, perhaps most importantly, reflecting on your progress and the results.

Course content

AQA suggest that the project should take approximately 120 hours. You will spend roughly 30 hours in sessions with your supervisor learning the relevant skills of how

to manage your project and carry out research and extended writing. You will need to keep a production log of all stages of the project, reviewing and evaluating your progress. You will have to complete a number of forms which should reflect each stage. Significant marks are allocated for the process of the project and the strategies you have used to meet your stated objectives.

The EPQ is an excellent introduction to university-style independent work, as it allows you to develop organisational skills – balancing it with your other A-level subjects to achieve your stated aims. You will have the opportunity to learn how to use an academic library and should aim to look at a variety of sources for your research or learn to use new technologies. Key marks are awarded for problem solving, decision making and creative thinking. You will need to think critically and analytically and to demonstrate understanding of the complexities and connections made in your project. Often the best projects are those which make links between your A-level subjects.

Finally, you will be marked on your communication skills and ability to convey and present your outcomes and conclusions, as well as your own assessment of your learning during the project.

Assessment

The EPQ is equivalent to an AS level but, unlike the AS, students who achieve over 45/50 marks can gain an A* grade.



Food & Nutrition (BTEC)

Head of Department: Catherine Complin
Examination Board: WJEC

Why take Food & Nutrition (BTEC)?

You will gain knowledge about Food Science and Nutrition. This course is aimed at students who like food, cooking and learning about food and how the body uses food. You will have the opportunity to learn about the relationship between the human body and food as well as practical skills about cooking and preparing food. You should enjoy all aspects of food preparation and cooking. There is a strong emphasis on practical work, making this an ideal choice for students who relish learning by doing and experimenting. The course offers you flexible choices in that you can specialize in individual areas of interest.

Entry Requirements

Food Science is best suited to those who have studied and gained B or higher grade in GCSE Food Technology. Students without this qualification may be considered on an individual basis.

It is also essential to have gained a grade B in Chemistry and Biology at IGCSE/GCSE. You must be a well-motivated, hard-working and an independent learner to gain the best from this course.

Course content

You can achieve an Award, Certificate or Diploma in Food Science and Nutrition, depending on the number of following units studied: Unit 1: Planning to Meet Nutritional Needs (mandatory), Unit 2: Developing

Practical Food Production Skills, Unit 3: Ensuring Food is Safe to Eat, Unit 4: Experimenting to Solve Food Production Problems, Unit 5: Current Issues in Consumer Food Choice.

Subject Partnerships

You should consider taking Food Science & Nutrition in combination with the following subjects: PE, Biology, Chemistry, Business, Economics and Mathematics.

Assessment

Assessment is through a combination of projects and case studies, catering for different learning styles. The qualifications are assessed through Controlled Assessment, internally assessed and externally moderated.

Looking Further Ahead

This Level 3 course is accepted for entry to many universities.

Together with other relevant qualifications at Level 3, learners will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- ◆ BSc Human Nutrition
- ◆ BSc (Hons) Public Health Nutrition
- ◆ BSc (Hons) Food Science and Technology.

Possible career paths include employment and career progression in Nutrition, Dietetics, Food Studies, Food Technologist/Development, laboratory work and in the Catering and hospitality industries.



Geography

Head of Department: Mrs Sarah Collishaw
Examination Board: AQA

Why study Geography?

Geography is dynamic. "There has never been a better or more important time to study Geography. With growing interest in issues such as international conflicts, environmental degradation and social cohesion, Geography is one of the most relevant courses you could choose to study. Whatever your passion for the world – fascination with landscapes or concerns about inequality – Geography will provide you with knowledge and transferable skills that will reward you personally and advance you professionally." (Dr Rita Gardner, RGS-IBG) There is a natural progression from GCSE and you will have the opportunity to develop fieldwork skills and study geographical issues and impacts.

Course content and assessment

We study the linear AQA Geography A-level syllabus (7037). This will be taught as a two-year course and four days spent on fieldwork is a compulsory element. There are three components:

Component 1: Physical Geography – this is a 2 ½ hour written examination worth 40% of the marks. Question types include a range of multiple-choice, short answer, levels of response and extended prose. Themes studied and assessed are: Coasts, Hazards, and Water and Carbon Cycles.

Component 2: Human Geography – this is a 2 ½ hour written examination worth 40% of the marks. Question types include a range of multiple-choice, short answer, levels of response and extended prose. Themes studied and assessed are: Changing Places, Global Systems and Governance, and Population and the Environment.

Component 3: Geography Fieldwork Investigation – students complete a 3000–4000 word individual investigation which must include data collected in the field. It must be based on a question or issue defined and developed by the student relating to any part of the specification content studied. It is worth 20% of the final marks; it is marked by teachers and moderated by AQA.

Fieldwork: all students are required to undertake four compulsory days of fieldwork during their A-level course. We shall use the local environment during the two-year course as well as attending a compulsory 4-day residential field studies course in Devon during the Spring Term of the Lower Sixth. Fieldwork provides an opportunity to investigate further a geographical topic or issue and, for Component 3, students will be expected to undertake a personal investigation based on either human or physical aspects of geography, or a combination of both. Please bear in mind that there will be an approximate cost of £300–£400 for fieldwork for this course.



Geology

Head of Department: Mr Jack McNulty

Examination Board: OCR

Why study Geology?

Are you interested in how our planet has changed over the lifetime of the Earth? Are you interested in the origin and development of our landscape and how plate tectonics control the surface features of the Earth, earthquakes and volcanoes? Do you wonder how we can manage our natural resources more sustainably? Geologists are scientific detectives who try to reveal the past and anticipate the future of the Earth.

Geology attracts people who wish to study the dynamics of the Earth we live on, its resources, and the most economic and sustainable way to use them. Students who enjoy working outdoors, have a good scientific background, and are interested in understanding how the world around them works, will find the field of Earth Sciences rewarding. Geology is one of the most interdisciplinary and integrated of the Sciences, combining aspects of Chemistry, Physics, Biology and physical Geography relevant to the Earth. Studying Geology will increase your appreciation and understanding of these other Sciences. It provides a host of transferable skills: geologists are adaptable and creative, linking together complex ideas and evidence to draw conclusions and present their findings. As a practical subject it combines an enjoyable variety of teaching styles: lab based investigations, hand specimens, field visits, theory, applied case studies as well as research and presentation work.

Fieldwork plays an important part of the course, relating the theory studied in class to the Geology on the ground. Students are expected to take part in four days of fieldwork over the two years of the A-level course, as well as consolidating learning it also helps us to bond as a class. We are also lucky to have the opportunity, if space and timings are favourable, to join Bishop's

Wordsworth on their Easter residential field trip which has been to Iceland and Italy in the past few years.

Geology is classed as a Science subject by most universities. It is evidence based in that theories are presented and evolve as new evidence is discovered. It requires a unique set of skills: you will be expected to think synoptically and link together many aspects of the course to formulate your answers. Geology is accessible to those who are interested in taking a Science subject to A-level but may not have the strong Maths grounding needed for the more traditional Sciences. The ability of those who study Geology to problem solve and think creatively means that they are to be found studying a wide variety of degrees, not just those in Earth Sciences. There are a variety of Geology-based careers available for Geology graduates in the oil industry, civil engineering, natural resources and environmental work; however, because of the breadth and variety of skills involved in a Geology degree it is also widely valued as a preparation for many other careers.

Course content and assessment

At the time of writing, the Geology A-level is under reform for first teaching in September 2017. The detailed specification has not yet been released by OCR.

The core content will largely remain the same with some additional material added to reflect recent developments in the subject. Topics include: Tectonics, Evolution of the Earth, Earth Structure, Hydrogeology, Geohazards, Planetary Geology, Earth Resources, Rock Types.

The structure of assessment has not been finalised but is likely to involve two written papers at the end of the course. Students will be required to take part in at least two days fieldwork during which they will need to demonstrate the practical skills acquired during the course.



History

Head of Department: Dr Alistair Dougall

Examination Board: AQA

Why study History?

History is an exciting, challenging and extremely rewarding subject at A-level. It is a demanding A-level, but is consequently highly regarded by university admissions tutors who value it for its rigour and transferable skills of analysis and communication. Regardless of which subject you want to study at university, History A-level is highly valued for its sound academic training. Studying History helps you to develop your analytical and evaluative skills and to construct a cogent, persuasive argument. It is also immensely interesting and great fun! Our course looks at some fascinating but very different sixteenth and seventeenth century monarchs, and examines important events and ideas that changed our world. All the units complement each other. They will give you a sound understanding of Early Modern History, which will be respected by university History Departments. Your knowledge and understanding of the period will be enhanced through seminars and lectures given at the school by distinguished academics from Bristol and Southampton Universities.

Course content

The course explores two fascinating and important periods of history: England under the Tudors (1485–1603) and France during the reign of Louis XIV (1643–1715).

You will learn about the Tudors and discover how effective they were in first restoring and then maintaining and developing the powers of the monarchy. How successful were they? Why were there so many changes to the Church and to religion in this period, and what impact did these changes have? How serious was the opposition and the rebellion that the Tudor monarchs faced? How far and why were England's relations with foreign powers changed? What were the personal strengths and characteristics of the Tudor kings and queens and why did this matter?

You will also study the reign of Louis XIV. Louis XIV was a very powerful and glamorous king, but how strong was he really? Did he spend too much time and money on image and waging war? You will examine the ways in which Louis XIV increased his control over all aspects of both central and provincial government, and why it was so important for him to control his nobles. You will consider the concept of 'absolute power' and explore the extent to which Louis XIV achieved it – through ruling personally, through his use of the palace and court at Versailles and through his armies. Your understanding of this remarkable king and his reign will be enhanced by a trip to Paris, which will include visits to Versailles and Vaux-le-Vicomte.

Assessment

Two 2½ hour papers (each worth 40% of the A-level) plus a coursework assignment of 3,500 words. The coursework will be a personal study based on a topic of your choice. It is worth 20% of the A-level.

Information Technology (BTEC)

Head of Department: Nigel Everett

Examination Board: Pearson/Edexcel

Why study BTEC Information Technology?

This qualification is designed for students interested in an introduction to the study of creating IT systems to manage and share information alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. There is a high percentage of internally assessed coursework compared to external assessments, which may appeal to students who prefer a more continuous approach to assessment.



different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. You will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. You will then implement the plan, developing and posting content and interacting with others. Finally, you will collect data on the business use of social media and review the effectiveness of your efforts.

Unit 4 – Website Development As a website developer, you must use sophisticated techniques to capture user interest and to ensure that customers are served. In this unit, you will review existing websites – commenting on their overall design and effectiveness. You will use scripting languages such as Hypertext Markup Language (HTML), Cascading Style Sheets (CSS) and JavaScript® and a simple text editor, or rapid application development tools. Finally, you will reflect on the website design and functionality using a testing and review process.

Assessment

Unit 1 – Information Technology Systems An externally set and marked two-hour written examination to assess your understanding of computer systems and the implications of their use in personal and professional situations.

Unit 2 – Creating Systems to Manage Information

An externally set and marked supervised task, taking place over a 1-week 10-hour period arranged over several sessions. The set task will assess your ability to design, create, test and evaluate a relational database system to manage information.

Unit 3 – Using Social Media in Business This is an internally assessed unit and you will complete two internally devised and marked assignments:

1. A report that explores how a business can use social media to raise its profile and promote products and services.
2. Documentation showing the planning, preparation and implementation of the use of social media in a business, in response to a simulated or real-world marketing problem.

Unit 4 – Website Development This is an internally assessed unit and you will complete two internally devised and marked assignments: 1. A report describing the different types and purposes of websites. 2. The design and development of a website to meet the requirements of a client

Leiths Introductory Certificate in Food & Wine

Head of Department: Mrs Catherine Complin

This comprehensive and exciting introduction to cooking gives you a thorough understanding of culinary techniques, and the chance to explore the science behind them. With training in understanding recipes, time management, menu planning, food presentation, food safety and hygiene, you will gain a solid practical foundation as well as an impressive repertoire that will enable you to cook confidently, either independently or in a group.

Your course is made up of 40 practical classes, taught mainly by your school teacher but also by visiting teachers from Leiths School of Food and Wine in London. The course will be hard work. You will need to prepare a plan before each session to make sure you are organised and to leave as much of the kitchen time as possible for cooking.

As well as learning an essential toolbox of cooking skills, you will learn to cook a range of delicious recipes from around the world including goujons of plaice with tartare sauce; Duck breasts with ginger, chilli and lime; English roast chicken with all the trimmings; rack of lamb with mustard crust; Za'atar crusted prawns with a bulghar wheat and herb salad; summer berry pavlova and homemade ice creams.

By the end of the course, whether going on to fend for yourself at university, cook for friends and family or cook professionally, you will have developed the skills, knowledge, confidence and enthusiasm to enjoy a lifelong love of food and cooking.

Course length

Five terms – Lower and Upper Sixth

Assessment

- ◆ Continuous classroom assessment
- ◆ Coursework focusing on menu planning, writing timeplans and informal tests
- ◆ 2½ hour practical exam covering dishes cooked during the course – assessed by a Leiths teacher
- ◆ Theory exam on skills learnt and developed throughout the course – assessed by a Leiths teacher.

For the most motivated students, this qualification could lead to professional employment. Pupils completing this course often find employment in the food industry during their GAP year and beyond, including catering



for private clients or in a variety of seasonal jobs in the UK and abroad.

For students with professional ambitions, the successful completion of the Introductory Certificate is a fast track to the Leiths Two Term Diploma, a culinary alternative to university.

Benefits of this course

- ◆ Equips you with an important skill for life
- ◆ Develops confidence, creativity and maturity
- ◆ Enhances your employability
- ◆ Improves your time management, organisation and team-work skills
- ◆ Valuable addition to your CV

This course fulfils the requirements for the 'New Skill' section of the Duke of Edinburgh Gold Award, and is an ideal additional skill for your UCAS Personal Statement.



Mathematics & Further Mathematics

Head of Department: Mrs Katy Healey
Examination Board: Edexcel

Why study Mathematics?

Studying Mathematics improves your logical thought processes, enhancing your ability to reason and argue. You learn the fundamentals of proof and learn to appreciate the beauty of mathematics and the enjoyment gained by tackling and succeeding in solving challenging problems. The A-level Mathematics course also supports the understanding of the numerical aspects of many sixth form courses including the Sciences, Psychology, Economics, and Geography.

Mathematics is very highly regarded by universities and by employers. It is preferred in a number of subject areas including Natural Sciences (especially Physics and Engineering), Computer Science, Economics and Medicine. Any students considering reading Mathematics, Engineering, Physical Sciences, Computer Science or Economics at the leading universities should consider taking the Further Mathematics course.

Mathematics is arguably one of the most flexible of all degrees, leaving graduates with an unsurpassed range of openings. Many of our Lower Sixth study Mathematics so, if you enjoy the subject and are expecting to gain a high grade at GCSE, why not join us!

Course content

N.B. This is, at time of writing, still in draft format.

Mathematics:

Pure Mathematics including algebra, geometry, calculus – differentiation.

Applied Mathematics. (Mechanics and Statistics)

Further Mathematics:

Pure Mathematics. Including complex numbers and formal proof.

Applied Mathematics.
 (Mechanics, Statistics and Decision Maths)

Assessment

All modules are assessed at the end of the Upper Sixth by means of examination papers; there is no coursework element. All modules allow the use of standard calculators or graphic calculators.

Modern Languages (French and German)

Head of Department: Ms Nicola Daubeneby
Examination Board: AQA

Why study Modern Languages?

The question is not “Why on earth should languages be useful to me?” but “Why on earth would they not be?”

Studying a foreign language and the culture of the people who speak it will:

- ◆ Expand your horizons and outlook on the world through exposure to other cultures and enhance your experience of foreign travel.
- ◆ Increase your understanding of the priorities of countries that are of key significance to the future of the UK, especially in the EU.
- ◆ Put you at an advantage over others in today's globalised labour market, opening up career opportunities in Europe and beyond.
- ◆ Help you to develop such important and transferrable skills as communication, analysis, problem solving, debate and independent and creative thinking.

Don't allow yourself to be deceived into believing that all foreigners speak English – 75% of the world does not – and, for those that do, it is to their advantage – not yours! Be aware that demand for linguists is high in terms of employability: a large number get and keep jobs in the crucial first years after university and horizons are much broader than the obvious translation or teaching. There are gaps waiting for you to fill in journalism, marketing, finance, engineering, interpreting – to mention just a few.

The satisfaction of expressing yourself and talking about the things you really want to in another language is immense. Your mind will be broadened through exploring and developing your ideas and opinions on a variety of stimulating topics.

You will be encouraged to go and practise your languages in the relevant countries, either re-visiting former school trip haunts with increased independence or by branching out in your own right: you may be able to do your work shadowing week, or other work experience, in another country.

A comment from one of our former students:
 “It’s rewarding to find yourself talking about modern issues and current events and being able to express yourself in another language.”

N.B. Languages currently available in the Sixth Form are



French and German.

Course content

Social issues and trends
 Political and artistic culture
 Grammar
 Literary texts and films

Assessment

Paper 1: Listening, reading and writing (2½ hours)
Paper 2: Writing (2 hours)
Paper 3: Speaking (18 minutes)



Music

Head of Department: Mr Robin Highcock
Examination Board: Edexcel

Why study music?

Music is thrilling, busy, thoughtful, demanding and a world apart from the daily routine of school life. It is both scholarly and practical; it is highly regarded by universities who recognise the dedication that is required of musicians as well as the cultural breadth that a musical education has given them.

Course Content

You will play, compose and listen to music.

Performance: You will give a public recital on your main instrument of one or more pieces lasting at least 8–12 minutes.

Composition: You will carry on composing pieces in your own style as you did at GCSE. You will produce one composition. You will also learn the principles of formal

harmony, producing a short piece of music in a style set by the board.

Listening: In the third part of the course, you will study a wide range of music from the following categories: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. You will analyse pieces of music in depth as well as learning about the historical periods in which their composers lived.

Assessment

Performance (30%) One recital of at least eight minutes on first instrument, recorded and assessed externally

Composition (30%) One piece of free composition lasting 4 minutes and two pieces of stylistic composition each lasting at least 1 minute (marked externally)

Listening (40%) (marked externally)
One written paper lasting 2 hours



Performing Arts (BTEC)

Head of Department: Mr David Hallen
Examination Board: Pearson /Edexcel

Why study BTEC Performing Arts?

This is a tremendously exciting and vibrant course, which challenges you to commit to the discipline and art of live performance in the context of a level three qualification. You may be a passionate and experienced performer who is considering going on to work in the industry, in which case this course will allow you to develop your skills to a higher level and help prepare you for drama schools far more fully than a traditional A level. You might be someone who enjoys Drama at GCSE and wants to pursue it as part of a balanced study of A levels, or you might be fascinated by the technical aspects of the performing arts and wish to work practically to develop your expertise. If so, this is the course for you.

You will study a wide range of contemporary practitioners and techniques during the course, and of course you have access to the wonderful Blackledge Theatre, where you will be able to perform frequently throughout the course.

Course Content

You will study four units during the course, three of which are mandatory and one of which is chosen by us from a selection of options. You are assessed through practical exploration, written coursework and performance examinations – there is no written paper to write. This is a practical training in the performing arts, not a theoretical course of study. The course has the same UCAS value as a traditional two-year A level qualification, has the same number of teaching hours

each week as any other A level course and can be taught directly alongside other subjects. Depending on the areas of study you wish to pursue, you can customize elements of the course to suit your strengths and interests.

Assessment

Unit 1 – Investigating Practitioner's Work You will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education.

Unit 2 – Developing Skills And Techniques For Live Performance You will explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. The skills you gain in this unit will prepare you for progression to further study, training or higher education by equipping you with practical and technical skills key to your development as a performer.

Unit 3 – Group Performance Workshop You will explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. The work may be in a single discipline or combine elements of dance, acting, musical theatre and variety.

Unit 4 – Your Optional Unit A fourth unit will be chosen from the following titles, by negotiation: Interpreting Classical Texts For Performance, Acting Styles, Developing

The Voice For Performance, Improvisation, Movement In Performance, Musical Theatre Techniques and Variety Performance.



Physical Education (PE)

Head of Department: Mrs Sarah Pokai

Examination Board: OCR

Why Study Physical Education?

Studying A-level Physical Education will give you a fantastic insight into the amazing world of sports performance. It covers the physiology, psychology and sociology aspects of sport and provides an in-depth understanding of how you can improve your performance and coaching through application of the theory. It is particularly useful if you wish to further your studies in Sports Science, Sports Medicine, Sports Psychology, Physiotherapy, Teaching or Sport and Leisure Management. Careers in sport are rapidly increasing to include performance, coaching, management, marketing and business in both the UK and USA.

Course Content

A-level PE has been highly successful with 67% of students achieving 'A-B' in 2015. Students will follow the new OCR A-level syllabus 2016. A-level PE includes

the study of Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. They will also complete a non-exam assessment: one practical performance, as either a coach or a performer in an activity, and one performance analysis task.

Assessment

Assessment is 70% theory 30% practical. Students will complete a four hour assessment split over three examination papers (2 x 1 hour and 1 x 2 hour) taken at the end of the two year course. They will also complete a non-exam assessment: one practical performance, as either a coach or a performer in an activity, and one performance analysis task.

Students may be required to attend a moderation day where they will be assessed in their sports as well as in their oral response.



Physics

Head of Department: Dr Chris Hillman

Examination Board: AQA

Why study Physics?

Some things are big things, like galaxies. Some things are small things, like quarks. Physics not only allows you to measure and predict the behaviour of both of these entities, but everything in between.

As Isaac Newton nearly said, "being good at physics is about standing on the shoulders of giants and looking that little bit further", and in A-level Physics we get to meet those giants, and view the world from their perspective. Within the first term of A-level Physics it is possible for students to ask questions to which there are yet no answers, either within or beyond the A-level specification. If you want to ask those big questions, and in the future do your bit towards answering them, then Physics is for you. If you want to express your creativity with the prospect of clear rights and wrongs then Physics is for you. If you want to exercise logic, and be guided by intuition, then Physics is for you. If you want an A-level that is very highly regarded, challenging, and provides a range of transferrable, and desirable, skills, then Physics is for you.

Modern life relies on physics in many ways. The ubiquitous internet can only function by the extreme levels of control exerted over light and electrons by devices that physics bring to life. The success of mobile phones relies on only two things, physics and the

human need for social interaction. Many branches of medicine rely on the production and detection of sound, electromagnetic or nuclear radiation, all of which demand the input of physicists. Almost all engineering around the world is just physics with more money, and a deliverable outcome. All of these applications of physics, while handy to have and great achievements in their own right, don't express the fundamental enjoyment of looking at the world through the lens that physics gives you.

Course content

- ◆ Particles and radiation
- ◆ Waves
- ◆ Mechanics and materials
- ◆ Electricity
- ◆ Further mechanics and thermal physics
- ◆ Magnetic, electric and gravitational fields
- ◆ Nuclear physics
- ◆ Astrophysics

Assessment

Assessment is via three written papers, each lasting 2 hours. Each paper examines a specific subset of the course content plus knowledge of practical experiments, situations and techniques including error analysis.



Psychology

Head of Department: Ms Alison Bowler
Examination Board: AQA

Why study Psychology?

Psychology is defined as the science of mind and behaviour. Over the course you will study psychological theories about human and animal behaviour and what drives them, looking at the strengths and weaknesses of the vast area of research upon which these theories are based. Psychology sees itself as a science and so objectivity is at the forefront. For example, you will study the biological approach which explains human behaviour in terms of genetics and neurobiology. This suggests that our behaviour is a product of nature (biology). Whereas, the behavioural approach explains human behaviour in terms of our learning and experience of our environment from the moment we are born (nurture).

You will learn answers to questions like: Why do I think like this? Why do others behave like this? It will enable you to objectively understand the nature and experience of the human world around you, based on scientific research and theory. Psychology extends into real life and has cross over links with a range of subjects; it goes well with both arts and science subjects.

Psychology is well received at all universities; some universities may accept it as a science. Career prospects in Psychology are wide and varied such as child psychology, occupational, forensic, clinical, and sports

psychology and psychiatry. The subject is also highly rated by employers in business, marketing, the media and teaching.

Course content

You will learn how the type of attachment you have to your primary caregiver (parent) can affect you for the rest of your life and can influence your personality and romantic relationships; How your memory works in the short term and long term; and how better to remember things! Why atrocities and genocide occurs around the world and why people are able to commit destructive crimes by merely obeying orders, as well as the causes and treatments for mental disorders.

Alongside these topics, we discover what research methods tools the psychologist uses and the advantages and disadvantages of each, and how to assess the validity and reliability of the research we explore.

You will also study whether it is true that men and women are fundamentally different; are men really from Mars and women from Venus? Is your gender identity and behaviour due to your biological makeup or your culture and environment? What is Schizophrenia and what are its causes and treatment? Further focus will be given to research methods and how it can be applied.



Religious Studies

Head of Department: Mr Paul Sharkey
Examination Board: OCR

Why study Religious Studies?

Because it's interesting, it's about us, our world, how to change it and how to be happy! In the process, it offers the most gob-smacking course in philosophy (east and west) imaginable. Hugely popular, RS is the ideal subject to combine with A-levels in both arts and sciences.

You need two As and a B to get into good universities these days, so you need to choose subjects you enjoy and will do well in. According to Russell Group advice, Religious Studies 'provides a suitable preparation for entry to university generally' and is a "useful qualification" for degrees in Philosophy, History, English, History of Art, Religious Studies and other humanities, Psychology, Law and Medicine. Please ring and check this out with the Admissions Tutors at the universities!

Here's what Sir Michael Heron (Former Chairman of Unilever and the GPO, Chairman of the NCVQ and Member of SCAA) has to say on the matter: 'I have no doubt at all that an A-level in RS is an excellent training for people entering business, medicine, law or any activity requiring the ability to master detail and focus it on a strategic goal. The analytical and interpretative skills acquired through RS provide the essential balance between mind and heart necessary to successful adulthood in any walk of life.'

Tell me more...

Every two years we offer a genuinely life-changing trip to India, which includes inspiring slum projects in Delhi and hanging out with the Dalai Lama and the Tibetan Buddhists in their Himalayan home town at Dharamshala. The next one is planned for 2018. Unmissable!

Will I enjoy it?

Of course! All you need is a genuine interest in people, ideas and the world around (and within) us! You don't

even need to be 'religious' or have GCSE Religious Studies. Any questions? Come and see your friendly, neighbourhood RS staff and work out what's best for you and your extraordinary, unique and beautiful life!

Course content

1. The Philosophy of Religion. An introduction to Ancient Greek Philosophy (Plato & Aristotle); the nature of the Soul and Mind-body problem (with related questions of life after death, NDEs, etc.); religious experience, the supernatural and the nature of language, myth and symbol; arguments for (and against) the existence of God are used to explore and test modern theories such as the Big bang and evolution; responses to the problem of evil and suffering; the nature of 'God'. Phew! (Mr Sharkey and Mr Spencer)

2. Religion & Ethics. A big improvement to the A-level is the inclusion of ethics. This will include critical discussion of ethical language & theories, applied to two modern issues (sex & sexuality in 21st century and euthanasia), the nature of conscience, free will and determinism, and the way religious beliefs have influenced ethical thought. (Dr Wood)

3. Developments in religious thought - Buddhism. Buddhism, an extraordinarily wise blend of agnostic humanism, rational analysis and spiritual awareness, is fast becoming one of the most popular, thought-provoking & scientifically compatible 'religions' in modern Britain. The course involves: an introduction to eastern thought and religion; the life and work of the Buddha, the main teachings of the Buddhist world-view, including meditation, karma, reincarnation, Zen, Pure Land, Tibetan Buddhism, Buddhism in the West and gender Issues. (Mr Spencer and Mr Sharkey)

Assessment

Students take three courses. Assessment is by examination at the end of the Upper Sixth. There is no coursework option.

University Destinations

2015

Aston University
International Business and Management

University of Bath
Modern Languages and European Studies,
Natural Sciences

University of Birmingham
Psychology

Bournemouth University
Finance and Economics,
Scriptwriting for Film and Television

University of Bristol
Childhood Studies,
History

University of Bristol
Philosophy and Theology,
Politics and International Relations

Brunel University
Business and Management

Cardiff University
Business Management,
Geography,
Philosophy/Religious Studies

University of Chichester
Musical Theatre and Acting for Film

University of Edinburgh
Philosophy and Economics,
Philosophy and Theology

University of Exeter
Exercise and Sport Sciences,
Geography

University of Exeter
History,
History,
Medical Sciences,
Psychology

Falmouth University
Art Foundation

Glion, Swiss Hospitality Management School
International Hotel Management

University of Gloucestershire
Early Childhood Studies

Hartpury University Centre
Equestrian Sports Science,
Equine Science

University Destinations

2016*

Hull York Medical School
Medicine

King's College London
Physiotherapy

Kingston University London
Art Foundation

Loughborough University
Geography

University of Manchester
History,
Nursing

University of Newcastle
Biomedical Sciences,
Marketing and Management

Norland College
Early Year Development and Learning

University of Nottingham
Psychology

Oxford University
Classics

Oxford Brookes University
Anthropology,
Art Foundation,
Business Management/Sociology,
History of Art

Plymouth University
Biological Sciences,
Geography,
Ocean Sciences and Marine Conservation

Royal Academy of Dramatic Art
Stage Management and Technical Theatre

Royal Agricultural College, Cirencester
Equine Management

Royal Holloway, University of London
Drama and Theatre Studies

Swansea University
American Studies,
Sport and Exercise Science

University of Warwick
Accounting and Finance

University of Birmingham
Law

University of Bristol
Medicine

Brunel University
Product Design Engineering

University of Cambridge
Natural Sciences

Cardiff University
Urban Planning and Development

Durham University
Accounting and Management,
Combined Honours in Social Sciences,
Music

University of Exeter
Exercise and Sport Science

Imperial College London
Biochemistry

University of Leeds
Nutrition

Les Roches University, Crans-Montana
Hospitality Management

University of Manchester
Materials Science and Engineering

University of Newcastle
Politics,
Sociology

University of Nottingham
Nutrition

Oxford Brookes University
City and Regional Planning

Plymouth University
Nutrition Exercise and Health,
Nutrition Exercise and Health

Queen Mary University of London
International Relations

University of Reading
Mathematics and Philosophy

Swansea University
Geography

University College London
Psychology and Language Sciences

University of Warwick
International Management

University of York
History

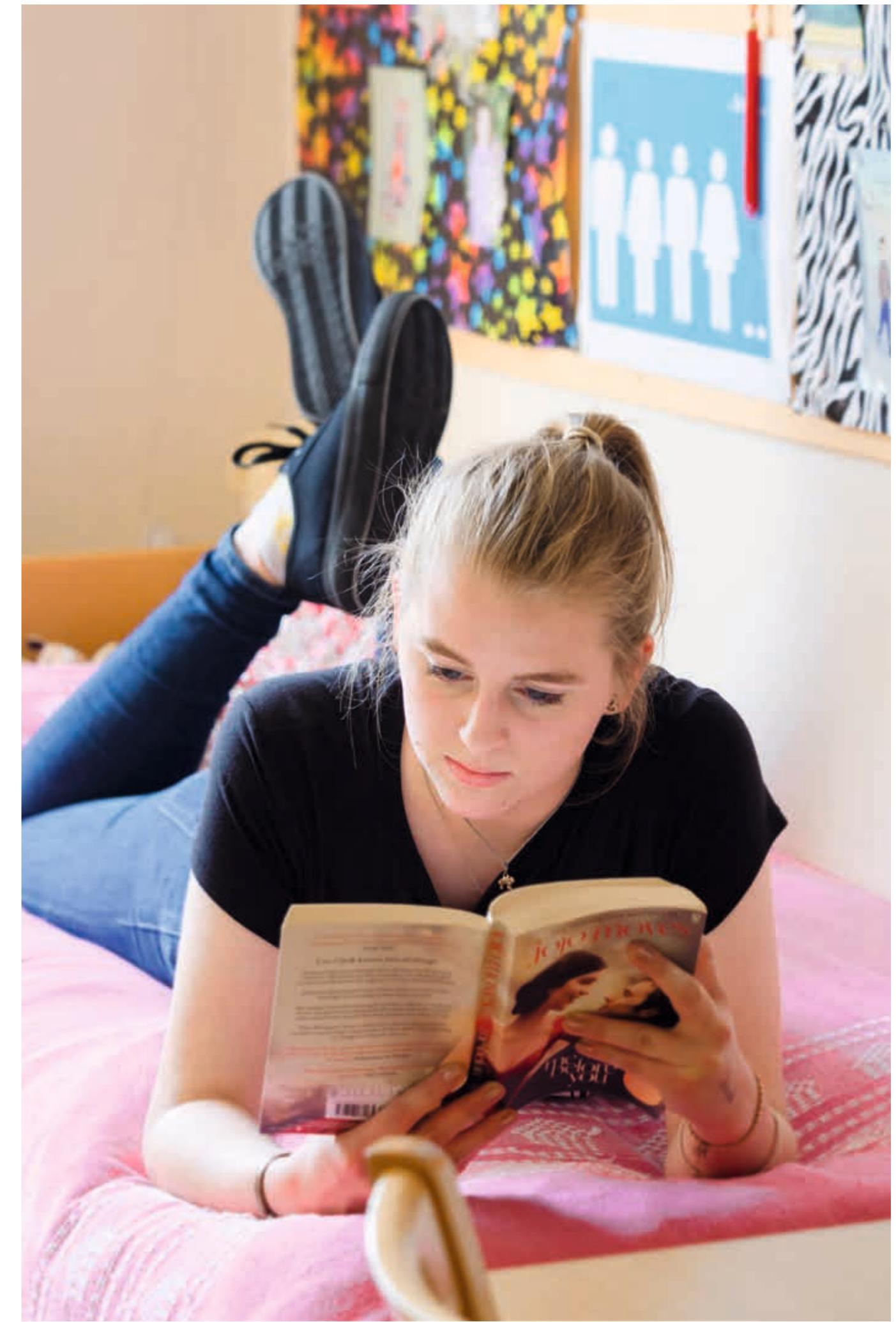
*Please note that the university destinations of those girls who are applying post A-level will not be known until the Spring of 2017

A-level results 2016

| Subject | A* | A | B | C | D | E | U | Total |
|---------------------|-----------|-----------|-----------|-----------|----------|----------|----------|------------|
| Art | 4 | 3 | 0 | 0 | 0 | 0 | 0 | 7 |
| Biology | 2 | 3 | 4 | 3 | 2 | 0 | 0 | 14 |
| Business Studies | 0 | 1 | 1 | 1 | 2 | 0 | 0 | 5 |
| Chemistry | 2 | 2 | 4 | 3 | 0 | 0 | 0 | 11 |
| Chinese | 2 | 2 | 3 | 0 | 0 | 0 | 0 | 7 |
| Economics | 0 | 2 | 1 | 1 | 0 | 0 | 0 | 4 |
| English Language | 0 | 2 | 1 | 2 | 0 | 0 | 0 | 5 |
| English Literature | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| Further Mathematics | 1 | 0 | 2 | 1 | 0 | 0 | 0 | 4 |
| French | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 2 |
| Food Technology | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| Geography | 0 | 2 | 3 | 1 | 0 | 1 | 0 | 7 |
| German | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 2 |
| History of Art | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| History | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 3 |
| Italian | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Latin | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Mathematics | 2 | 10 | 9 | 0 | 0 | 0 | 0 | 21 |
| Music | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Physical Education | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 2 |
| Physics | 1 | 1 | 1 | 2 | 0 | 0 | 0 | 5 |
| Psychology | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 3 |
| Religious Studies | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 4 |
| Russian | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| Spanish | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 3 |
| | A* | A | B | C | D | E | U | |
| Grand totals | 17 | 38 | 40 | 17 | 5 | 1 | 0 | 118 |
| Percentages | 14.4% | 32.2% | 33.9% | 14.4% | 4.2% | 0.8% | 0% | |
| Cumulative | 14.4% | 46.6% | 80.5% | 94.9% | 99.1% | 100% | 100% | |

Notes

Notes





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www.godolphin.org

03/2017

Although correct at time of going to press, the information in this booklet may be superseded as part of our commitment to continuing improvement.