

PROSPECTUS  
2018 / 2019

GO  
DOL  
SIXTH FORM  
PHIN



"I have recently moved to Godolphin and it has been one of the best decisions I have made."

Jemima Belchambers

Welcome	4
Who's who in the Sixth Form	8
The Lower Sixth Tutor Team 2018–19	10
The Upper Sixth Tutor Team 2018–19	12
School House and the Jerred Study Centre	14
Your journey through our Sixth Form	16
The Elizabeth Godolphin Award	18
Co-curricular activities	20
Mentoring and leadership	24
Prefects	26
Academic enrichment and scholarship	27
The Extended Project Qualification	28
The Leiths Introductory Certificate in Food and Wine	29
Learning Support and support for students with English as an additional language	31
Beyond the Sixth Form: Help and guidance with next steps	32
Choosing the right subjects in the Sixth Form	37
Public examination results	40
Leavers' destinations	41
Curriculum information by subject	42
GO Forward	68

# CONTENTS





# WELCOME



A warm welcome to the Godolphin Sixth Form, and to the tremendous range of personal and academic opportunities therein. This is an extraordinarily happy and supportive place to continue your studies, with bespoke learning programmes designed to best suit your needs. I consider it a privilege to live and work in this environment, and I would expect any member of the Sixth Form to feel the same way. You will need to apply energy and enthusiasm, a keen sense of motivation and discovery, a spirit of generosity and a sense of humour to your time with us, and all staff will expect you to take pride in your role as a member of our community, with the responsibilities and rewards that this entails. As a member of the Sixth Form at Godolphin, you will work closely with dedicated, experienced teaching and pastoral staff in order to achieve your academic and personal potential. We are rightly proud of the excellent academic opportunities available here, and of the Sixth Form's philosophy and environment, which will enable you to develop leadership skills and to become an independent learner with a strong sense of personal responsibility and self-motivation, ready for whatever your future may hold.

The Sixth Form is strengthened each year by those joining us from other schools, both in the UK and overseas. We are delighted when new students join us and bring with them different perspectives and experiences which enrich the lives of everyone in our community. However, Godolphin girls moving from Fifth Year to the Sixth Form often talk about how different it is 'over the bridge', and particularly about their changing relationships with teachers. Here you will learn in partnership with the academic staff, and smaller teaching groups allow for considerable individual guidance, enabling you to get the most out of your chosen subjects. In readiness for higher education, you have a significant amount of freedom and independence and can choose when and how you study. We will help you to learn how to manage your time so that you can keep on top of your work and enjoy Sixth Form life to the full.

Being part of the Godolphin Sixth Form is an unforgettable experience, and the many benefits will last a lifetime. Our unique Elizabeth Godolphin Award programme offers an outstanding range of enrichment opportunities, and the support and guidance on offer as you progress into higher education or the workplace is exceptional. Our sixth formers do extremely well academically and leave us as independent young adults with a practical skill-set, self-confidence and a strong sense of self-worth. I am looking forward to seeing you flourish during your time with us and beyond.

**David Hallen** Head of Sixth Form

"Godolphin Sixth Form provides an enriching and challenging education within a strong community, enabling each girl to fulfil her potential and embrace the future with confidence."

"The teachers are always there to make sure that you are getting all the help you need and they have supported me with university choices and academic work."

**Amy Robinson**

## Head's Welcome



The crowning glory of a Godolphin education is embodied in the richness of opportunity and the variety of

challenges in our Sixth Form. Whether you enter from the Fifth Year or are joining us from outside Godolphin, this is where you will be given the freedom, encouragement and support to truly fulfil your potential in readiness for the world at large.

The importance we place on the Sixth Form is evident in the investment we have placed in our state-of-the-art, extensively provisioned study centre that places independent study and focused academic work at the heart of Sixth Form life. With a new seminar room, conference room and common room, each equipped with cutting edge technology, the Jerred Study Centre is at the heart of Godolphin's commitment to contemporary teaching and learning.

We are rightly proud of our excellent academic results. However, as important, is our emphasis on developing 'the whole person' and our unique Elizabeth Godolphin Award, offered to every Sixth Form student, is a comprehensive programme that has been praised by employers for the valuable way it develops sought-after skills. As well as this, Godolphin's impressive 'GO Forward' network connects girls with alumnae in relevant professions, opening up a host of work experience and placement opportunities. All of this combines to ensure Godolphin Sixth Form really does offer all the ingredients for future success. We look forward to welcoming you.

**Emma Hattersley**  
Head of Godolphin

## Head Girl's Welcome



Godolphin is a close knit and special community. In Sixth Form, the relationships between students and teachers are different than in the lower school. A much closer bond is created between the two positions and this makes you feel very comfortable whilst learning. The bond between the two Sixth Form years is developed, and this becomes very important. In your first year, you can acquire advice from the year above and then in your second year, impart advice and wisdom onto the year below.

My Sixth Form life so far has consisted of study, extra-curricular activities and socialising with the other girls in the boarding house and our lovely housemistresses (normally centred around a cup of tea). I really enjoy having a small teaching group and this creates a personal experience with teachers, who are always eager to help. The teachers make their lessons interesting and if someone does not understand something, they are very willing to help you in the lesson and want to help in their own time, as they do not see it as a chore, rather as a wanting.

The Elizabeth Godolphin Program is something that I have really enjoyed this year because I have developed skills such as public speaking, tips for personal statements, dealing with stress and interview skills that I would not necessarily have learnt in my everyday studies. Godolphin's encouraging and enthusiastic atmosphere has pushed me to become an outgoing and confident young woman this year (and I still have a year to go). I am really looking forward to my next year at Godolphin and I would like to stress to you that Godolphin not only aims to push one to achieve the best possible results you can, but also to push one to be the individual that you are and to empower you throughout your journey.

**Faith Pybus**  
Head Girl





# WHO'S WHO IN THE SIXTH FORM

## David Hallen

Head of Sixth Form  
and Drama Teacher

I'm Head of Sixth Form, and it's my job to make sure that you get the very best and widest possible range of opportunities to flourish and succeed. I also teach Drama, so if you can't find me in my office in the Jerred Study Centre (JSC) then I am probably in the Performing Arts Centre. I write and direct plays and musicals, and during my time at Godolphin I have been a Sixth Form Tutor as well as Head of Fifth Year and Methuen House. I live on-site with my family, so I am usually pretty easy to find. My email is [hallend@godolphin.wilts.sch.uk](mailto:hallend@godolphin.wilts.sch.uk) and my telephone number is 01722 430 632.

## Madeleine Bayliss

Assistant Head of Sixth Form  
and Classics Teacher

I'm excited to be joining Godolphin this year, as a Classics teacher and Assistant Head of Sixth Form. I have taught in London for ten years and have been involved with a lot of pastoral work too, so I am looking forward to getting to know the Sixth Form – my door is always open for a chat and a cup of tea! I will also be organising the Elizabeth Godolphin Award, a unique programme which provides opportunities for enrichment beyond the curriculum and equips you with vital skills for life beyond Godolphin. I can be usually be found in the JSC, or in Brome. My email is [baylissm@godolphin.wilts.sch.uk](mailto:baylissm@godolphin.wilts.sch.uk) and my telephone number is 01722 430 632.

## Stella Jones

School House Housemistress

I am the School House Housemistress, and always enjoy a cuppa and a chat so call in at any time and make yourself comfy. I am also the school Charities Coordinator so when not in the office, I might be planning the next charity event, or teaching, or watching rugby if Wales are playing. My email is [joness@godolphin.wilts.sch.uk](mailto:joness@godolphin.wilts.sch.uk) and my telephone number is 01722 430 530.

## Sophie Hallen

School House  
Assistant Housemistress

As the Assistant Housemistress in the Sixth Form I am to be found in the School House office which I share with Ms Jones. Our office door is always open for help, advice or just to chat, and I can usually provide a biscuit or two to go with it. Before coming to Godolphin I worked in the theatre as a Stage Manager so am used to dealing with all manner of dramas. I live in the ground floor apartment of School House with Mr Hallen, our two children, Isobel and Abigail, and Max the Tibetan terrier, who is often at the window to greet you. My email is [hallens@godolphin.wilts.sch.uk](mailto:hallens@godolphin.wilts.sch.uk) and my telephone number is 01722 430 530.

## Bethan Ferguson

Head of the Bright  
Futures Programme

I'm the school Careers Adviser, and spend lots of my time helping students to identify the aspects of life that are most important to them, and plan a future that reflects those interests and values. I also run events and lessons that help with that process. Whether you are considering a traditional degree course at university, an apprenticeship at university or in the workplace, going straight into work or heading off on a gap year, I am here to help you achieve your ambitions. I'm always around, so come and find me in the JSC. My email is [fergusonb@godolphin.wilts.sch.uk](mailto:fergusonb@godolphin.wilts.sch.uk) and my telephone number is 01722 430 554.



## THE LOWER SIXTH TUTOR TEAM 2018-19

The following members of staff make up the Lower Sixth Tutor Team. You will see your tutor every day, sometimes in groups and sometimes as an individual. In the Lower Sixth, you will find your tutor is an invaluable asset, helping you to adjust and develop your study skills to match the demands of the Sixth Form courses you have chosen. They will be there to guide you through the early stages of the UCAS process, to ensure that you make the most of the many academic and co-curricular opportunities that exist in the Sixth Form and to offer excellent pastoral care.

### Sarah Collishaw

I am a Sixth Form Tutor and Head of Geography. My curiosity in the world stemmed from looking through a very large and old atlas as a child, and wondering what those places would be like. The Geography Department is based on the ground floor of the Library Block where we have two lovely classrooms and regularly use the Library next door. My email is [collishaws@godolphin.wilts.sch.uk](mailto:collishaws@godolphin.wilts.sch.uk) and my telephone number is 01722 430 616.

### Nick Eggleton

Apart from being a Sixth Form Tutor I head up a team of talented teachers in the Art & Design department. I have taught at the school for quite a few years now so have a wide range of pastoral experience at different levels across the age range. If you are studying Art & Design at AS or A-level then you will see quite a lot of me both in normal school lessons but also after school during activity sessions. I am usually on site in the Art & Design department until 6.00pm every day and until 6.45pm on Wednesday and Friday evenings. My email is [eggletonn@godolphin.wilts.sch.uk](mailto:eggletonn@godolphin.wilts.sch.uk) and my telephone number is 01722 430 619.



### Madeleine Bayliss

I have always loved being a tutor and getting to know my tutor groups outside the classroom, so it is great to be a Lower Sixth tutor at Godolphin. As we are all 'new' in the Sixth Form at Godolphin this year we will all be embarking on a journey together, so I am as much looking forward to learning from my tutor group as I am to supporting and guiding them along the way. Outside school, I will be exploring Wiltshire and getting to know my new home so any tips will be gratefully received! My email is [baylissm@godolphin.wilts.sch.uk](mailto:baylissm@godolphin.wilts.sch.uk) and my telephone number is 01722 430 632.

### Sara Radice

As Head of Art History, I teach the Pre-U in the Sixth Form and run a number of art historical trips to Paris, London and Florence. I also teach an introduction to looking at art in the Third Year and Classical Civilisation to GCSE. As Head of Scholarship, I oversee ways that you can extend your learning from the Seminar Society, to the EPQ and the GO Discover programme of academic talks and activities which take place on Friday, session one. I can nearly always be found in my room, A3, under the stairs in the Art block. My email is [radices@godolphin.wilts.sch.uk](mailto:radices@godolphin.wilts.sch.uk) and my telephone number is 01722 430 619.

### David Miller

My main responsibility in the school is as Head of Business and Economics, therefore if you study either (or both) of these subjects, you will come across me a lot in your time in the Sixth Form. I can be found most of the time in S5 where I am also a sixth form tutor although my second home is Pitch 3 as I also coach football, golf, cricket and athletics. And of course I am a house tutor in the Sixth Form Centre. My email is [millerd@godolphin.wilts.sch.uk](mailto:millerd@godolphin.wilts.sch.uk) and my telephone number is 01722 430 610.



## THE UPPER SIXTH TUTOR TEAM 2018–19

In the Upper Sixth, the role of your personal tutor shifts a little, as the importance and relevance of the UCAS process comes to the fore. Your tutor will be there to support your application and to write the school's official references for you, whether you apply to university or to the world of work, foundation courses or apprenticeships. Your tutor will also be there to support you as your final exams approach, so make sure your relationship with them is a strong and productive one – they are there to help you succeed. This year, the Upper Sixth tutor team is made up of the following members of staff:



“In the Sixth Form your tutor gets to know you really well and therefore is a vital support system during the year. Your tutor also becomes more of a friend and advisor than a teacher.”

**Molly Adlington**

### Richard Dain

I have been a Sixth Form tutor for two years, and Deputy Head for nine. Before that, I was Housemaster of a girls' boarding house in Malvern College and prior to Malvern spent 15 years teaching in Chile. I teach English and Spanish and my office is just off the Main Hall, but I am equally happy to meet up over lunch, tea... even breakfast, which was a regular with my last Sixth Form group. My email is [dainr@godolphin.wilts.sch.uk](mailto:dainr@godolphin.wilts.sch.uk) and my telephone number is 01722 430 513 – actually, that's my PA (Melissa Corbin) but she is more likely to be in than I am, so you are better off with her number.

### Sandra Davis

As well as being a member of the Upper Sixth Tutor Team, I'm Head of Computing, teaching in both the Prep and Senior schools. I'm usually found in the Computing department, often tinkering with robots and any other toys that I can get my hands on. Outside school I indulge my creative side with ceramics and I am continuing my efforts to master (stay upright on) a surf ski. My email is [davissc@godolphin.wilts.sch.uk](mailto:davissc@godolphin.wilts.sch.uk) and my telephone number is 01722 430 602.

### Charlotte England

In addition to my role as a Sixth Form Tutor, I am also Second in the Language department and teach French throughout the senior school. This is my third year as a sixth form tutor and I greatly enjoy working with girls in the sixth form and helping them to prepare for life after Godolphin. In addition to work, I enjoy spending time with my family and keeping fit. Unsurprisingly I am also a true Francophile and really enjoy French films, gastronomy and summer holidays in the Loire. My email address is [englandc@godolphin.wilts.sch.uk](mailto:englandc@godolphin.wilts.sch.uk) and my telephone number is 01722 430 617.

### Bethan Ferguson

Me again. I'm also part of the Upper Sixth Tutor Team, and during my time at Godolphin I've run workshops on the art of conversation, appeared on staff Desert Island Discs, and slept rough in the Cathedral Cloisters to raise money for homeless shelters. On my wish list for this year? Bringing my dog and cat into school to demonstrate the similarities and differences between being an extrovert and an introvert. If you want to know why that might be important, just ask. My email is [fergusonb@godolphin.wilts.sch.uk](mailto:fergusonb@godolphin.wilts.sch.uk) and my telephone number is 01722 430 554.

### Bernadette Medany

I've been the Head of Biology at Godolphin since 2003. Before that, I taught in Dubai for seven years. I'm a member of Hamilton House and can usually be found in my office in the Science Department when I'm not teaching. I'm also a Senior Examiner for A-level Biology, working for one of the main exam boards, which gives me a privileged insight into the minds of examiners. My email is [medanyb@godolphin.wilts.sch.uk](mailto:medanyb@godolphin.wilts.sch.uk) and my telephone number is 01722 430 590.

### Nikki Owers

I'm part of the Upper Sixth Tutor Team for next year. I teach Maths and Economics and you will normally find me in S6 at the top of the school. My email is [owersn@godolphin.wilts.sch.uk](mailto:owersn@godolphin.wilts.sch.uk) I can be reached on the Maths Department phone – 01722 430 615.

### Olivia Sparkhall

I am Godolphin's Assistant Director of Music but also Head of Douglas House and Head of Outreach. I conduct the famous Vocal Ensemble, as well as being in charge of chamber music and conducting senior strings. I can usually be found in P7 when I'm not making myself cups of Earl Grey tea in the PAC Foyer. My email is [sparkhallo@godolphin.wilts.sch.uk](mailto:sparkhallo@godolphin.wilts.sch.uk) and my telephone number is 01722 430 643.

### Clinton Thrower

As well as having the honour of being an Upper Sixth Tutor, I am the Head of Science and the Head of Chemistry. With the exception of the First Year, I have been a tutor of every single year group at Godolphin and have also been the Head of the Fourth and Fifth Year.

I am easy to find, as I rarely leave the top floor of the Science block, only really venturing out for sustenance. My email is [throwerc@godolphin.wilts.sch.uk](mailto:throwerc@godolphin.wilts.sch.uk) and my telephone number is 01722 430 591.



# SCHOOL HOUSE AND THE JERRED STUDY CENTRE

## School House

School House is the pastoral heart of the Sixth Form Centre. This lovely building, with its twisting corridors upstairs and its cosy sits and spaces to relax on the ground floor, is the perfect place for you to socialise, unwind and share a cup of tea with friends. Boarders all have individual work-spaces in their rooms, meaning you have the space and resources to study in your own time.

Boasting over 50 beds, School House is a delightful and welcoming boarding house for those who spend their nights at school, as well as the pastoral base for the day girls in the Sixth Form. You will register here at lunchtime, and catch up with friends in the middle of the day, having eaten in North Kitchen. Our friendly and supportive house staff are always around, and you are welcome to come and natter in the office, watch the televisions, make use of some of the quiet areas, play your trumpet in the practice rooms, enjoy the lovely garden or catch up informally with academic staff.

## Jerred Study Centre

The Jerred Study Centre (JSC) is an outstanding study resource, which reflects the school's continuing investment in our Sixth Form. Following an exciting and innovative refurbishment, the JSC offers the facilities and focused environment necessary for you to fully engage with your studies outside of the classroom, giving you the opportunity to make excellent use of your independent study time surrounded by a wealth of modern resources.

This smart, sleek and dedicated facility is a resource for the entire Sixth Form to make use of, but newly refurbished teaching and study rooms mean that each day girl can be confident in managing her own resources in a mature and motivated fashion. With a new seminar room, conference room and common room, each equipped with cutting edge technology, the JSC is at the heart of our commitment to contemporary teaching and learning, and represents the School's continuing investment in the highest possible quality of educational experience. Lessons, discussion groups, tutorials and reflective practice take place alongside independent study, allowing a thorough and meaningful atmosphere of learning to be established and maintained throughout the year. You might arrange to meet your tutor or a member of academic staff in the JSC or even organise and run a study group in session time. The Head and Assistant Head of Sixth Form are based in the JSC, and you are very welcome to pop in to discuss your studies, for careers or university advice or just for some academic support.

"School House has an extremely supportive staff team who help with all of your issues. Being in the houses also ensures that you build strong friendships with the people around you."

**Connie Roberts**



# YOUR JOURNEY THROUGH OUR SIXTH FORM

Every Godolphin student benefits from a tremendous range of academic and pastoral support, but also from the huge range of opportunities and life-changing experiences on offer outside of the classroom. And once you've left Godolphin at the end of the Sixth Form, the support and the benefits continue...

## Fourth Year

- ◆ Into The Sixth Form Programme
- ◆ Morrisby Testing to identify potential careers

## Fifth Year

- ◆ One-to-one support from a personal tutor
- ◆ Access to one-to-one EAL and Learning Support lessons
- ◆ Study skills seminars
- ◆ Sixth Form Welcome Evening in September
- ◆ Talks on choosing your subjects
- ◆ Individual revision planners for mock and public examinations.
- ◆ One-to-one interviews with Senior Staff about subject choices
- ◆ Relaxation, meditation and yoga sessions throughout the year
- ◆ DofE and CCF 'outward bound' activities
- ◆ A wide range of overseas trips to diverse locations in Europe and beyond
- ◆ Access to the Inspiring People lecture series
- ◆ Social activities with local and national schools

## Sixth Form

- ◆ The Elizabeth Godolphin Award
- ◆ Welcome to the Sixth Form and Higher Education Evening
- ◆ UCAS support through your personal tutor
- ◆ Oxbridge support including a dedicated mentor to guide you with your application
- ◆ Opportunities for leadership and mentoring
- ◆ 'Beyond the Sixth Form' day and ongoing programme of guidance geared to readying you for the next steps on your academic and personal journey
- ◆ One-to-one careers support from our expert Careers Advisor
- ◆ Access to Higher Ideas software to explore potential degree courses
- ◆ Advice and guidance on workplace apprenticeships
- ◆ Study skills workshops
- ◆ Science Café
- ◆ Seminar Society
- ◆ Debating Society
- ◆ Visit to Southampton University
- ◆ GO Forward seminar and networking programme
- ◆ MEDVET+ Society – for aspiring doctors, dentists and vets
- ◆ Support for those considering specific courses e.g. Engineering and Art Foundation
- ◆ Opportunities for prefect responsibility and leadership of competitive houses
- ◆ Work shadowing programme and the chance to work closely with a wide range of key employers, nationally and internationally.
- ◆ Mock interviews for university entrance and the world of work
- ◆ Regular talks and small group workshops on stress management, assertiveness and developing supportive peer relationships
- ◆ Active participation in our 'Inspiring People' lecture series

# THE ELIZABETH GODOLPHIN AWARD

Elizabeth Godolphin, who founded the school in 1726, was a woman of energy, tenacity and vision. At a time when women's lives were often constrained and limited, her decision to endow one of the first schools for girls in Britain required all her considerable powers of persuasion, financial acumen and ingenuity. The award that bears her name promotes the qualities of independence, commitment and excellence that she embodied.

"I've learnt so many different things through the EGA that I never thought I would and it's really helped me plan and support my future."

Megan Harrold



A unique programme spread over both Sixth Form years and completed by all our students, the EGA will equip you with a range of skills, benefits and experiences that will enable you to thrive at university and in the modern workplace as well as strategies that will enable you to cultivate your own emotional intelligence and well-being.

A key aspect of the award is that it will develop your commitment to personal, community and school projects. This is a chance to learn the importance of grit and diligence as well as to investigate your own interests, and immerse yourself in the opportunities around you. With a broad range of workshops and sessions on offer, as well as a selection of compulsory events, you will be able to tailor your involvement in a way that best suits your needs and ambitions.

## A small selection of activities included in the programme

- ◆ Spend a day training to get your First Aid at Work Certificate – looks great on any CV, and you might save a life
- ◆ Understanding Human Stories from the Developing World – a term-long weekly programme exploring the complex issues behind international news headlines
- ◆ Budget Cookery workshops
- ◆ Film 101 – learn to story-board, film and edit your own piece of cinema
- ◆ Any Questions? Ask your own questions about current affairs and the issues that affect you most – with a panel of experts from outside and within the school
- ◆ Macmillan Take-Over Salisbury City Centre. Sing and dance in the flash mob, shake a bucket, or just clap from the side-lines – this fundraiser is a regular on the Sixth Form calendar
- ◆ Get expert help on CV writing and interview skills – throughout the Lower Sixth
- ◆ Model United Nations – take the chance to play politics and lead your country through a year of global change

- ◆ World Cinema Society - a chance to explore and appreciate subtitled films from a wide range of other cultures
- ◆ Basic car maintenance – understand a bit more about what goes on under the bonnet.

As a member of the Godolphin Sixth Form, there are an exceptional number of activities available to you outside of the classroom, almost all of which can count towards your EGA award. Indeed, you are actively encouraged to participate in a range of co-curricular subjects and strike a healthy balance between academic study and practical activity.

## Components of the EGA

### DEVELOPING SKILLS

Diversifying expertise and expanding interests

### DEVELOPING COMMITMENT

In for the long haul

### HE & CAREERS PROGRESSION

Moving up and moving on

### COMMUNICATING

Understanding social and professional communication and getting it right

### OPINION FORMING

Understanding the modern world and being confident to have your say

### PERSONAL INDEPENDENCE

Thriving and surviving in Sixth Form life and beyond

# CO-CURRICULAR ACTIVITIES

## Debating Society

This society will challenge your skills in forming rational argument and counter-argument, presenting articulate opinions to your peers, responding to intellectual challenges, public speaking, teamwork and responding to unseen questions. This is a stimulating opportunity for you to research and present your own ideas in a constructive and positive forum – ideal for perfecting the skills you will need at university and that employers look for at interview.

## Self Defence and Conflict Resolution

The Godolphin Sixth Form is very proud to offer this course, which is run by Adam Gerken, founder of Self-Defence Direct. We have worked successfully with Adam over several years to develop a course which teaches you the practical and intellectual strategies you may need in order to protect yourself in a variety of settings. From a basic martial arts training to accredited training in conflict resolution which is not only practical but an excellent addition to any CV, this is a course which comes highly recommended by many of our former Sixth Form students.

## Science Café

Science Café is a weekly Sixth Form discussion group, facilitated by members of the Science Department. This is an excellent forum for discussing the very latest in scientific advances from around the globe with a panel of like-minded students and expert staff. From astronaut bio-ethics to wearable technology, this is the place to learn more about the issues that will affect your scientific career, and get a head start on the opposition when it comes to university statements and interviews.

## Green Group

By leading the Godolphin Green Group, you can have a measurable and positive impact on the School's policies regarding its carbon footprint, recycling and food waste. From understanding the budgetary implications in making institutional changes to liaising with some of our environmental partners in Salisbury and beyond, if you have a passion for the environment and the energy and commitment to convince others to change the world around you then this forum offers you just that opportunity.

## Human Stories From The Developing World

Human Stories From The Developing World is a weekly discussion group exploring current international affairs. Led by Jonathan Andrew, a consultant on global developmental issues, this group is the place to be if you are interested in understanding the world around you and the impact of global events on your own life and the lives of others. As a member of the Godolphin Sixth Form we expect you to be informed politically, culturally and socially if you are to achieve the university, college or industry destination of your choice, and this group is the perfect forum in which to build not just your knowledge but your opinions too.



## Music

Godolphin has an excellent reputation for music, which plays a major role in the life of the School. Sixth formers make a vital contribution to two of our outstanding choirs: the Godolphin Choir and the Godolphin Vocal Ensemble. The Vocal Ensemble has an enviable list of achievements, including winning the Barnardo's Choir of the Year Competition and becoming finalists in the BBC Songs of Praise Choir of the Year Competition. If you play a musical instrument to the required standard, you can join the Godolphin Orchestra, or the Concert Band, or play in the Senior Strings or one of the ensembles playing chamber music. Our Sixth Form musicians have performed in some wonderful venues including Salisbury Cathedral, St Paul's Cathedral, St John's Smith Square and San Marco in Venice.

## Sport

Godolphin's proud sporting tradition is carried through to the Sixth Form, where you have access to the Fitness Suite as well as all other facilities at the School. You are free to timetable your own sport choices and participate in organised team or individual sports, or to join regular yoga, fitness and relaxation sessions held in the Sixth Form Centre. There are numerous sporting options available: netball, hockey, lacrosse, cross-country, swimming, athletics, tennis, rounders, cricket, fencing, basketball, volleyball, rebounders, pilates, fitness and riding. We have an amazing track record of achieving impressive results with our sports teams. Whether you want to compete, just choose an option to keep fit and healthy, or exercise for pure enjoyment, there is an option available for you. There are also leadership roles available as Sports Captains.

## Drama

The Sixth Form offers students a range of opportunities to get involved with drama outside of the academic curriculum. You can take part in a wide range of whole-school and dedicated



Sixth Form productions, either performing or as a member of the backstage and technical crew, or if you have a real passion for Drama, you could also join Portal Theatre Company, a resident theatre company based at Godolphin that creates devised and scripted performances throughout the year, with a view to taking productions into the wider community. Sixth Form students also regularly write and produce their own pieces of theatre. Speech and Drama lessons are also available. So even if you are not studying Performing Arts, there are still lots of opportunities to take part and get creative.

## CCF & DofE

Godolphin has a strong Duke of Edinburgh contingent at all three levels: bronze, silver and gold. The award provides a balanced programme of activities that develops the whole person in an environment of social interaction and team working. Many of our students do Gold DofE in the Sixth Form, participating in a range of activities and expeditions. This is often completed in the Upper Sixth with a final presentation at St James' Palace.

Membership of our Combined Cadet Force (CCF) will give you the chance to develop self-confidence and self-discipline as well as endurance, resourcefulness and perseverance. The varied and exciting programme includes basic military skills as well as activities such as climbing, canoeing, trekking, map-reading, rifle-handling and shooting, field-craft, first aid and raft building. It offers you the opportunity to develop leadership and command skills as you progress through the CCF and become responsible for the delivery of basic training to newer recruits and leading groups on adventurous activities. Additional external courses are also available for cadets in the Godolphin Sixth Form, including leadership and adventure training courses where National Governing Body qualifications are achievable.



# MENTORING AND LEADERSHIP

“Sixth Form life is very different from life in the lower years. You get more independence and there are many roles of leadership which you can get involved in, such as being on the Prefect team or House Committee.”

Ella Loudon

Being a school with a Sixth Form, Godolphin is the ideal place to enhance your personal skills (and your UCAS form) with leadership roles and positions of responsibility. The presence of younger students provides a wealth of such opportunities: in leading sporting events, running drama productions, in charity and voluntary work, in the Sixth Form Centre, in your competitive houses, as prefects and within the huge range of Sixth Form societies and activities. We will encourage you to take on more responsibilities and leadership roles, as doing so enriches your experience (and the experiences of those you work with) and develops your self-confidence, as well as impressing universities and future employers.

Along with a strong sense of community, Godolphin offers our sixth formers a range of opportunities for leadership. Indeed, one of the main benefits of being at a school, rather than a college, is that there are leadership and mentoring opportunities involving the younger students. You would be expected to act as a strong role model on the pitch, in the classroom or in School House, and to encourage aspiration and ambition. Research shows that students given leadership opportunities at girls' only schools tend to be leaders in life too. We are extremely proud of all that our Sixth Form students achieve, and the leadership positions they excel at, in and out of the classroom. Opposite is a selection of the kinds of leadership roles available to you in the Sixth Form.

## Subject Ambassadors

Take the time to develop and deepen your own subject knowledge by becoming a subject ambassador for younger students. This role gives you the chance to work with younger students who need your help – maybe as an inspirational and knowledgeable role-model who will push them to achieve their potential or perhaps as someone who can help them master and move on from the basics.

## Lead a Society

Why not lead your peers in the Debating Society, Green Group, CCF or Model United Nations? Organising and running successful groups and societies takes a wide range of skills, creative and organisational, and doing so in the Sixth Form can equip you with techniques that you can employ at university or in the workplace.

## Mental Health England Peer Education Programme

This outstanding programme offers members of the Sixth Form at Godolphin the training and skills needed to act, in partnership with staff and the charity Mental Health England, as peer supporters to those in the lower years who may be struggling with mental health issues.

## Arts Ambassador

If you are passionate about the performing arts, why not take on the role of Arts Ambassador? Students who take up this leadership role are responsible for working in partnership with our Outreach Programme, visiting other schools and working together with them to develop their arts offer, whilst also representing the arts within the school.

## Prep School Partner

Take the lead and grasp the opportunity to work in partnership with students and staff in our Prep School. One-to-one academic support is always welcome, as is supporting staff with a wide range of teaching. For those Sixth Form students considering careers in teaching or working with younger years, this is an invaluable mentoring role.

## Charities

Under the direction of our Charities Co-ordinator Ms Jones, you will be able to plan, budget, resource and carry out a range of charity events, both in school and in the local community, raising money for a number of charities which you can help to nominate. From discussing strategies with the Charities Committee, to presenting initiatives to the entire school, this is a leadership role requiring vision, commitment, practicality and energy, but the rewards are outstanding.

## Competitive Houses

Your connection to a competitive House continues in the Sixth Form, where you can contribute to Inter-House events in a range of leadership roles depending on your House, including

**House Captain** – responsible for the running of the House Committee and for the contribution made by the House at each event. This is a high profile, demanding role with great benefits for you and the rest of your House.

**Deputy House Captain** – responsible for coordinating the activities of the House, maintaining the House noticeboard and making sure everyone knows how to contribute to the success of the House.

**Prep School Liaison** – the link between the Senior and Prep School Houses, visiting the Prep School and finding ways to interweave House activities.

**Games Captain** – coordinates all Inter-House sports activities, works with students from all year groups to establish successful teams and supports and encourages all members of the House, on the field and off.

**Social Captain** – a charity tea party, a House bonding trip, a picnic or a Christmas supper, you are in charge! Works with the whole House community on a range of fund raising activities.

**Creative Captain** – coordinates the arts events in which your House participates, in particular the Inter-House singing and performing arts competitions.



## Prefects

All sixth formers have the opportunity to become prefects, and you would be very welcome to apply, if you felt you possessed the right balance of leadership, motivation, flexibility and imagination. There is often a great sense of competition around being elected to the prefect team, and they are a great source of pride to the rest of the Sixth Form community.

Being a member of the prefect team is both a great privilege and an opportunity to exercise responsibility and initiative in many different ways. Appointment as a prefect is an acknowledgement of your proven worth, and it signifies such attributes as trustworthiness, reliability, loyalty, involvement and maturity. Prefects have a range of added responsibilities for general conduct in the School and are viewed with great respect by those within and beyond the school community. A prefect is always on duty, and by your conduct, bearing, dress and courtesy you would be expected to reflect the honour and pride inherent within the role. The most successful members of the prefect team see the opportunity as an experience in which they will be challenged and will grow, sharpening their leadership and mediation skills and readying themselves more fully for the world beyond the Sixth Form.

Whether or not you succeed in becoming a Prefect, all sixth formers are expected to play an important and integral part in school life, exercising their various roles with responsibility, wisdom and purpose. There are numerous other opportunities for leadership roles and responsibility in the Sixth Form.

## INSPIRING BRIGHT MINDS AND SCHOLARSHIP

The Godolphin Sixth Form offers plenty of opportunities to extend and enrich the already excellent teaching which makes up a normal day for every one of our students. In addition to the clubs and societies on offer, extra sessions are frequently run to enable high-level discussion to prepare our students for university applications, which increasingly make use of interviews.

Being an Academic Scholar at Godolphin is not just about being good at exams or memorising facts; it is more about a love of learning for its own sake, beyond the requirements of the syllabus. Godolphin scholars are enthusiastic and critical thinkers who are interested in every aspect of us as humans, our planet and our universe. The weekly GO Discover programme offers the opportunity for you to engage with a huge range of topics from Anglo-Saxon poetry to Astro-Physics and Politics; from Evolution to Revolution. You will attend a number of these talks on Fridays during session one (which are open to all students) and may choose to deliver your own seminar to the Scholars.

To flourish in this challenging world, we all need to be able to think critically, to analyse and attempt to see others' viewpoints. While your academic focus intensifies with A-levels, the GO Discover programme allows you to maintain and deepen a broader knowledge and crucially, to reflect on the world and the diversity of humankind. Opportunities abound for Scholars to develop their interests and skills, from taking the role of a member nation at a Model United Nations conference to writing an EPQ. The highlight is the annual Scholars' Dinner and Lecture where you will hear a stimulating high-profile speaker sharing their experience, knowledge and insight, followed by a formal dinner. As a Scholar, you will be encouraged to undertake challenges to strengthen and stimulate your learning, to pursue your interests and to embrace an intellectual world beyond the text book: one of exploration and discovery, curiosity and inspiration.

Further information about how to apply for a Scholarship in the Godolphin Sixth Form is available from the Registrar.



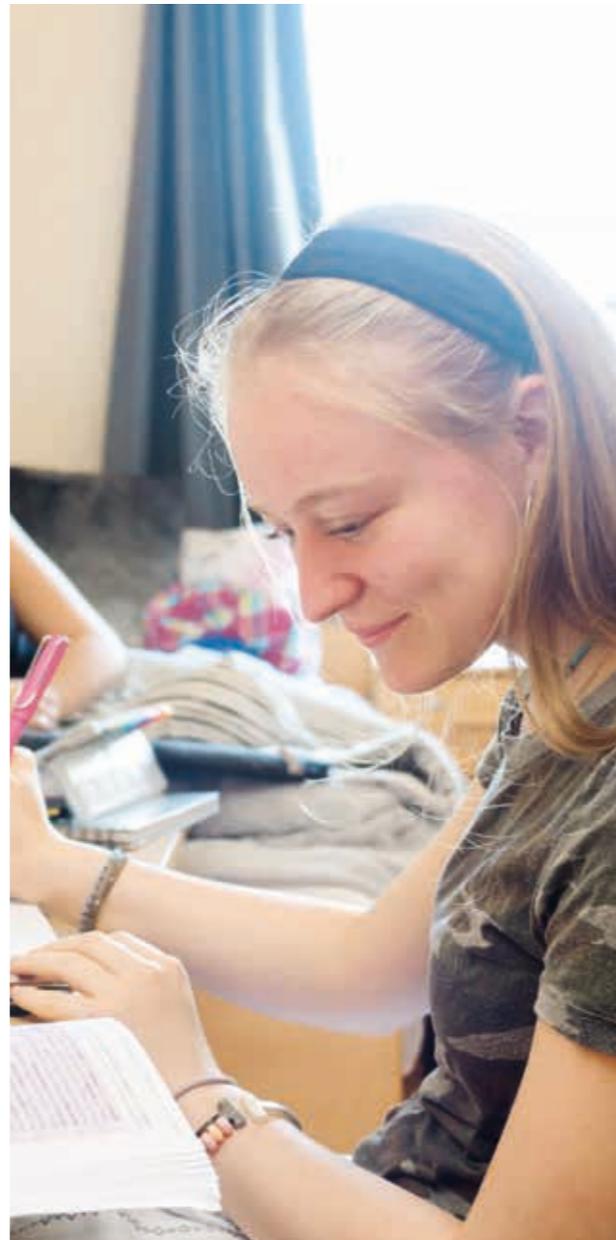
“To me, being a scholar means a commitment to making the most out of every learning opportunity, whether it be in or out of the classroom. The Go Discover sessions foster this curiosity and encourage broad thinking and interest in engaging topics which we may never encounter otherwise.”

**Alex Holmes, Head Scholar**

Alongside your Sixth Form courses and the many exciting opportunities available as part of the EGA, you can also gain additional skills and qualifications by completing an Extended Project Qualification (EPQ) or the internationally recognised Leiths Cookery Course. Although very different, both courses offer a tremendous amount of value, and would deepen your spread of qualifications and experiences in the Sixth Form.

## THE EXTENDED PROJECT QUALIFICATION

Over your two years in the Sixth Form, you can choose to complete an Extended Project, which can be on an academic topic of your choice (agreed with your supervisor). This qualification is regarded extremely favourably by universities and employers, and can often form a key aspect of your personal statement. This usually takes the form of a 5000 word dissertation supported by a presentation to a non-specialist audience, followed by a question and answer session. The dissertation must not be merely descriptive, but pursue an original line of argument analytically. You might also be interested in producing an artifact based on your research (a piece of art, a recording or something similar). 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. You will need to think critically and analytically and to demonstrate understanding of the complexities and connections made in your project. We would expect students in our Sixth Form to be passionate and positive about their learning, and as well as being personally fulfilling, the successful completion of an EPQ project carries UCAS points and really adds to the quality of your personal statement when you make your university applications.



## THE LEITHS INTRODUCTORY CERTIFICATE IN FOOD AND WINE

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. What's more, by successfully completing the course you will gain a Level 3 Extended Certificate in Professional Cookery,

Your course is made up of 40 practical classes, taught mainly by Godolphin staff but also by visiting teachers from Leiths School of Food and Wine in London. 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.

As well as the UCAS points referred to above, this outstanding 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 and is a valuable addition to your CV. This course also fulfils the requirements for the 'New Skill' section of the Duke of Edinburgh Gold Award, and is an ideal additional skill for your personal statement.

"I love Leiths! It allows me to cook and earn a qualification outside A-levels and during the school day."

**Lottie Burdge**





## LEARNING SUPPORT AND SUPPORT FOR STUDENTS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

When you study in the Godolphin Sixth Form, we expect you to be dedicated to achieving your academic potential. In order to help you succeed, we have a team of highly experienced teaching staff available who can work with you to assess your learning and language needs and support you academically over the full two years, leading to the best possible examination outcomes.

### Learning Support

Our award-winning Learning Support department offers academic guidance and support to any member of the Sixth Form who needs it. Led by Mrs Firth, this outstanding department can assess and assist you regardless of the support you may need. A Sixth Form specialist is in place, trained and experienced in working with students at this academic and educational level.

### Support for those with English as an additional language (EAL)

The EAL department offers two types of support to sixth formers who have English as an additional language: IELTS preparation and general subject support. IELTS is the banded EAL qualification expected by UK universities and it consists of papers in reading, writing, speaking and listening. The writing papers are particularly hard to score well on, and the skills concerned are valuable for academic work in general, so most of our focus is on writing skills. We can be flexible about when you wish to take the exam. We can also work more generally on essay technique and on structuring short answers for A-level courses. Our goal is to support your academic progress, whatever your experience and ambitions.

“Learning support is a great programme that is designed for each individual. This support has helped me improve in confidence in an academic sphere.”

Tommie Liddel

# BEYOND THE SIXTH FORM: HELP AND GUIDANCE WITH NEXT STEPS AND HOW TO CHOOSE WHAT TO DO NEXT

## Lower Sixth, Autumn Term

The main focus of this term is on making an effective transition from GCSE level study to A-level standard work. There will however, be a chance for students to explore global study opportunities by visiting an International University Fair here at Godolphin; there will also be a talk for all Lower Sixth students on university options, explaining the application timetable, research methods and sources of information.

## Lower Sixth, Spring Term

Students will attend three small group workshops over the term to facilitate research and explore courses and universities to suit them. They will be given a Post A-level Research Workbook to facilitate this, full of ideas, information and links to websites. The school subscribes to Careersoft's Higher Ideas, which tailors students' searches to produce lists of appropriate courses, and is a useful springboard to further research.

Lower Sixth students will attend the UCAS HE convention in February, where universities from across the country have stands and provide prospectuses and information, and where students can ask questions of students and admissions staff from a range of universities. During this conference they will also attend a talk from a university representative about degree choice and university life.

All research is underpinned by discussions throughout the year between students and personal tutors, relevant Heads of Departments, the Head of Sixth Form and the Careers Adviser to help students identify suitable career and university choices/options.

## Lower Sixth, Summer Term

At the start of the summer term students will be encouraged to book university Open Days and Taster Days. Taking place towards the end of June, these are an invaluable way for students to get first-hand experience of the universities and courses they are considering. Students are encouraged to share their knowledge and experience with their peers during EGA groups, and on the Open Day map in Jerred Study Centre.

**In the last weeks of term, students will attend various events aimed at moving them forward in their applications:**

- ◆ Whole year group visit to Southampton University, where students will be able to meet with university students, have a campus tour, and hear a talk on writing their UCAS Personal Statement. They will be encouraged to complete a draft statement over the summer holidays
- ◆ They will register with UCAS during an EGA lesson, and begin to complete their application
- ◆ Post A-level Q&A with Old Godolphin students: a chance to hear from Alumnae who are currently at university, doing degrees, apprenticeships or at specialist colleges
- ◆ All students will be given the opportunity to participate in mock interviews.

## Upper Sixth, Autumn Term

Predicted A-level grades will be made by departments and given to students.

Students will be encouraged to finalise their university choices based on their predicted grades and to complete their personal statements and UCAS applications as soon as possible.

15 October – Closing date for early applications (Oxbridge, Medicine, Veterinary Medicine).

Although the final deadline for UCAS applications is not until 15 January, many universities start to make offers in late October or early November and the number of available places begins to decline accordingly. It is therefore important that students complete their applications as soon as they can. We encourage all students to complete their UCAS application by early November at the latest.

## Oxbridge, Laura Mitchell

In the past 30 years, the seemingly unchanging universities of Oxford and Cambridge, where scholars have taught and studied for centuries, have seen huge change. Methods of selection, requirements and facilities have been continually in flux as GCSEs and A-levels have reformed and there is much 'hearsay' as to what Oxford and Cambridge are wanting.

In the Godolphin Sixth Form, we pride ourselves on discerning Oxbridge candidates early and, through a specialised programme, we give you all the information and support possible should you wish to apply. From dedicated workshops with experienced Oxbridge professionals to one-to-one interview practice, we aim to ensure that you are fully prepared if you choose to make an application. In addition, GCSE grades and other data are used to help us to identify girls who may not put themselves forward but who may be potential candidates. If you are an aspiring Oxbridge candidate entering our Sixth Form, then you can expect:

- ◆ Expert support from subject staff and the Sixth Form team on university choices
- ◆ Advice from former Godolphin students currently studying at Oxbridge
- ◆ An invitation to a Lower Sixth Oxbridge Evening (which parents can also attend)
- ◆ Support from the Oxbridge Co-ordinator
- ◆ A focused trip to Oxford or Cambridge, including college tours
- ◆ A nominated subject specialist Oxbridge Mentor to support you
- ◆ Support in preparing for entrance examinations
- ◆ Mock interviews

## MedVet+ (Medicine, Veterinary, Dentistry), Laura Mitchell



Working on the frontline of medicine, dentistry and veterinary science is an exciting career prospect and something that a number of our girls aspire to. If this sounds like you, then our MedVet+ Society is something we are proud to offer. This bespoke resource, exclusive to the Godolphin Sixth Form, will provide you with an excellent opportunity to discuss all manner of related topics and begin to explore what being a medic or vet is really about. We would also encourage those that are interested in health care (e.g nursing, midwifery and physiotherapy) to join our discussions.

The society meets regularly and engages in a range of activities aimed at preparing you for working in this type of career. You will have the opportunity to extend your knowledge beyond the syllabus, take part in exciting practicals and carry out small research projects. We arrange talks and question and answer sessions from professionals already in these industries such as Dr Kush Duggal from Salisbury Hospital, so that you can ask the questions you need to ask and be fully informed about the demands of each of these jobs.

Our unique MedVet+ programme works in conjunction with our careers department, helping you choose the most relevant and necessary A-levels depending on the nature of your ambition. We frequently host the Admissions Tutors at King's College University as well as medical students and former students now working in the profession. The admissions process can seem quite daunting so we aim to provide you with support along the way by keeping you up to date with changes and helping you to prepare for a rigorous selection process.

You will also be able to take advantage of our mini-interview events held in collaboration with Bishop Wordsworth's and South Wilts Grammar School, where you will be able to undertake mock interviews with current professionals. And of course, we have the expertise to prepare you for the UKCAT and BMAT examinations as well as an enviable history of placing students in voluntary work throughout the sector.

## Art Foundation, Nick Eggleton



If you are an aspiring artist, then there is no better place to spend your Sixth Form years. Our outstanding Art staff see all students who want to apply for Art Foundation, Art School direct entry, Product/Engineering design and Architecture together in early September.

You are given a breakdown of what you need for your application including sketch books, written personal investigation, mounted sheet work and final finished pieces. In addition you are given an overview of things that Admission Tutors might like applicants to have experienced such as trips to concerts, museums, art galleries, theatrical productions, historic sites and exhibitions. You will also be given guidelines as to what questions previous candidates have been asked at interview so that you can plan ahead and plug any gaps in your knowledge!

You will also be given advice as to where you might apply depending on your individual strengths and also from feedback from ex-students as to which courses were good and which were less successful. You are then fully supported through the application process through a series of workshops and clinics run by the Art Department, culminating in one-to-one pre-interview meetings to fully prepare you for visiting the institutions of your choice and getting the very best offers you can.

## Work Shadowing, David Miller



Work Shadowing looks to give you a flavour of a possible career area by placing you in a company or profession for a week that is linked to your potential university course or future career aspirations. Placement contacts come from either yourselves or from our school database which includes many of our Alumnae, who have been through the scheme themselves.

The programme is very thorough with a pre-placement visit taking place to cover the practicalities and to assess the potential risks; there are evaluation forms to be filled in after the placement, and you will also produce a project, a copy of which goes back to your employer as feedback for them.

As far as your options of who and where are concerned, the world is your oyster. Each year some students choose to do their placement abroad while around a dozen will head to the bright lights of London. Potential medical students head off to various hospitals, potential lawyers head off to the courts, while others find wonderful gems that make me wish that I was 17 once again. Last summer students went to a range of diverse organisations such as BNP Paribas, Christie's, Heart FM, Ernst & Young, Farm Africa and Trussell Trust. So whatever your interest, we, namely Mr Miller and Mrs Ferguson, will work with you to find a placement we are confident you will enjoy.

## Apprenticeships, Bethan Ferguson



Higher and Degree Apprenticeships are a serious alternative to university, with more and more employers offering excellent opportunities. Apprenticeships are no longer dominated by the manual trades and the engineering sector, and instead span a range of industries including accountancy, IT, law, media, business, publishing and journalism. Choices are set to grow too, as the government has pledged to create a further three million apprenticeships by 2020.

This option is not available in all the subjects offered at university. You cannot, for instance, get a Degree Apprenticeship in English or Chemistry. Instead, you will focus on training for a specific career and develop skills by actually doing the job. On completion you will have a foundation degree, or a full degree, and might well be kept on by your employer. In addition to this, your employer will pay you a salary of around £15 000 – £19 000 per year, and pay your degree tuition fees too.

During your time in our Sixth Form, there will be a variety of opportunities to find out about apprenticeships – from visiting employers, in small group sessions, and at off-site events. Applying for an apprenticeship is very similar to applying for a job, with on-line tests, group work challenges at assessment centres and interviews. You will get support and one-to-one help throughout this process from Mrs Ferguson and many of the useful contacts developed by the school. A really exciting opportunity.

## Engineering, Suzie McNulty and Chris Hillman



Godolphin has a strong record of exam results in the Physical Sciences, and this leads naturally into the wealth of Engineering pathways available as careers. Over two thirds of this year's Physics A-level candidates are moving onto engineering courses.

We are members of the Arkwright Scholarship scheme, where you can apply for bursaries and attend lectures, and we provide a fertile environment for you to consider and trial solutions to engineering problems. As a school we foster close connections to universities, research establishments, and industrial engineering firms. The Sixth Form engineering group this year specified, designed and built apparatus to test scientific principles, learning programming, research, collaboration and teamwork skills that no engineer can be without. Through Design Technology the Sixth Form can also access CAD for engineers, 3D printing and laser cutting technologies. As students at Godolphin develop towards engineering pathways they are offered a wealth of opportunities and advice; ranging from Scholars' talks based on Astro-engineering of space rovers, the functioning of the internet, and programming of robots in lower years to mock interviews once they are ready to make university applications. We offer advice from University Admissions Tutors when our Sixth Form are writing their personal statements, and have built up their problem solving skills with Isaac Physics seminars. We have visits from working engineers to give the school's 'Inspiring Minds' lectures, and to present about their work as young female engineers. As a department we visit Southampton University's world class research facilities of the Institute of Sound and Vibration Research, the Optoelectronics Research Centre and the Physics Department undergraduate laboratories.

# CHOOSING THE RIGHT SUBJECTS IN THE SIXTH FORM

In an age of increasing competition both at university and in the workplace, the need to make informed and appropriate decisions about what to study in the Sixth Form at Godolphin has never been greater. After all, your time spent studying here is an investment in your future, and your aim is to achieve a set of results of which you are incredibly proud, and which give you the opportunity to pursue the next stage of your life, be that gaining a university or college place or entering the world of work.

Success at the end of your time in the Sixth Form really starts in your Fourth Year, as you begin the process of considering your subject choices. From the Sixth Form Discovery Days in June of that year through to the Sixth Form Information Evening at the start of your Fifth Year, our dedicated staff are on hand to advise, support and sometimes even to challenge and change your ideas. What are the best subjects and courses for you? Those that inspire you, engage you and those in which you are likely to achieve the very best results. A detailed breakdown of all the courses we offer can be found in the second half of this prospectus. To help you get the balance right, you and your parents will have the opportunity of informed and knowledgeable one-to-one guidance from a wide range of highly experienced staff. Early in the spring term, in addition to regular discussions with your tutor, you will each have a one-to-one discussion with a senior member of staff to help you make your subject choices.

"Sixth form is very active and there is always a talk or presentation that is going on that helps prepare you for life after Godolphin. I always feel very supported in what I do and the staff are always there to help me."

Jemima Belchambers

# What is the curriculum structure in the Godolphin Sixth Form?

We have designed our curriculum structure so that we can tailor the programme to suit each individual within a 'Five Term Teaching' model. The offering at Godolphin consists of a Core Programme, alongside an Option Programme, thus offering academic breadth and depth. You will all take the Core Programme and then 'pick-and-choose' what works for you from the Options Programme. This flexibility allows you to choose a set of options that is right for you. The timetable is built around your choices, giving us the ability to offer an individual and customised programme, rather than being constrained by fixed blocking.

## Core Programme

- ◆ 3 academic subjects - A-levels (No AS exams in any subjects other than in Art), Pre-U or BTECs
- ◆ Sport
- ◆ The Elizabeth Godolphin Award (EGA)
- ◆ Some students may begin on four subjects in the Lower Sixth and drop one before the Upper Sixth

## Option Programme

Alongside your Sixth Form subjects, subject to any timetabling constraints, you will be able to opt to study for an additional subject or subjects from the Options Programme, which will offer further academic enrichment. This could include an Extended Project Qualification (EPQ), or the continued study of Mathematics (Further Mathematics), or an additional GCSE, or the Leiths qualification.

How should I choose my Sixth Form subjects? As a starting point, think about what you enjoy, what you are good at and any possible degree/career options you might wish to consider. Guidance

about good combinations can be found in this prospectus, although you should always discuss your options with a member of staff. It's perfectly normal to have little or no idea for the last two points at this stage, but you need to make sure you aren't closing any doors in the selection of your Sixth Form subjects.

## Facilitating subjects

The Russell Group of universities have released a list of subjects which they consider to be useful for a wide range of applications beyond courses directly linked to those subjects. These are known as facilitating subjects. The list consists of Mathematics (including Further), the Sciences, Languages (including Latin), History, Geography and English Literature. This is absolutely not to say that other Sixth Form subjects are seen as a "soft" option. It purely means that these subjects support a wider range of university degree options and therefore keep your options open. In general, we advise that you select at least two facilitating subjects but please be aware that this will not be right for everyone.

## Starting new subjects

There are several new Sixth Form subjects available to sixth formers at Godolphin. These include Business, Economics, Art History and Psychology. We advise that you think carefully when choosing a new subject, as you need to be confident that you will both enjoy and be successful in studying it. You would be well advised to talk to the subject teacher to find out more about it, and current sixth formers who are studying it.

## Questions to ask yourself

- ◆ How do you think your chosen Sixth Form subjects work together as a combination?
- ◆ Have you done well in the subjects you are thinking of studying?
- ◆ If you are taking new subjects, have you done your reading and asked the staff so you know what they will be like and whether or not you are likely to get the grades you hope for in those subjects?

- ◆ What is your understanding of the difficulty of the Sixth Form subjects you wish to take and what do you hope to achieve by taking these subjects?
- ◆ Have you made sure this combination of Sixth Form subjects does not 'close any doors' to you later, such as particular degrees?
- ◆ Have you used Higher Ideas to see where your chosen A-levels might lead?

Of course, once you have made your choices, the support you receive continues. As you enter the Sixth Form, your progress is regularly monitored and tutors and academic staff actively help you make decisions about which subjects to pursue, and how best to frame your future plans. At the same time, an immense amount of study skills support is given, and as the time for UCAS applications approaches, we will guide you through the process, ensuring that your application really reflects your potential and ambitions. We have an excellent record of students gaining their first-choice university places, so from advice about university courses to help writing your personal statements, whether you are aiming for an Oxbridge College, a specific course, an Art Foundation or a vocational training, we will ensure that, if you pursue your dream, you will be well supported.

Subject/university	Useful information
Architecture and Engineering	Can require Mathematics (Further Mathematics would be preferable for Engineering), Physics and in some cases Art but it can vary and you need to check.
Oxbridge and other competitive courses	Prefer two of your three A-level subjects to be facilitating subjects.
Languages	If you are considering languages at university then it is best to study two languages at A-level, although it is possible to take only one.
Classics	Certain courses will require Latin.
Mathematics	We would advise that you take Further Mathematics if you are considering a Mathematics degree.
The Sciences	If you are considering taking a Science degree, you ought to at least consider doing Mathematics A-level. Further Mathematics helps with the Physical Sciences.
Teaching	If you are considering Primary Teaching, then make sure you choose some core National Curriculum subjects as A-levels.
Economics	For competitive and demanding university courses, Mathematics is very important as there is a lot of Mathematics in an Economics degree.
Psychology	Biology or Mathematics work well in support of Psychology but are not compulsory. Courses need careful research to find one that suits you as some are more biological where others involve a lot of statistics.
Computing	Often requires Mathematics and a Science. Occasionally, Further Mathematics may be required.
Law	No specific subjects required, although strong grades and a highly academic mix of A-levels, including essay-based subjects, are needed.
Medicine and Veterinary Science	One or both of Chemistry and Biology (usually Chemistry is required over Biology). Mathematics is also very useful.

# PUBLIC EXAMINATION RESULTS

The best possible destination for you when you leave the Godolphin Sixth Form is the right destination. Many of our leavers go on to achieve great successes, in a range of disciplines and institutions, inspiring you and the generations after you to do even better. Here's a small sample of some of the things our students achieve as a result of studying here...

Subject	A*	A	B	C	D	E	U	Total
Art	1	6	5	1	0	0	0	13
Biology	3	7	2	0	1	0	0	13
Business	0	3	0	0	0	0	0	3
Chemistry	0	1	7	1	1	0	0	10
Chinese	0	4	0	0	0	0	0	4
Greek	1	0	0	0	0	0	0	1
Economics	0	2	1	1	0	0	0	4
English Language	0	0	4	1	1	0	0	6
English Literature	1	1	5	1	0	0	0	8
French	1	0	1	0	0	0	0	2
Further Mathematics	1	2	0	1	0	0	0	4
Food	0	0	0	1	0	0	0	1
Geography	1	5	2	0	0	0	0	8
Geology	0	0	3	1	1	1	0	6
History	0	3	1	1	0	0	0	5
Latin	1	1	0	0	0	0	0	2
Mathematics	1	12	2	5	0	0	0	20
Music	0	1	1	0	1	0	0	3
Physical Education	0	0	2	0	1	0	0	3
Physics	1	3	0	0	0	0	0	4
Psychology	1	0	1	1	0	0	0	3
Religious Studies	0	0	2	1	0	0	0	3
Spanish	0	1	1	0	0	0	0	2
	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>	
<b>Grand totals</b>	13	52	40	16	6	1	0	128
<b>Percentages</b>	10.2%	40.6%	31.3%	12.5%	4.7%	0.8%	0%	
<b>Cumulative</b>	10.2%	50.8%	82.0%	94.5%	99.2%	100%	100%	

Correct as of 31 August 2018

# LEAVERS' DESTINATIONS 2018

**University of Bath**  
Business Administration,  
Integrated Design Engineering,  
Pharmacy

**University of Bristol**  
English,  
Geology

**University of Cambridge**  
Classics

**Cardiff University**  
Biomedical Sciences,  
Geology,  
Journalism & Communications

**City, University of London (CASS)**  
Economics

**Durham University**  
Modern Languages & Cultures

**University of Edinburgh**  
History of Art,  
History of Art

**University of Exeter**  
Business & Management,  
Geography,  
History,  
Psychology

**Falmouth University**  
Illustration

**University of Kent**  
Sociology

**Lancaster University**  
Advertising & Marketing

**University of the Arts London**  
Textile Design

**Loughborough University**  
Product Design & Technology

**Northumbria University**  
Fashion Design & Marketing

**University of Nottingham**  
Pharmacy

**Oxford Brookes University**  
Events Management

**Parsons School Of Design in New York**  
Fashion Design

**Queen Mary University London**  
Global Health,  
Pharmacy

**Royal Welsh College of Music & Drama**

**University of Sheffield**  
Zoology

**UCL**  
Statistics

**University of Warwick**  
Computer Science

**University of York**  
Music

“Godolphin made my daughter's transition into their Sixth Form easy and comfortable. It was the right choice for her and I am not sure my daughter would have achieved these results anywhere else.”

**Sixth Form Parent, August 2018**

**Destinations of 2017 leavers who applied post A-level**

**Brighton & Sussex Medical School**  
Medicine

**Canterbury Christ Church University**  
Primary Education

**Cardiff University**  
Physiotherapy,  
Sociology

**Durham University**  
Biological Sciences,  
Combined Honours in  
Social Sciences

**University of Exeter**  
International Relations,  
Medical Sciences,  
Sport & Exercise Medical  
Sciences

**University of Leeds**  
French & Italian

**University of Manchester**  
Social Anthropology

**Manchester Metropolitan University**  
Criminology (Foundation)

**Oxford Brookes University**  
Marketing Management

**University of Roehampton**  
Psychology & Counselling

Correct as of 31 August 2018

# CURRICULUM INFORMATION BY SUBJECT

## Contents

Art & Design	43
Art History (Pre-U)	44
Biology	45
Business	46
Chemistry	47
Classics	48
Design & Technology 3D Product Design	49
Economics	50
English Language	51
English Literature	52
Extended Project Qualification (EPQ)	53
Food Science & Nutrition (Level 3)	54
Geography	55
Geology	56
History	57
Leiths Introductory Certificate in Food & Wine	58
Mathematics & Further Mathematics	59
Modern Languages	60
Music	61
Performing Arts (BTEC)	62
Physical Education (PE)	63
Physics	64
Psychology	65
Religious Studies	66

## 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 Art 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.

#### A-level

**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)?

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 combines well with Arts and Sciences as we explore how buildings stand up, 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. You will learn and use 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 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. Career opportunities abound for Art History graduates: research, publishing, journalism, museums, the art market, curating exhibitions, restoration, advertising, interior design, education and television.

### Course content

For Paper 1, you will 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 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 – and visit – Renaissance Florence, where a new-found passion for Classical learning combined with republican civic pride and fears of damnation for sin, led to massive spending on art. 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 academic control to develop new responses to the modern world, they set artistic changes in motion which are with us to this day. We visit Paris and explore 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 is Portraits. We will consider the ways that portraits express ideas about the individual; how they convey power, wealth and status and how identity is 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 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)

**Paper 2 – Historical Topics** (2 hours 15 minutes)

**Paper 3 – Thematic Topics** (2 hours 15 minutes)

**Paper 4 – Personal Investigation**

## Biology

**Head of Department:** Dr Bernadette Medany  
**Examination Board:** Pearson Edexcel Specification A

### 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

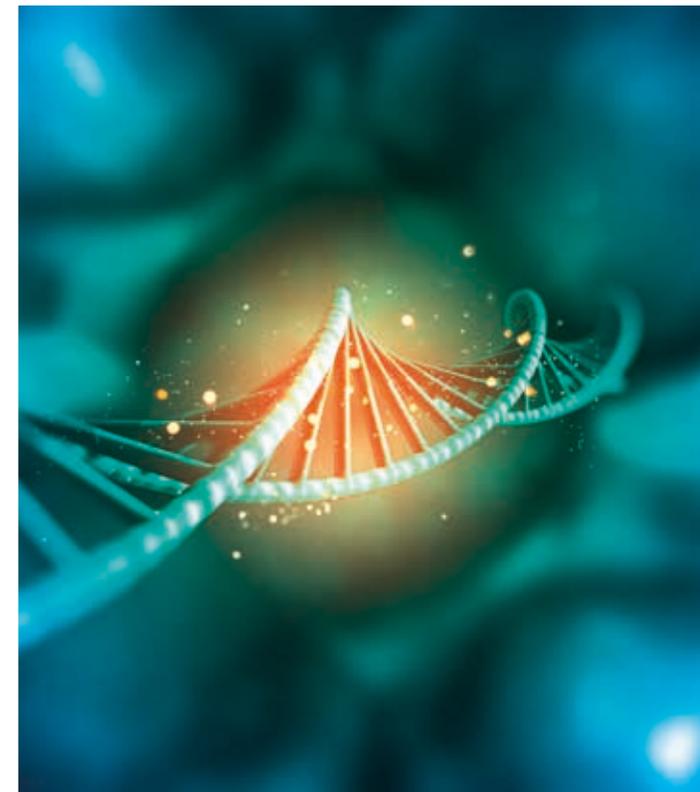
33% of the total marks. Paper 1 will test Topics 1–4, 5 and 6. Paper 2 will test Topics 1–4, 7 and 8. These papers may include multiple-choice, short open, open-response, calculations and extended writing questions. Paper 3 will include questions from Topics 1–8, including synoptic questions that may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

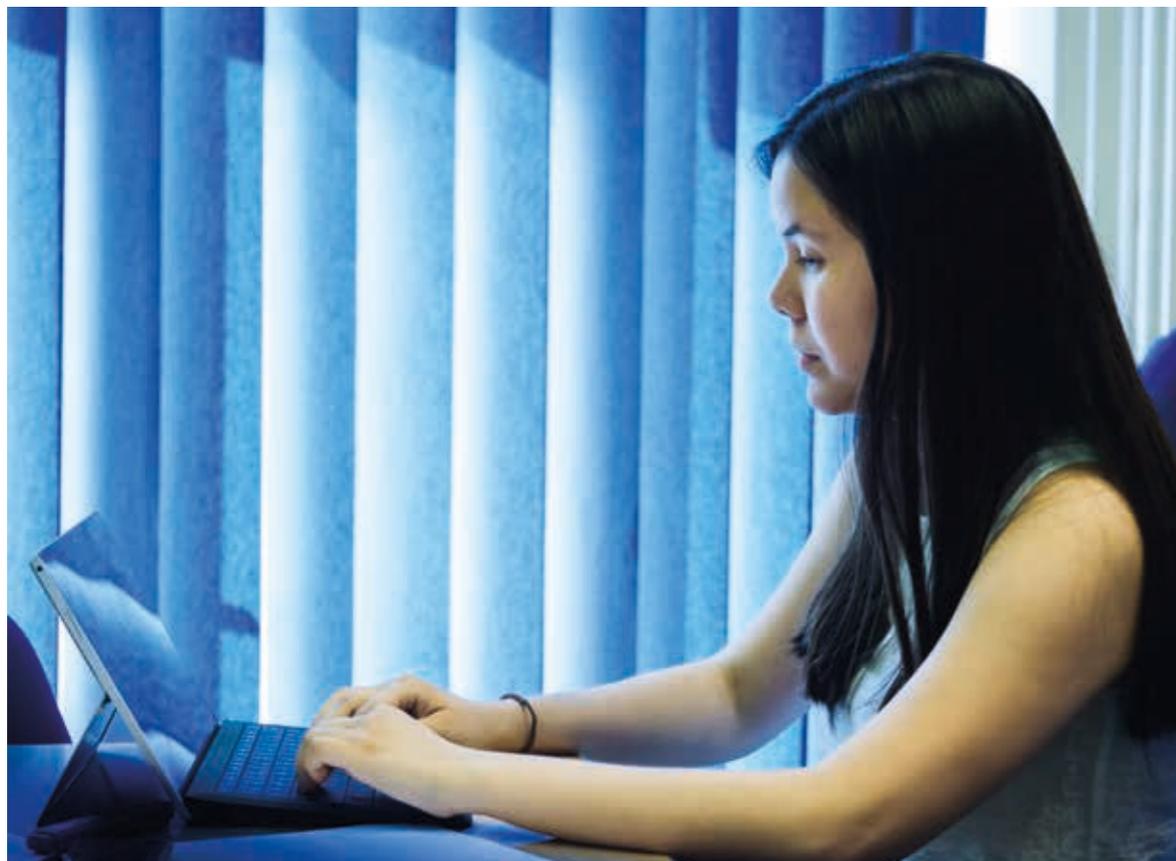
In line with the new regulations, a minimum 10% of the marks will be awarded for mathematics at Level 2 or above (GCSE). These will test mathematics within biological contexts and include statistical tests.

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 cut 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 enthral 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. In the latter part of the course, you will research and investigate a particular industry which is pre-issued by the exam board.

### Assessment

There will be three exam papers to sit at the end of the course, each lasting two hours. Papers 1 and 2 are each based on two of the four specific themes, while Paper 3 is synoptic, using case studies based on the researched industry.

## Chemistry

**Head of Department:** Dr Clinton Thrower  
**Exam Board:** Edexcel

### 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 world-wide 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?

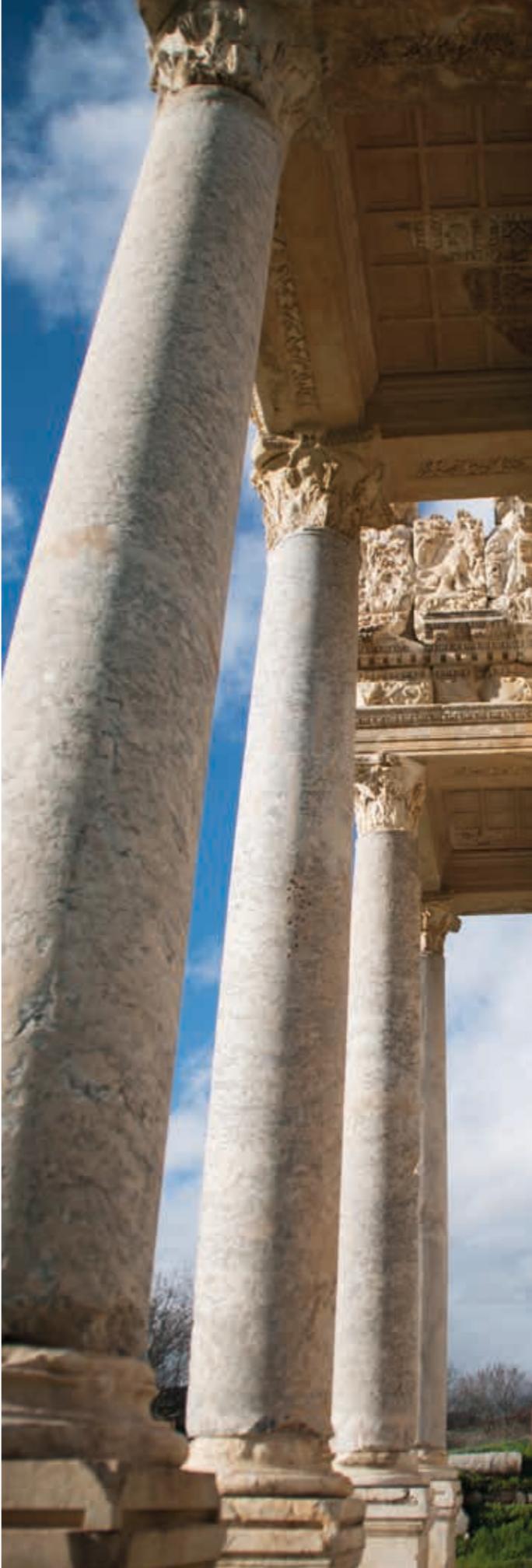
The great philanthropist John Paul Getty, when asked why he preferred Classicists as his senior executives, simply replied 'They sell more oil'. For 'oil' read 'renewable energy' and you have a modern mantra that explains why Classicists are so highly employable: they are trained to think analytically; 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

### 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.

Whilst extensive course materials are provided, students may wish to purchase their own textbook. Hodder supply a paperback for around £32 or a digital copy around £10. All practical materials (within reason) are provided for students as part of this course.

Due to the technical skill of this course, it is highly recommended that students have studied this subject at GCSE

### 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 experience a former command 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:** Mrs Cristina George  
**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:** Mrs Cristina George  
**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 GCSE 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 and their contexts.

**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, Politics 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 and apply to do the EPQ in the spring term of the Lower Sixth and the project will be submitted in the autumn 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 Science & Nutrition (Level 3)

**Head of Department:** Mrs 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 and Nutrition. 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 Public Health Nutrition
- ◆ BSc 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 Wordsworth's 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 very 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. 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 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.





## 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.

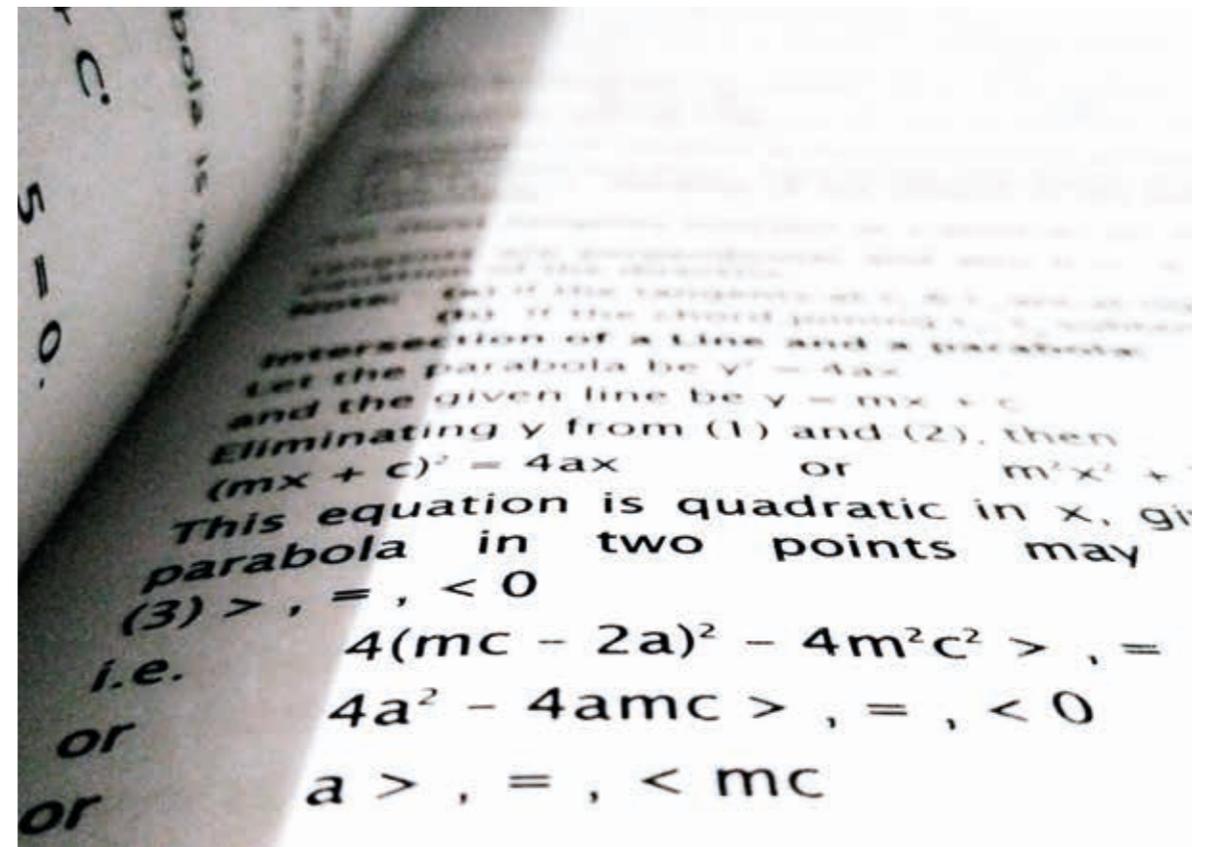
For students with professional ambitions, the successful completion of the Introductory Certificate is a fast track to the Leiths Two Term Diploma, a culinary alternative to university.

### 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

Students will still gain a Leiths Certificate in Food and Wine but the course will also give them Level 3 Extended Certificate in Professional Cookery which is equivalent to 30 credits.

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

#### 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, German and Spanish)

**Head of Department:** Ms Nathalie Monediere  
**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.
- ◆ 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 transferable 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, German & Spanish.

### 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 (23 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.

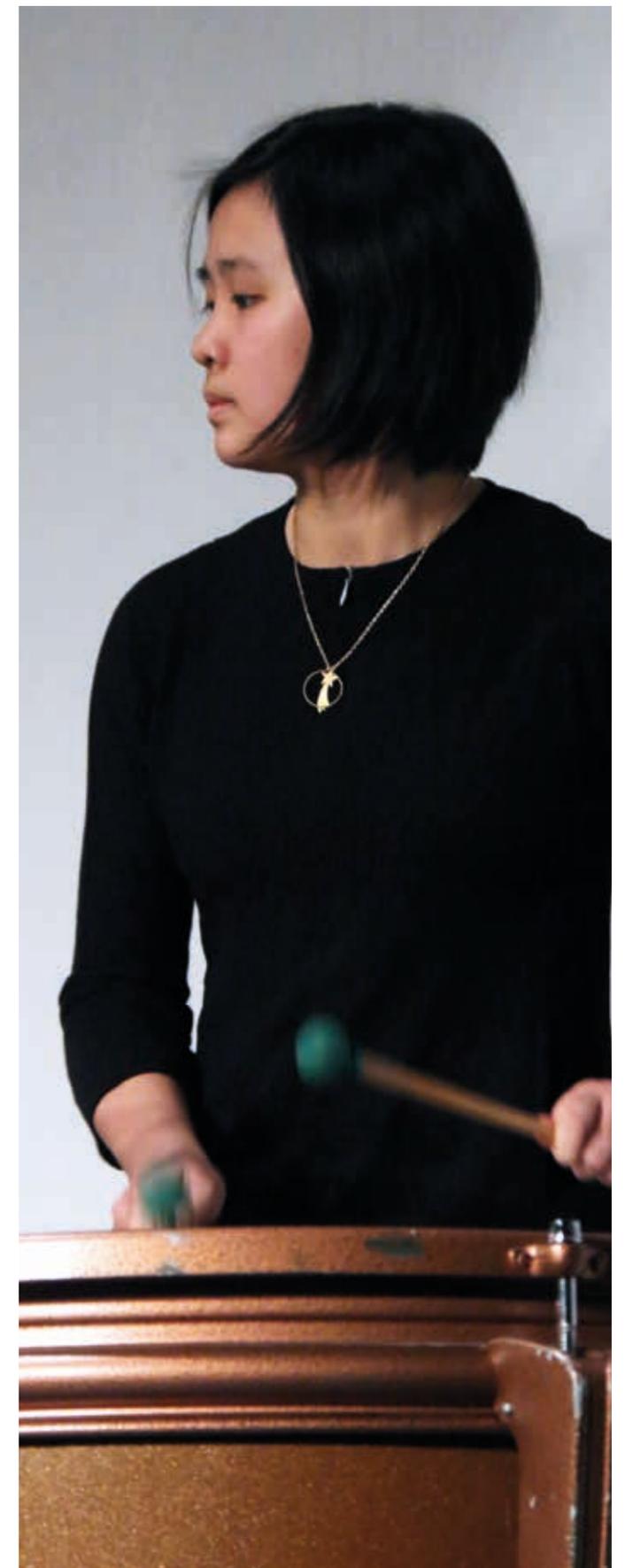
**Listening:** In the third part of the course, you will study a wide range of music from the following categories: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. You will analyse pieces of music in depth as well as learning about the historical periods 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:** Miss Rebecca Harris  
**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 100% of students achieving A–C in 2017. Students follow

the new OCR A-level syllabus. 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:** Mrs Stephanie Forward

**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 about the importance of the attachment relationship between infant and parent for personality development and later relationships; why our memories can be so inaccurate and how this affects eyewitness testimonies in criminal cases; and why we so often go along with the crowd or obey authority figures even when we privately disagree with them. You will also study theories about the causes of both 'normal' behavior and psychological disorders, such as depression and OCD, and different ways to treat these disorders.

Then in the second year of the course three further topics are chosen. These are currently Relationships, Forensic psychology and Eating behavior. You will discover theories about how romantic relationships form, are maintained and break down; what makes someone commit a crime and how best to rehabilitate offenders; and the biological and psychological influences on eating.

Throughout the course, you will learn about the different ways that psychologists carry out research, and practise using some of these methods yourselves, as well as discussing their strengths and limitations.



## Religious Studies

**Head of Department:** Dr Rachel Lidgett

**Examination Board:** OCR

### Why study Religious Studies?

The course offers students the chance to think critically and engage with relevant and important issues that are at the forefront of debate in the 21st century. Philosophy has been described as a 'quintessentially modern discipline' (The Times) and its virtue lies in that it teaches not what to think but how to think. If you have an interest in philosophical and ethical issues, people and why people are religious then this subject could be for you. RS is highly regarded by universities for its ability to develop high level analytical and evaluative skills that are applicable to a variety of disciplines. It helps you understand what constitutes a sound argument and how to construct persuasive arguments of your own by marshalling evidence, expressing logical reasoning clearly and reaching justified conclusions, both orally and in writing. Additionally, it offers insight into the principles that underpin our political, legal and moral systems. Ideal preparation for the demands of university study, the course complements a wide range of A-levels in the arts and sciences. Studying A-level RS can assist entry to a diverse range of university courses such as Medicine, the Bio-Sciences, Law, Psychology, Philosophy, Theology, Development and Area Studies, History, Sociology and Religious Studies. Prospective medical students find the medical ethics topics very useful and budding lawyers enjoy the chance to develop their skills in presenting arguments.

It is not necessary to have completed a GCSE in Religious Studies to study the subject at A-level.

### Course Content

**Paper 1 Philosophy of Religion** – An introduction to ancient Greek philosophical thought; the nature of the soul, mind and body; arguments about the existence of God; the nature of religious experience; the challenge for religious belief of the problem of evil; ideas about the nature of God and issues in religious language.

**Paper 2 Religious Ethics** – A study of ethical theories including Utilitarianism and Kant; the application of ethical theories to euthanasia, sexual ethics and business ethics; debates about ethical language and the idea of conscience, including the views of Aquinas and Freud.

**Paper 3 Developments in Christian Thought** – Historical and theological understandings of the person of Jesus Christ; Christian ethics; the changing roles of women in society and feminist approaches to theology; a study of the ideas and impact of Dietrich Bonhoeffer; Liberation Theology and Marx; the challenges posed by secularism and how developments in philosophy and politics have shaped Christian belief; Christianity and its relations with other faiths; understandings of human nature in the context of the purpose of life, the self and immortality; natural and revealed theology, including the relationship between faith and reason.

### Assessment

There will be three examination papers at the end of the course each of 2 hours. There is no coursework.



# GO Forward



A Godolphin education does not end when you leave our school. The award-winning GO Forward programme is designed to inspire, guide and enhance our pupils' school life at Godolphin, but to also support girls as they plan their next steps and embark on their life beyond the school.

We are extremely fortunate to have a readily made network of alumnae, past and current parents, teachers, governors and others with links to the school. We work closely with individuals from this network to provide opportunities for our Godolphin Alumnae.

GO Forward is split into four main areas: The 'GO Uni' network can provide practical help with university selection and student living. 'GO Gap' offers advice on planning, placements abroad and voluntary work from experienced travellers. 'GO Work' offers support with job applications as well as offering work experience and placements; 'GO Connect' promotes our online network of supporters who are willing to share their knowledge and expertise.



"I met Alumna Millie Stevens-Smith, who works for Rita Konig at an Art & Design Careers event at Godolphin.

I am a keen artist, although at the time, I had concerns about which direction I should take. I was feeling slightly anxious, as I knew I didn't want to focus on Fashion and I was worried that this might limit my opportunities. During the evening, I had a good chat with Millie. She was so helpful and kind, and it felt good talking to someone who I could relate to and someone who had already been through what I was going through. I am thrilled Millie Smith has offered me work experience in the summer and will definitely use the GO Forward network to help me with other work opportunities in the future."

Lucy Pearce, class of 2018



"Godolphin is definitely a place where one learnt to respect, to find out about one's self and provided

an environment in which enduring friendships were bred."

OG Cathy McCullouch, Barrister



"I think Godolphin is excellent at preparing independent girls for the outside world. Godolphin girls are fortunate that there's now a CCF, which sadly didn't exist when I was there. I would encourage anyone who wants to go into the army, to join and to get involved with as many activities as possible."

OG Major Laura Nicholson



"The friends I made at Godolphin are still some of my best friends, and the experiences we shared

at Godolphin shaped our friendships. Keeping friends along the way as you build your career and family is as important as anything."

OG Joanna Charrington,  
Senior Vice President, Capitol UK



"A rough diamond looks like a pointed piece of frosted glass, not particularly impressive, but I learned

later that you only have to polish a small window in the edge of the crystal to see its true potential and value. I believe that's what Godolphin showed me; that little window to see inside myself and view my true potential."

OG Susannah Lovis, Jeweller



"I've got lots of happy memories of very good times with friends at school. One key moment stands

out – maybe it was the moment I first really thought about politics – a girl from my year did an assembly on the anti-apartheid movement. I found it hard to believe that a country existed where a government enforced the separation of people based on colour. I was horrified and upset and I think my political journey probably started there and then."

OG, Catherine Fookes,  
Assembly Member  
Candidate for the  
Monmouth Constituency



Godolphin has an enviable reputation for academic excellence balanced by a comprehensive, exciting co-curricular programme. We are incredibly proud of our school's warm and welcoming ethos and distinctive character, so why not come and join us in the Godolphin Sixth Form and get an education for life?



Godolphin School  
Milford Hill, Salisbury  
Wiltshire SP1 2RA

Tel 01722 430500  
[admissions@godolphin.wilts.sch.uk](mailto:admissions@godolphin.wilts.sch.uk)

[www.godolphin.org](http://www.godolphin.org)

08/2018

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