



Stowe

You will join the Sixth Form in September and will be in the Upper School with all the attendant privileges and responsibilities. Your A Level years are potentially the most exciting and rewarding of your school career. We know that you will want to make the most of your opportunities, so that you secure the greatest possible benefit from your time in the Sixth Form. Some very important decisions about Higher Education and careers lie ahead and the options open to you will be determined, in large part, by your approach to Sixth Form life.

You will be offered all kinds of challenges and opportunities and you are advised to approach these very positively from the outset, with an understanding that talent in any field is something that is grown through putting in hours of deep practice. Academic study is, of course, the main reason why you will be at School and you should consult with Tutors and Heads of Departments to establish your intellectual strengths and needs and to devise strategies for improvement.

A Levels continue to represent the 'gold standard' and hold the key to a university education. While community life at Stowe makes you think about others, the subjects on offer are designed to make you think deeply and to think for yourself. The options open are broad and flexible, they are not a straitjacket into which you either fit or fail. The Extended Project Qualification in particular provides a perfect opportunity for you to identify and explore in depth a topic of your choice, demonstrating your ability to work independently which will stand you in good stead for university.

The successful transition from GCSE requires a growing maturity and an ability to organise yourself in a way that reveals a greater capacity for independent study. With the move away from the old modular AS exams, successful pupils will be ones who have been able to stay motivated and focused throughout. We expect hard work. In turn we commit ourselves to helping you to pursue your strengths and interests. You will experience the pleasure of discovery and exploration, of forging ideas and increasing awareness and of deepening your understanding of the world around you. Personal responsibility and self-motivation are essential preconditions of success.

98% of Stoics go on to Higher Education each year, so you can see that Stowe's A Level provision is very good indeed.

This booklet summarises the objectives and contents of the Sixth Form courses offered at Stowe. Please think carefully when you make your subject choices.



Headmaster, **Dr Anthony Wallersteiner**

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## Introduction

It is an exciting time for those pupils embarking on Sixth Form study from next September. Last year saw the first set of the A Level reforms introduced by the government, as part of their plans to return to linear examinations and to better equip pupils for higher education. From September 2016, in addition to English, Biology, Chemistry, Physics, History, Economics, Business, Computer Science and Art and Design (which started on the new specifications last year), Geography, French, German, Spanish, Latin, Religious Studies, Design and Technology, Drama and Theatre Studies, Music and Sports Sciences will also now be working to new specifications. These will all now be examined at the end of two years. The remaining non-reformed subjects will continue to use the current modular system of half the A Level qualification being taken as AS units at the end of the Lower Sixth. As not all the new specifications have been released and approved yet, information on the new specifications in this booklet is by necessity somewhat provisional.

### **What will this mean for those starting their A Levels at Stowe in September 2016?**

With the new linear specifications for many subjects there is now no longer the possibility of taking an AS qualification at the end of the Lower Sixth year. This means that choices at the start of the A Level course have to be made carefully, with pupils selecting a set of four subjects that they are both passionate about and in which they are predicted to perform well up to full A Level standard. There will be either AS exams (for legacy specifications) or robust internal progress exams (for the new specifications) at the end of the Lower Sixth. Please remember that a pass grade will be required in the Lower Sixth AS exam, or internal exam, in order to carry on with that subject into the second year.

Universities will continue to make offers on the basis of three A Level grades and therefore many pupils may choose to drop from four subjects in the Lower Sixth to three by the Upper Sixth. Universities will also continue to look for evidence of academic ambition and extension, so we do recommend that all Sixth Form pupils complete an Extended Project Qualification (EPQ) in addition to their A Level subjects. The EPQ carries the same UCAS weighting as an AS qualification (50% of a full A Level) and provides enormous flexibility and possibility for pupils to pursue an area of particular interest. Universities and employers welcome it because it indicates genuine academic interest and commitment and an ability to reflect and work independently. The EPQ course at Stowe will run from January to January across the two years of the Sixth Form.

Finally, we are pleased to be able to offer a new A Level in Media Studies, which we are sure will prove popular with many Stoics.

If you have any questions about the changes or what to consider when making your choices, please feel free to contact us for further advice.

## Sixth Form Curriculum - Provisional for 2016-2018

The subjects available to those qualifying for the Sixth Form are set out in the four columns below. We expect members of the Sixth Form to take **one** subject from each of the four columns. It is anticipated that most Stoics will continue with three of these four subjects in the Upper Sixth to full GCE A Level, although those wishing to pursue A Levels in all four subjects are encouraged to do so.

A Level Columns			
1	2	3	4
Biology	Art	Art	Art
Design (Resistant Materials)	Business	Biology	Business
Design (Graphics)	Chemistry	Chemistry	Design (Graphics)
Economics	Drama	Computer Science	Drama
English Literature	Economics	Design (Resistant Materials)	Further Mathematics
History	English Literature	Economics	Geography
History of Art	German	French	History
Latin	Music Technology	Geography	Mathematics
Mathematics	Philosophy and Ethics	History of Art	Music
Media Studies	Physics	Politics	Philosophy and Ethics
Physics	Politics	Sports Science	Politics
Sports Science	Spanish		

### Please note:

- Further Mathematics may not be taken without Mathematics.
- Business, Economics, History of Art, Media Studies and Politics courses are rarely studied before the Sixth Form. Some other subjects can also accept candidates who lack the GCSE experience. Prospective candidates should negotiate with the Head of Department in question. Business and Economics should not be studied together as two out of a pupil's three A levels.
- Classical Greek may be offered by arrangement.
- The Extended Project Qualification will run from January of the Lower Sixth until December of the Upper Sixth and be delivered in four lessons per week within each column or if necessary outside the timetable.
- The School reserves the right to withdraw a subject from the curriculum if there is insufficient demand.

## Choices

Stoics start with four subjects in the Lower Sixth Form, continuing with three or sometimes four in the Upper Sixth. In addition, pupils have the opportunity of studying for the Extended Project Qualification (EPQ). **There is a requirement of six GCSE passes at grade B or above (or points equivalent) for automatic progression to the Sixth Form.**

**Please note that a Stoic cannot continue with a subject to the Upper Sixth without a pass grade in this subject in the Lower Sixth end of year examinations.**

### Which subject?

Any subject requires commitment and self-discipline for success. Readiness to become deeply involved is based not only on enjoyment of a subject but also on a belief in the subject's importance to future studies. There are five things to consider:

#### 1. Will I enjoy the subject?

Previous experience of a subject studied at GCSE is often a key deciding factor. Current Stoics should bear in mind that they might not be taught A Level by the same person who taught them for GCSE.

#### 2. Would I enjoy a subject that I have not done before?

It is possible to study some subjects at A Level that have not been taken at GCSE. These subjects include History of Art, Media Studies, Politics, Economics and Business. Some pupils have also successfully taken Drama, Sports Science, Religious Studies and History without having followed the GCSE course. In most subjects, however, a GCSE background is greatly preferred. If in doubt, it is important to speak with the Head of Department, or to any teacher of the subject, to find out what is involved in a subject at A Level and whether you are suitably qualified.

#### 3. Am I good enough to take the subject?

In most subjects personal commitment is the key. Normally, it is not recommended to take an A Level course without having gained at least a grade B in that particular subject at GCSE. In some subjects, e.g. Maths, Sciences and Modern Languages, Heads of Department strongly recommend a grade A at GCSE.

#### 4. Which subject combinations work well?

Studying four subjects provides opportunities to maintain diversity by combining both Arts and Sciences. Universities offer a wide range of

combined courses but care must be taken when choosing subject combinations for certain degree courses and for the more selecting and competitive universities. Russell Group universities prefer at least two A Level subjects out of three to be 'facilitating' subjects (further information available on request). Most Science, Psychology or Engineering courses require a minimum of two science subjects at A Level and many also expect Mathematics. Biology and Chemistry are required by candidates for Medical School or Veterinary Science, with many courses also preferring Maths. Any pupil opting to study a single science, without the support of Maths or another science, should proceed with caution. Pupils are advised to seek advice from the Careers Department before embarking on a mixed combination of subjects or if hoping to pursue a particular career or degree course.

#### 5. Is the subject important to my future?

Current Stoics should consult their Cambridge Occupational Analysts (COA) Report and Interview record which noted any subject or group of subjects required to pursue a future career interest. **Those who are joining Stowe in September 2016 and would like advice on choices please contact the Senior Tutor, Mrs Sally Akam.**

### When do I choose?

The actual process of selection of A Level courses is spread over at least ten months. The starting point for Stowe Fifth Formers is the discussion of the tests of Aptitude and Interest (COA) which are taken in the GCSE year. These, in addition to School reports and trial examination results, should form the basis for further discussion of future choices and career interests.

In mid-March aspirant Sixth Formers are asked to make reasonably firm A Level choices. We do realise that unexpected results at GCSE may prompt some changes in course options and it is essential that these changes are sent to the School by the published deadline prior to the start of the new term. Pupils new to the Sixth Form are invited to an A Level Fair in March when they have the opportunity to discuss their provisional choices with Heads of Departments. We ask all new pupils to confirm their choices shortly after this meeting in order to ensure an efficient start to the new School year.

## Tutorial Provision

### The Tutor's Role

It is a Tutor's responsibility and role to oversee their Tutees' academic and pastoral development as a whole so that they fulfil their potential in all areas. As part of this process, a Tutor provides a vital communication link between Housemaster/ Housemistress, teaching staff, parents and pupils. Tutees often require support in achieving a healthy balance of academic and extra-curricular activities including managing impending academic deadlines, attending department clinics and society meetings, and co-ordinating sporting commitments, music and drama rehearsals.

In the Sixth Form, Tutor Groups are organised on the basis of subject choice, career aspirations, and a degree of personal choice. The emphasis is on one-to-one support and the provision of a personalised curriculum for each Tutee, through individual timetabled tutorials on one or more occasions each week. Stoics are assisted in setting academic targets that will stretch and challenge them, and are provided with strategies that will help them to work more independently, efficiently and effectively, and so equip them for Higher Education and beyond.

It is the Tutor's role to guide Tutees through the UCAS process (or other HE application systems in the UK or abroad) by encouraging research and preparation for degree courses, advising Tutees on personal statements, proof reading their applications and providing academic references. In addition, the Sixth Form are invited to attend a range of careers seminars and presentations held throughout their two years by an exciting range of academics, university admissions officers, and representatives of specific career fields such as film and animation, finance, engineering, law, journalism, business management, medicine and veterinary science, marketing, public relations etc.

### Monitoring Academic Performance

Twice a term pupils receive Academic Progress Grades (APGs) from each of their subject teachers which are sent by email to parents, together with a Tutor's APG report. Regular assessment grades allow progress to be closely monitored and allow potential problems to be noted as they arise, paving the way for discussions between Tutor/ Teachers and Tutor/Tutee. Individual action plans are agreed which provide strategies and support for further progress. Plans may include the need to attend academic clinics; assistance with coursework planning and management; Tutor support cards, report cards or simply providing additional or temporary help to Stoics to balance their academic and extra curricular commitments. More detailed feedback of a Stoic's progress is provided in end of term reports.

As at all levels of the School, we would like parents to feel involved in their son's or daughter's education, and in their preparation for university and beyond. Please feel welcome to discuss any matter related to your son's or daughter's progress directly with the Tutor. Clearly, Parents' Meetings are an ideal time for this, but do not feel tied to these occasions only.

### Study Skills Programme

- Reading Skills: Skimming, Scanning, Reading to Understand
- Attitudes to Learning
- Self Review and Target Setting
- Organisation Skills and File Management
- Time and Stress Management
- Revision Techniques
- Exam Techniques
- Note Taking and Essay Writing
- Research Skills
- Independent Learning

## Oxbridge Applications

Every year Oxford and Cambridge each offer around 3,000 undergraduate places and will in turn each receive applications from around 17,000 potential students. In virtually every instance every single applicant will be able to boast a stellar exam profile: they will be dedicated, motivated and hard workers who will have spent an inordinate amount of time crafting and perfecting their applications. This presents any would-be Oxbridge student with a particularly tricky challenge: when all your fellow applicants are outstanding how can you make yourself stand out?

Every single successful application brings something special to the table. Yet, while the vast majority of applicants will have great exam results, glowing school references and predicted final A Level grades of As and A\*s, the successful candidate must exhibit something else, something special that says not only is Oxford or Cambridge right for them but also that they are right for Oxford or Cambridge.

### Qualities of a Successful Application

**Knowledge Base:** Every candidate must be able to present a convincing academic case and an exceptional exam result profile is usually central to this. However Oxford and Cambridge differ slightly in the relative emphasis placed on exam results. In previous years at Cambridge the focus has been almost exclusively on individual AS marks (not just overall grades) while at Oxford, GCSE results have tended to carry greater weight. As a general rule candidates called forward for interview at Cambridge will have had somewhere above 90% in each AS module, or internal progress exam, while those called forward for interview at Oxford will have 8 or more GCSEs at A\*. Equally, all A Level predictions should be a minimum of AAA+.

**Analytical Ability:** Oxbridge candidates are expected to be able to process information quickly, to deconstruct and evaluate arguments and to build effective responses. This demands a voracious appetite for knowledge and understanding, and is achieved through exposure to the broadest possible spectrum of the intended degree subject. Only sustained and dedicated engagement with a subject can deliver this subject appreciation and admissions tutors are adept at identifying it. The first opportunity to demonstrate this is in the Personal Statement (PS). The PS forms the first impression you will make on the admissions board so it needs to impress. However while a bad PS will almost certainly end your application there and then, a stunning one will by no means guarantee you a

place. To this end the second, and arguably even more important, opportunity to impress is in the tests. It is often argued that because they are tests of ability rather than knowledge one cannot train for them. To an extent this is true, however, it is equally true that in any test one tends to do better if one knows what is coming. It follows that preparation, revision and practice are critical.

**Star Quality:** Successful candidates will be able to present themselves to best advantage. They will make abundantly evident both the strength of their knowledge base and the acuity of their analysis. Without doubt the stronger the knowledge base and the more astute the analytical ability the easier it becomes to show flair. In this way learned skills can complement ability creating a stronger final product.

**Oxbridge at Stowe:** From an early stage each candidate has to accept responsibility for their application and drive the process themselves. The Oxbridge Team exists to assist rather than replace candidates in their application: we will not do the job for them and we cannot generate momentum or drive where it is absent. This is the only way to construct a successful application as admissions tutors have an obligation to weed out students who will not be able to survive when left to their own devices. We will support to the fullest of our ability and effort students who are prepared to demonstrate commitment, drive and purpose in the whole application process including drafting PS and UCAS submissions, revising or reading for admissions tests and preparing for interviews.

**Procedure:** The Stowe Oxbridge selection process will start after the Michaelmas Half term when Lower Sixth pupils will be invited to apply to join the Headmaster's Essay Society. From this list of applicants Stowe staff will select an Oxbridge squad on the basis of GCSE results, consistently strong academic performance, declared Oxbridge ambition, evidence of flair and academic commitment and enthusiasm. Prospective candidates will be scrutinised again after first-year results and summer reading; only then will the applicant list be finalised. Tutors will assist them in their applications, teachers will encourage extra study and interview practice will be provided, but the students themselves must seize control and provide the impetus and initiative driving the application. Every successful applicant must showcase integrity as well as ability: as with all best things, this must come from within.

Oxbridge University Advisor, **J M Murnane**



## University and College Entrance, UCAS

During the Lower Sixth year Stoics are strongly encouraged to formulate and develop their ideas for Higher Education. During the Summer term and Summer holiday these ideas should harden into preferences for particular courses and institutions, Stoics should start their online applications, and should complete the first version of their Personal Statement. Stowe offers all kinds of assistance during this research period. Tutors will regularly discuss Higher Education options with Tutees and there is also experienced assistance available in the Careers Centre, which is well stocked with a plethora of information, prospectuses and specialist career and courses guides. In addition, a great deal of advisory information has been posted on the VLE. The Lower Sixth take the *Centigrade* programme, a computer generated, personalised Higher Education package based on a questionnaire. This document is an excellent foundation for further discussion and research. External speakers address important issues such as university choice and how to make best use of the Lower Sixth year. University Open Days are advertised and visits are encouraged. Visiting speakers come to the School from a broad variety of academic fields and careers to offer further insights into specialist areas such as advertising, architecture, film and media, and accountancy, to name but a few. Stoics receive specialist assistance with their university applications and considerable advice and support is provided on what makes a good personal statement.

Stoics apply to university through the Universities' and Colleges' Admissions Service (UCAS) in the Michaelmas term of their Upper Sixth year and can apply for courses at up to five universities or colleges (four for Medicine and Veterinary Science). The application is completed on the internet, using the online 'APPLY' system. If Stoics are taking a Gap Year, they can either apply as a 'Deferred Entry' candidate or apply the following Autumn as a 'Post A Level' applicant.

From November to March applicants may be called for interview; all will then receive, from each of the institutions to which they have applied, either an offer of a place conditional on their A Level results or a rejection. If applicants do not succeed in obtaining any offers, they have the option of making a further application to an institution where vacancies still exist. The aim is for applicants to be holding one firm offer and one insurance offer as they approach the A Level examinations.

When the A Level results come through in the middle of August, universities and colleges confirm the places of those who have met their A Level conditions. Those who have failed to meet the terms of their offers, or who have greatly exceeded their offer, have the option of choosing again from the places still available (CLEARING and ADJUSTMENT). Final decisions are made by 30 September.

Stowe also provides assistance to those wishing to apply to non-UCAS institutions and courses, such as Art and Drama colleges. Our Careers Advisors can give further information.

### Universities Abroad

Every year some Stoics apply to universities abroad, and the School is able to offer advice and support their applications. Those who wish to apply to universities in the United States of America are additionally supported by our resident Harvard Fellow, while SAT training can be provided by Greene's Tutorial College, Oxford.

## Careers Education and Guidance

Stowe's Careers Education and Guidance Programme aims to provide increasing contact with the world outside throughout a Stoic's time at School, to help them reach the important decisions which affect their future in a well-informed and balanced way. Every encouragement is given to discuss the various options with Housemasters or Housemistresses, Tutors and the Careers staff.

### Careers Exploration

The present programme of investigation and research takes pupils through *Fast Tomato* and *Centigrade*, careers and Higher Education profiling programmes. These programmes help to provide clear guidelines to assist the choice of an appropriate Higher Education pathway. *Centigrade* provides a report that encourages personal exploration into appropriate university courses. *Fast Tomato*, conducted online, can also be used to investigate career choices and university courses.

### Careers Events

During the two years spent in the Sixth Form a number of events are on offer which have been designed to help with career planning. They include visits to the Careers Centre and a series of seminars on diverse career fields.

### Careers Experience Courses

Those at Stowe prior to the Sixth Form are expected to undertake one week of career related work experience in the summer holiday between the Fifth and Sixth Form years. This is invaluable in bringing realism to thinking about the world of work and is increasingly looked upon by employers and university admissions as evidence of maturity and motivation. We encourage the Sixth Form to build a portfolio of work experience and the Careers Centre can help with contacts using a large database of Old Stoic alumni.

Throughout the Sixth Form there will be opportunities during the holidays for Stoics to attend taster courses specifically aimed at informing them about particular degree courses and careers. These are generally run by professional bodies and commercial concerns. Stoics are encouraged to make effective use of them.

### The Careers Centre

This is a room specially set aside for careers use. It is well stocked with relevant informative material about future jobs and Higher Education opportunities, making full use of access to the internet. The Head of Careers is within the Centre and she is available for consultation when required. Early and regular visits to the Centre are vital. In addition there are various computer programmes that can be used to determine Higher Education courses that match the individual's interests and abilities and to look more widely at future careers.

### UCAS

UCAS is the Universities and Colleges Admissions Service for degree courses at universities and colleges. The Tutor's role is to help guide Stoics in terms of their aspirations and potential. They will discuss options in depth and guide Stoics through the relevant application procedure. We also use *Unifrog*, an online resource, to assist Sixth Formers with their higher education choices. There will be a briefing on how to apply to university through *UCAS Apply* (internet application). There will also be a presentation for parents to inform them about the Higher Education options available, and the current application schedule. Tutors and Housemasters/ Housemistresses prepare the academic and personal references. It is always possible to arrange mock interviews in preparation for the real thing, and this occurs, as a matter of course, for Oxbridge applicants. When A Level results are known, Tutors and Careers staff will be available to help with unexpected results.

## Sixth Form Careers Programme

### Lower Sixth Form

#### September

Sixth Form induction with team building exercises.

A Level choices adjusted if necessary.

Career related work experience follow-up.

Introduction to US universities application system.

#### September/March

Career related seminars.

#### September/October/November

*Centigrade* programme optional for Lower Sixth pupils.

Introduction to *Unifrog*.

#### March/June

Tutors discuss Higher Education options with pupils. Preparation for UCAS applications. Regular use of university research programs and UCAS websites, plus intranet and internet facilities.

#### May/June

Introduction to *UCAS Apply*.

#### June

Registration on *UCAS Apply*.

Advice on writing the UCAS Personal Statement.

### Upper Sixth Form

#### September/December

Parents' Meeting with Tutors at the start of the first Exeat weekend to discuss Higher Education plans and academic progress.

Sponsorship/bursary for Higher Education discussed where relevant.

UCAS applications and application for Student Finance.

Opportunities for HAT (History), LNAT (Law) and UKCAT (Medicine) aptitude tests.

Gap Year planning and applications.

#### October/November

BMAT (Medicine) and Oxford Aptitude Tests.

Oxbridge, Medicine, Dentistry and Veterinary Medicine UCAS deadline (15 October).

#### November/March

Interviews at universities and provisional offers of places.

Practice interviews available for those called by universities.

#### January

Final UCAS deadline (15 January).

#### May/June

Tutorial advice on post A Level results strategy.

A Level results advice document provided.

A Level examinations.

Cambridge STEP examinations.

#### August

Assistance available from Stowe for post A Level results problems.

#### Members of Staff with particular responsibility for Careers:

**Mandy Dawson** - Head of Careers

**David Critchley** - UCAS

**Jon Murnane** - Oxbridge Admissions

**Michael Righton** - Gap Year

**Stowe Harvard Fellow** - American University advice

**Sally Akam** - Senior Tutor

## Art

A qualification in Art at A Level will allow you to study a wide range of specialist degree courses from Fine Art and Architecture to Computer Graphics, Fashion and Textiles, Theatre Design and Industrial Design. There is also a large number of courses available that relate to the media industry and Art/History of Art are often combined, very successfully, with other courses.

The context of the course is broad and flexible, giving pupils the opportunity to explore a wide range of media and techniques. Drawing is fundamental to the A Level course and we do expect pupils to have achieved a high grade at GCSE. If they have not completed an Art GCSE course, or equivalent, we would expect to see a folder of work at interview.

The term 'contextual awareness' is often used in A Level teaching and this refers to developing a knowledge and critical understanding of the work of artists and designers, both historical and contemporary. Pupils are expected to visit art galleries, such as the National Gallery or Tate Modern, during the holidays to supplement organised trips in School time. We also take Art and History of Art trips to major cultural art centres, such as New York, each year.

All pupils are expected to keep personal sketchbooks and notebooks for the exploration and development of their ideas and the Art School is always open during academic and activity time. The Art School has links with the Design Department and with the Theatre and Drama Department, both for Set Design and Theatre Studies A Level.

In terms of entry to further education, an OCR A Level is accepted by most university courses, as well as by all Art Foundation courses, which will normally provide the best route to developing your chosen path within Art and Design. Career guidance within this field is a major consideration for the Department and, each year, we invite speakers from Foundation Courses to assist pupils in their applications. Each term, the Art School levies a charge to cover the use of specialist materials, canvases etc.

The new linear OCR Art A level is now underway and, as before, pupils will follow a lively and experimental skills based course in the Michaelmas term. As the year progresses pupils will have more time for the personal development of ideas but they will also continue to learn new techniques and processes throughout the year. There will also be a weekly time slot dedicated to contextual themes, and we will follow a programme which explores 'key concepts' within the history of art, with the main focus on the developments and movements of the twentieth century. This will form a frame of reference for the Related Study which is an essay written as part of the assessed coursework unit in the Upper Sixth year.

Without an AS exam after Christmas, we will have more time to extend individual projects and create more ambitious work than was possible before. We will have time to spend longer on larger or more detailed drawings, paintings, prints or sculpture and use more involved techniques to produce outcome pieces. Although all pupils' work will be marked internally and regular feedback will be given, there will be no formal assessment by OCR in the Lower Sixth year.

In the Upper Sixth pupils will begin their 'Personal Investigation' which is the assessed coursework unit. This will make up 60% of the total A Level, the other 40% will be awarded for the exam or 'externally set task' unit. This will follow the same structure as the old A Level, with an 'early release' examination paper at the beginning of the Lent term. The Controlled Assessment of fifteen hours duration will take place after the Easter holidays.

## Biology

Biology is not only the window into the fascinating world of living things, it is also the door to a lifelong interest in subjects which are vital to solve the problems spawned by the 20<sup>th</sup> Century.

Advances in biological research have influenced both the content of and opportunities provided by modern A Level Biology courses. Biology is no longer a subject founded purely on the ability to recall vast quantities of factual material. These advances have made Biology an interesting and valuable subject to study to A Level. The practical approach to the subject is both stimulating and rewarding and reflects the modern trends in biological sciences.

The facilities and technical support in the Science Department are excellent and the grounds of Stowe provide a handy resource for the study of biological ecosystems. Extensive use is made of modern equipment, much of it linked to computer technology. You will study in a caring atmosphere in which individual skills are nurtured.

Through the Biomedical Society, biologists will be able to meet and work with leading biologists from across the broad spectrum of the subject.

A Level pupils in Biology will attend a four day field course, usually at a coastal university or Field Studies Council field station. A third of the cost of this course is borne by the School but parents are expected to contribute the remaining two-thirds (£200 currently).

The Department has undertaken biological expeditions to South Africa, Honduras and Mozambique and the destination of our forthcoming expedition is Indonesia in June 2016.

### Choosing Biology

It would normally be expected for pupils to have gained a good grade at Biology GCSE before embarking upon the A Level course. It is possible to combine a number of subjects with Biology **though experience shows that the best results are achieved when Biology is studied alongside another Science or Mathematics**. The column system Stowe offers allows a wide variety of subject combinations which include Biology.

### AQA Biology A Level (7402)

The A Level Biology specification is divided into 8 areas of core content which is subdivided into key teaching topics. Biology A Level is a linear course spanning over the two years of study.

The specification is assessed over three, 2 hour papers, which include a mixture of short, long and structured questions including practical techniques along with one essay question from a choice of two titles. A Level grades will be based only on marks from written examinations.

### Practical Assessment

At A Level pupils will be internally assessed based on direct observation of their competency on a wide range of practical skills. The Practical Endorsement involves carrying out 12 required practicals to ensure pupils have experienced the use of a variety of apparatus and techniques. Written papers will assess pupils' understanding and knowledge of these, and the skills exemplified within each practical. These questions will count for at least 15% of the overall marks for the A Level qualification.

### Year One

A variety of areas touched upon at Biology GCE are developed further. The course content is split into modules covering core content:

- Biological Molecules
- Cells
- Organisms Exchange Substances with their Environment
- Genetic Information, Variation and Relationships Between Organisms

### Year Two

- Energy Transfers In and Between Organisms
- Organisms Respond to Changes in their Internal and External Environments
- Genetics, Populations, Evolution and Ecosystems
- The Control of Gene Expression

### Careers

It is recognised that the choice of a suitable career is of vital importance to all pupils. The Department, through its Tutors, offers specialist advice should you wish to pursue a career with a biological content. In recent years, many pupils have gained entry to medical schools and several have studied Biological Sciences at Oxford.

In addition to the well established careers in Medicine, Veterinary Science, Dentistry, Physiology, Ecology, Pharmacology, Immunology, and Biochemistry, new career opportunities have arisen in the fields of Environmental Science, Molecular Biology, Microbiology, Genetic Engineering, and Biotechnology. Universities offering degree courses in these subjects frequently state that a study of A Level Biology is advantageous and, in some cases, essential.

## Business

Business aims to give pupils a broad understanding of how businesses function effectively. The standard functional divisions within a firm, such as finance, marketing, production and personnel, are studied in their own right. It is also seen how these functions inter-relate with each other and how the business as a whole is affected by the external environment. Thus Business examines how managers can set up structures and mobilise the labour talent and financial resources they have at their disposal, to achieve the organisational goal of producing desirable products and services.

Studying Business at A Level does not guarantee that one will become a future Richard Branson, but a wide variety of subjects will be covered which can be applied to virtually any work experience that you have in future life.

### Exam Board: Edexcel

#### Theme 1: Marketing and People

Pupils will develop an understanding of:

- Meeting Customer Needs
- The Market
- Marketing Mix and Strategy
- Managing People
- Entrepreneurs and Leaders

#### Theme 2: Managing Business Activities

Pupils will develop an understanding of:

- Raising Finance
- Financial Planning
- Managing Finance
- Resource Management
- External Influences

#### Theme 3: Business Decisions and Strategy

Pupils will develop an understanding of:

- Business Objectives and Strategy
- Business Growth
- Decision-making Techniques
- Influences on Business Decisions
- Assessing Competitiveness
- Managing Change
- Expansion

#### Theme 4: Global Business

Pupils will develop an understanding of:

- Globalisation
- Global Markets and Business Expansion
- Global Marketing
- Multinationals

#### Paper 1: Marketing, People and Global Businesses

#### Paper 2: Business Activities, Decisions and Strategy

#### Paper 3: Investigating Business in a Competitive Environment

#### Combinations

Business is normally studied in combination with other arts and social science subjects, such as English, Politics, Geography, History of Art, Religious Studies, or a language. It would also be a sensible subject choice for pupils who consider themselves scientists, as most scientists do end up in business as managers. Business can be taken alongside Economics, as long as a Business orientated degree is the final goal.

#### Skills Needed and Requirements

A good Business pupil is able to apply theories of management to a particular situation. The more subtle one's grasp of the situation and the more one has a feel for potential opportunities and threats, the better. The finance and accounting parts of the course have a fair amount of numeracy within them, so it is expected that pupils who start the course will have at least a B grade in GCSE Mathematics.



## Chemistry

Chemistry is about the 'stuff' around us - how atoms and molecules interact and react in our brains, in car engines, in the kitchen and in the skies - and as such it occupies a central position between the physical sciences on the one hand and the biological sciences on the other.

An A Level Chemistry qualification is attractive to many university admissions Tutors as it tells them you can analyse and present data, absorb factual material, handle numerical problems, understand and explain complicated concepts, and that you have practical skills gained from laboratory work - that you are in fact a good all-rounder!

Although the varied nature of the subject can make Chemistry a challenging A Level for some, pupils' effort and ability is rewarded, as university prospects for those applying to Chemistry or Chemistry-related degree courses are excellent, even in the current, austere climate. Stowe Chemists regularly, indeed usually, win places at top Russell Group Universities, most often Oxford, Bristol, Durham, Imperial, UCL, and Cambridge.

Chemistry remains an important pre-requisite for direct entry into courses such as Medicine, Veterinary Science, and Dentistry, as well as most courses in Biochemistry, Chemical Engineering, and Food Science. Many universities now offer courses combining Chemistry with a wide variety of non-science options, such as Management, Business, Law or Economics, as well as a year abroad or a year in industry.

### Choosing Chemistry

Whether Chemistry is taken as part of specific Higher Education plans or as a more general interest subject, you should expect to work hard, have some mathematical skills and enjoy problem solving. A good grade at Chemistry GCSE, as well as in Maths, would normally be expected for entry to the course. Pupils who have studied Dual Award Science, as opposed to the full Chemistry GCSE, should contact the Head of Department for details of topics relevant to A Level that they may have missed.

### The Chemistry Department

The Chemistry Department at Stowe is lively, friendly and very successful, and is at the forefront in the use of modern technology in its teaching. Staff have been involved with the development of Chemistry teaching software for GCSE and A Level. The Department also makes excellent use of StoweNet - the School's VLE. The great strength in teaching lies in the effective combination of modern and traditional teaching methods.

The Department occupies the top floor of the well-equipped Science Block which is currently being extended and refurbished (completion due in Autumn 2017). There will be six teaching laboratories, each with its own adjacent lecture room equipped with a large demonstration bench and fume cupboard. The Department is extremely well served with technical help from a full time Technician and two Laboratory Assistants.

### The Course

The Department follows the linear OCR Chemistry A Level course which comprises of six modules:

**Module 1:** Development of Practical Skills

**Module 2:** Foundations in Chemistry

**Module 3:** Periodic Table and Energy

**Module 4:** Core Organic Chemistry

**Module 5:** Physical Chemistry and Transition Elements

**Module 6:** Organic Chemistry and Analysis

The course has its own textbook which defines the course content and this is supported within the Department by a Chemistry library from which pupils can borrow freely.

### Examinations

There are 3 examinations, all of which are taken at the end of the Upper Sixth year.

**Paper 1:** Content from modules 1, 2, 3 and 5. 2 hours and 15 minutes. Weighting = 37%

**Paper 2:** Content from modules 1, 2, 4 and 6. 2 hours and 15 minutes. Weighting = 37%

**Paper 3:** Synoptic covering all modules 1 hour and 30 minutes. Weighting = 26%

### Practical Assessment

Coursework no longer contributes to the overall final grade. Instead it leads to a separate 'Practical Endorsement'. This comprises of 12 exam board defined experiments. Knowledge and understanding of these experiments can also be tested in the written examinations.

## Classics

### Latin and Classical Greek

To the surprise of some non-classicists, Latin and Greek at A Level and degree level have not only retained their popularity amazingly well, but classical scholarship across the world has never been more vigorous and exciting. From computer analysis to satellite photography, classical scholars have been revolutionising our study of the twin foundations of our European civilisation. At its heart, of course, remains the linguistic knowledge necessary to read Greek and Latin texts in the original, with all the literary and intellectual skills that this develops.

### A Level

The A Level examinations are also adapting to the new ways of studying the languages. Composition into Latin or Greek is now optional. Nevertheless the language will appeal primarily to those who have already gained a good grade at GCSE or Level 2 and enjoy a rewarding challenge.

### The Four Components

The A Level (Latin: OCR, H443, Classical Greek: OCR, H444) has four components. Two are linguistic and two are literary. Teaching starts in September 2016 and the first examinations will be in June 2018. These details are from the draft specification.

#### 01: Unseen Translation

This component is a language paper worth 33% of the total A Level. You will be tested with an unseen translation into English of narrative prose. There is also a passage of verse for translation. The Latin verse will be taken from the poet Ovid, and in Greek from Euripides.

#### 02: Prose Composition or Comprehension

This component is worth 17%. The first option is to translate a passage from English into Latin or Greek. The alternative is to answer comprehension and grammar questions, together with some translation, from a prose passage. In Latin this will be taken from Pliny's *Letters*, and in Greek from oratory.

#### 03: Prose Literature

This component is worth 25%. For the examinations in 2018-19 you will read two or three selections, including some in translation. For Latin these include a powerful speech by Cicero, part of Tacitus' fascinating narrative of stirring battles on the imperial frontier in his *Annals*, or some of Seneca's *Letters*.

In Greek you can read Thucydides' account of the amazing events at Pylus in 425 BC, parts of Plato's *Apology* with Socrates, the famous philosopher, or excerpts from Xenophon.

### 04: Verse Literature

This component is worth 25%. For 2018-19 you will read two or three selections, with some in translation. For Latin there are two books of Virgil's wonderful epic, the *Aeneid*, some poems with up-to-date feelings on love by Propertius, Tibullus and Ovid, or fascinating mythological stories by Ovid. In Greek you can read Homer's amazing account of Odysseus's travels, or the famous tragedy of Antigone's impossible choice between loyalty to her dead brother or to the state, along with a comedy by Aristophanes.

### Subject Combinations

Latin makes an excellent combination with almost any other A Level. Traditionally English, French, History and Mathematics have been the most usual, but Art, Physics and Chemistry have also been combined with it in recent years at Stowe. Greek is usually available by special arrangement in any of the four columns, or even as an extra, and can thus be taken with any other subject.

### Extension Classes and the Classical Society

We offer extension classes in Latin and Greek on one afternoon a week. There is also a programme of visiting speakers in the Classical Society, with trips to plays and exhibitions.

### University and Careers

Both Oxford and Cambridge offer some of the largest and most varied classics degree courses in the world. Many other universities in the UK and elsewhere provide a similarly wide range of excellent classical courses. Latin and Greek, however, also form an obvious basis from which to start a degree in, for example, Law, Philosophy or Theology.

A degree in the classical languages is, of course, still regarded very highly by employers. Classicists tend to enter as broad a spectrum of careers as any other arts graduates, including Accountancy, Business, Teaching, Law, the Services, Government Departments, the Media, the Ordained Ministry and even, for a few, professional Sport or Music.

# Computer Science

## OCR A Level Computer Science

OCR A Level Computer Science is a stimulating and challenging A Level that tests a wide range of competencies in its candidates and demands Stoics to immerse themselves in a range of different areas that all have one thing in common, the computer.

Whilst not all candidates who opt to study the course will have a burning desire to be a Computer Scientist, the course offers an insight into Software Development, Component Manufacturing, Algorithm Analysis, Database Architecture, Networking and Systems Analysis. The course would be a perfect accompaniment to those pupils' programmes that already contain Physics, Mathematics, and Design and Technology because of the increased maths focus and algorithmic, logical thinking that the subject demands.

The new linear A Level in Computer Science explores all things computer, from looking at its architecture, to the design and build of a complete Software Application for a defined end user. Candidates' knowledge of the areas listed is assessed in two examinations at the end of the Upper Sixth and in an intensive Programming Project completed in a suitable High Level Programming Language throughout the Upper Sixth.

## Computer Systems (40%)

2 hours 30 minute written examination

- Characteristics of Contemporary Processors
- Software and Development
- Exchanging Data
- Data Types, Structures and Algorithms
- Legal, Moral and Ethical Issues

## Algorithms and Programming (40%)

2 hours 30 minute written examination

- Elements of Computational Thinking
- Problem Solving and Programming
- Algorithms to Solve Problems and Standard Algorithms

## Programming Project (20%)

Non-exam assessment

- Analysis of the Problem
- Design of the Solution
- Developing the Solution Evaluation

It is not compulsory for candidates to have studied Computing at GCSE, however, candidates that have, or have an interest in Computer Science outside of the School curriculum, will have a distinct advantage.

## Design

There are currently two courses offered in the Design Department at Stowe. Both share the theme of Product Design and Development:

### **Product Design (Resistant Materials Technology)**

### **Product Design (Graphics with Materials Technology)**

The subject of Design has existed in many forms as a mainstream subject since the curriculum began. When the term the '3Rs' was coined in Parliament in 1840, Hansard recorded that it stood for Reading, Wroughting and Arithmetic. Wroughting as in 'I have wrought a wonderful design'.

*"A well designed product radiates an almost physical sense of purpose. It's the battle of the first 35 nanoseconds - between reflex and intellectual determinism lies the battleground - that's the domain that we must capture as designers."*  
Richard Seymour

Design and manufacture is a truly creative and intellectually challenging activity. It is entirely compatible with high levels of numeracy and literacy - the design process itself draws on areas such as Maths, Science, Technology, Communication and Art; developing divergent and creative abilities is a basic function of education. One of our main aims is to inspire and empower our future designers and engineers and excite passion in our teaching so that they can develop products they love with sensitivity to an ever-changing world market and clientele.

We welcome pupils who have a background via GCSE (or other recognised qualifications) in any design-related discipline, and we are also willing to consider pupils who have not studied the subject before but show a passion for design in any area (this is done via portfolio, interview and short examination paper). It should be noted that the courses are quite demanding of your time. It should also be noted that all pupils following an A Level course in Design will need a laptop for their studies.

This subject is very useful for a career in any sphere of Product or Industrial Design and Engineering, Graphics, Fashion, Theatre or Television. It is also a good supporting A Level for degree courses in any of the Pure or Applied Sciences and Architecture.

The Edexcel Product Design syllabus we offer is structured as follows:

### **Unit 1: Portfolio of Creative Skills**

30% of the total A Level

Stoics are given the opportunity to develop their creative, technical and practical skills through a series of product investigation, design and manufacturing activities. Stoics will produce one portfolio with three distinct sections which demonstrate their creativity and flair when designing and making products.

### **Unit 2: Design and Technology in Practice**

20% of the total A Level

Stoics will be able to develop a knowledge and understanding of a wide range of materials and processes used in the fields of design. It is important for Stoics, as designers, to learn about materials and processes so that they can develop a greater understanding of how products can be designed and manufactured. Stoics will also learn about industrial and commercial practices, and the importance of quality checks and the health and safety issues that have to be considered at all times.

### **Unit 3: Designing for the Future**

20% of the total A Level

Stoics will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. The modern designer must have a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products. They must also be aware of the important contributions of designers from the past which may provide inspiration for future design.

### **Unit 4: Commercial Design**

30% of the total A Level

Stoics are given the opportunity to apply the skills they have acquired and developed throughout this course of study; to design and make a commercially viable product of their choice that complies with the requirements of either a resistant materials technology product or a graphic product, depending on the course they are studying.

## Drama and Theatre Studies

If you are interested in any aspect of the theatre, enjoy seeing or reading plays, would like to become an actor or you are thinking of a career as a designer, technician or administrator in the Performing Arts, then Drama and Theatre Studies is an A Level you should consider. Drama and Theatre Studies is a varied and challenging course which combines the study of play texts, practical drama, theatre history and theatre visits.

The WJEC Drama and Theatre Studies course is a fully accredited A Level and is accepted as such by all universities. This course will not only teach you to read critically, to think for yourself and to write essays to a high standard, it will also develop your ability to work with others and to perform in front of an audience; skills that will be of enormous value in many walks of life.

Drama and Theatre Studies is not an 'easy option' but a demanding and challenging course that will develop a wide range of skills and abilities and stretch the most gifted pupil.

The course structure is as follows:

### Component 1: Theatre Workshop (20%)

You will be assessed on either your acting or design skills.

You will participate in the creation, development and performance of a piece of theatre based on a *reinterpretation* of an extract from a text chosen from a list supplied by WJEC and then chosen by the centre. The piece must be developed using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.

Throughout the creative and developmental process you will produce:

- a realisation of your final performance or design skill
- a creative log book, giving detail and explanation about your

### Component 2: Text in Action (40%)

You will be assessed on either your acting or design skills.

You will participate in the creation, development and performance of two pieces of theatre based on a stimulus supplied by WJEC.

These will be:

1. A devised piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company (a different practitioner or company to that chosen for Component 1)
2. An extract from a text produced in a contrasting performance style to the devised scene.

You will present your performance live to a visiting examiner. *Stoics choosing the design option must also give a 5-10 minute presentation of their final design skill to the examiner.*

You will produce a detailed process and evaluation report within one week of the completion of the practical work.

### Component 3: Text in Performance (40%)

Written examination: 2 hours 30 minutes

#### Sections A and B

**Open book:** Clean copies (no annotation) of the two complete texts chosen must be taken into the examination.

You will answer Two questions, based on two different texts, one written pre-1956 and one written post-1956. The list of texts for first exam in 2018 are:

#### Pre-1956:

*The Trojan Women*, Euripides  
*As You Like It*, William Shakespeare  
*Hedda Gabler*, Henrik Ibsen  
*Machinal*, Sophie Treadwell  
*Cat on a Hot Tin Roof*, Tennessee Williams

#### Post-1956:

*Saved*, Edward Bond  
*Accidental Death of an Anarchist*, Dario Fo  
*Racing Demon*, David Hare  
*Love and Information*, Caryl Churchill  
*Chimerica*, Lucy Kirkwood

#### Section C

**Closed book:** The extract of text required for answering the questions will be printed on the examination paper.

A series of questions based on a specified extract from: *The Curious Incident of the Dog in the Night-Time*, Mark Haddon, adapted by Simon Stephens

*Details of the extract will be released during the first week of June, one year before the examination.*

## Economics

Social Science subjects are extremely popular at Stowe. More students study the Social Sciences at university than any other group of subjects and employers recognise the useful work skills they develop.

### Economics (AQA)

Economics tries to identify how firms and whole economies should operate if they are to maximise output, profits and welfare. Theoretical models are used to simplify the real world in order to gain a better understanding of key issues. For a thoughtful pupil, Economics provides an invaluable tool for analysing a wide variety of problems faced by governments.

### Lower Sixth

#### Individuals, Firms, Markets and Market Failure

Basic tools of economics are introduced, together with insights about how firms behave in various competitive situations. The Government's impact on the economy is considered. Reasons why governments should and should not intervene in the economy are analysed. Many topical issues such as the minimum wage, welfare state and pollution are discussed.

#### The National and International Economy

Macro-economic issues are considered such as inflation, unemployment and trade. Government policies which affect interest rates, taxation and trade, etc. are analysed and their drawbacks assessed. This module gives pupils a working knowledge of recent trends and developments in the economy. A brief introduction to the workings of financial markets will be given.

### Upper Sixth

#### Individuals, Firms, Markets and Market Failure II

More detailed micro-economic models are studied including perfect competition, monopoly and oligopoly. Pupils will analyse how decisions are made by firms in these market structures and the limitations of the models in the real world. This module also studies the labour market and the factors which influence relative wage rates and the distribution of income and wealth.

### The National and International Economy II

Developments in the UK will be seen in the context of the globalisation of the world economy and membership of the European Union. Assessment of the effectiveness of current Government policy and alternative courses of action will be considered.

### Combinations, Skills Needed and Requirements

A good economist is able to use abstract theories and apply them to everyday problems so that real-world policies can be sensibly evaluated. Pupils with an arts background have an advantage in terms of being able to write fluently about policies and problems. A grade B in GCSE English is strongly recommended and competence in a social science subject such as Geography or History must also have been demonstrated.

Economics bridges the arts/science divide and is excellent for those wishing to broaden their subject choice. An ideal combination would be with Mathematics, Politics and either History, Chemistry or Physics. However, it would also go well with English, Religious Studies, and Geography. It is equally likely to be taken by those who consider themselves to be scientists or interested in the arts.

### Maths

It is generally true that pupils coming from a mathematical or science background tend to have a strong ability in terms of understanding the basic theory, and this is especially important as the course will be becoming slightly more mathematical than that taught in previous years. Mathematical marks will count for 20% of the A Level grade.

After university, economists go on to a wide variety of careers from the Civil Service to the City. Their abilities to apply ideas are highly valued by employers.



# English Literature

## The Course

The A Level English Literature course comprises the close study of a wide range of literary texts. Successful candidates usually enjoy reading sophisticated literature in an alert and analytical manner. They are likely to have a high grade in English Language at either IGCSE or GCSE and a further high grade in English Literature.

Candidates at Stowe are entered for the linear AQA A Level (7717) GCE qualification in English Literature. The coursework component is undertaken at the beginning of the Upper Sixth while the two examinations are sat at the end of the Upper Sixth year.

The course comprises three units:

### Paper 1

A 150 minute written examination on literary genres, weighted at 40% of the final mark. The genre chosen is comedy and includes the study of three texts: one Shakespeare; a second drama text and one further text, of which one must be written pre-1900.

### Paper 2

A 180 minute written examination on crime writing, weighted at 40% of the final mark. Pupils study three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. The examination will include an unseen passage.

### Coursework

A portfolio of two essays, each responding to a different text (one poetry and one prose) and informed by an aspect of an anthology of literary criticism. One essay can be 're-creative' which requires a commentary written by the pupil on their own creative writing, in response to the text studied.

In all, candidates study eight texts for this qualification (a Shakespeare play, at least one other play, two poetry texts, one post-2000 prose text, one further prose text and a further two texts to complement the other texts). Please note that teachers are encouraged to choose texts which they are both passionate about and in which they have a particular expertise. This means that different classes may study different texts, depending on which teachers they have.

## The Literary Society

All A Level English Literature pupils at Stowe are members of the Literary Society. Two or three times a term, distinguished guest speakers offer a paper to the Society. Members may be invited to dine with the guest subsequent to the talk.

In addition to the range of distinguished guests, the Literary Society also stages annual events such as screenings of plays and literary-related films, celebrations for Shakespeare's birthday, day trips to famous literary locations and, at the end of the academic year, a Leavers' dinner spiced with music, song and drama.

Stowe is well-placed for theatres in Stratford, Oxford, Northampton, London, Birmingham and Milton Keynes. Theatre trips (and occasional excursions to galleries or museums) are included in Literary Society schedules.

## Sixth Form Book Club

The Sixth Form Book Club aims to meet four to six times a year. Pupils are given the opportunity to discuss literature in an informal setting, and to widen and deepen their textual knowledge beyond the curriculum.

## Academic Extension Classes and Oxbridge

For those Sixth Form pupils who wish to extend their knowledge beyond the confines of the classroom, there are weekly academic extension classes, which explore a range of genres and periods, from *Beowulf* to the Modern novel. Pupils wishing to apply for Oxbridge or to Russell Group Universities are also given specific tuition in preparing for and making these applications.

## Extended Project Qualification (EPQ)

The EPQ (Extended Project Qualification) is a stand-alone, AS Level equivalent qualification, which is graded A\* - E and worth up to 70 UCAS points. The EPQ will develop and extend from one or more of the pupil's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the pupil and agreed as appropriate by the Head of EPQ. Stowe uses the AQA specification.

Delivery of the EPQ will involve some teaching of the necessary skills and supervision and assessment of the pupil's progress, but primarily will require extended autonomous work by the pupil.

The EPQ offers opportunities for pupils to:

- shape the choice and design of an extended project and take responsibility either for an individual task or for a defined task within a group project
- develop and improve their own learning and performance as critical, reflective and independent learners
- develop and apply decision-making and, where appropriate, problem-solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- where appropriate, develop confidence in applying new technologies in their studies
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their extended project to other areas of study

Although the EPQ is not absolutely essential for a successful UCAS application, many universities have indicated that they will view the EPQ favourably. The EPQ assesses a whole learning process, and in this respect is very different from coursework.

### Assessment

All project products (outcomes can be in the form of a written dissertation or an artefact) must include a written report of between 1000 and 5000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided.

A project which consists solely of written work should be approximately 5000 words, for example, a research report of an investigation, exploration of a hypothesis, an extended essay or academic report in appropriate form. Projects where the majority of the evidence is provided in other formats should include a report that is at least 1000 words.

The pupil must provide a presentation for a non-specialist audience and use media appropriate to the type of project. The presentation may involve the use of flipcharts, posters, PowerPoint or short excerpts of video material. The presentation should include live response to questions from the school-appointed supervisor as well as peers.

Each pupil is appointed a supervisor by the Head of EPQ. The supervisor is there to guide and advise the pupil where appropriate. It must be noted that part of the mark is on the pupil's own ability to shape their ideas and drive the project forward and whilst the supervisor is there to assist, if the pupil requires too much help to proceed, this will result in a loss of marks.

### Timeline

Pupils will be invited to express interest after a preliminary talk by the Head of EPQ in November 2016. Projects commence in January 2017. By February 2017, Project Proposal Forms will have been approved by the Head of EPQ and pupils will have started work on their projects.

Pupils will conduct research, hold meetings with their EPQ supervisor and create a detailed outline by June 2017, when there will be an official Mid-Point Review Meeting to ensure that work is up-to-date and a full first draft of the final piece can be completed over the summer. Upon return to School in September 2017, pupils will have several weeks to work with their supervisor to polish their project and prepare for the presentation. The presentations will happen in November 2017, with the final piece and all paperwork due by the end of the Michaelmas term in December 2017.

## French

A Level French gives learners the opportunity to develop and deepen their awareness and understanding of the language as well as to increase their knowledge of the French Speaking World through the study of the language in its cultural, literary and social context.

The level of language required at A Level is different from GCSE in so far as it is more sophisticated, thus allowing for greater depth and subtlety to language. As at GCSE, the four skills (listening, reading, speaking and writing) are assessed.

Language work includes areas of study that are contemporary, age-appropriate and engaging. These should inspire pupils to take part in French discussions. One of the most important aspects of this course is the opportunity to develop opinions and defend points of view in the target language.

### Course Content

Four main themes are covered at A Level:

- **Changes in French Society** (the family, education and the world of work)
- **Political and Artistic Culture in the French Speaking World** (music, cinema and festivals and traditions)
- **Immigration and the French Multicultural Society** (integration, multiculturalism and the rise of the extreme right)
- **The Occupation and the Resistance** (life under the Vichy regime, collaboration, the importance of Jean Moulin and Charles de Gaulle, the French Resistance)

These areas of study form the basis for conversation, comprehension and translation. In addition pupils study one literary text and one film. Two essays, one on the film and one on the text, are written in Paper 2 as part of the final assessment at the end of the course.

A Level linguists also complete an individual research project that is discussed in their speaking exam.

### Assessment

#### Paper 1: Listening, Reading and Translation

1 hour 50 minutes

40% of the total A Level

Listening and reading comprehension and unseen translation French to English.

#### Paper 2: Writing

2 hours 40 minutes

30% of the total A Level

Two essays and unseen translation English to French

#### Paper 3: Speaking

21-23 minute exam (with 5 minutes preparation)

30% of the total A Level

Discussion of a stimulus card on one of the main themes and a presentation and discussion of the pupil's independent research project.

All pupils studying A Level French will have a weekly one-to-one speaking lesson with one of our French Assistants in addition to group lessons.

#### What are the entry requirements for an A Level in French?

To feel confident and cope with a language at A Level, you must achieve a least a B at GCSE and ideally an A.

*Proposed Exam Board: Edexcel*

*Specifications are not yet accredited so this may change.*

## Geography

The great breadth of Geography as an academic subject is one of its real strengths and has made it an effective bridge between the Sciences and Humanities. The study of Geography in the Sixth Form has changed considerably over the years. A more rigorous, imaginative and theoretical syllabus has emerged through which one can gain a greater and more relevant understanding of the landscape and man's occupation of it. The study of many contemporary issues and the development of a sense of environmental responsibility combine to make Geography one of the most relevant and popular subjects for young people today.

GCSE grades of A\*, A or B are normally the expected requirement for admission to the A Level course. Studying Geography at A Level will not only improve your understanding of the world in which you live, it will also enable you to develop important skills, including literacy, numeracy and ICT skills, that will stand you in good stead in any academic or working environment.

Fieldwork is regarded as an integral part of the A Level course and from 2016, coursework will account for 20% of the final A Level grade. It is expected that all Sixth Formers will attend a residential field course organised by Stowe's Geography Department to enable research for this coursework to be undertaken. The local area also provides ideal opportunities to practise fieldwork techniques and gather first hand data to test various Geographical theories.

Pupils are encouraged to subscribe to a Geographical Journal, written especially for A Level pupils and designed to support studies and broaden interest in the subject as a whole. This is further encouraged through the School's Geographical Society. A large number of our pupils continue to study Geography at a higher level in a wide range of courses and subject combinations. Geography graduates are valued for their literacy and numeracy skills and follow a wide variety of careers including examples such as the Armed Services, Banking, Commerce, National and Local Government and, in particular, in the fields of Town and Country Planning and Administration.

Recently Geographers have been prominent in the organisation of environmental conservation measures and the provision and control of recreational facilities in areas of outstanding beauty.

### The Course

The A Level course will become linear from September 2016 and therefore first examinations from 2018. The new specifications are still in draft format and therefore a decision on which exam board to follow will not be made by the Department until late in 2015. As an example, the draft specification for our current exam board is shown below.

#### Physical Systems (01)

1 hour 45 minute written paper  
24% of total A Level (72 marks)

- Landscape Systems
- Earth's Life Support Systems
- Geographical Skills

#### Human Interactions (02)

1 hour 45 minute written paper  
24% of total A Level (72 marks)

- Changing Spaces: Making Places
- Global Connections
- Geographical Skills

#### Geographical Debates (03)\*

2 hours 30 minute written paper  
32% of total A Level (96 marks)

Optionality - study 2 of 5

- Climate Change
- Disease Dilemmas
- Exploring Oceans
- Future of Food
- Hazardous Earth
- Geographical Skills

#### Investigative Geography (04/05)\*

Non-examination assessment  
20% of total A Level (60 marks)

- Independent Investigation

\*Indicates inclusion of synoptic assessment.

*Further details will be available once the specifications are confirmed.*

## German

A Level German gives learners the opportunity to develop and deepen their awareness and understanding of the language as well as increase their knowledge of the German Speaking World through the study of the language in its cultural, literary and social context.

The level of language required at A Level is different from GCSE in so far as it is more sophisticated, thus allowing for greater depth and subtlety of language. As at GCSE, the four skills (listening, reading, speaking and writing) are assessed.

Language work includes areas of study that are contemporary, age-appropriate and engaging. These should inspire pupils to take part in German discussions. One of the most important aspects of this course is the opportunity to develop opinions and defend points of view in the target language.

### Course Content

Four main themes are covered at A Level:

- **Changes in German Society** (the environment, education and the world of work)
- **Political and Artistic Culture in the German Speaking World** (music, cinema and festivals and traditions)
- **Immigration and the German Multicultural Society** (integration, multiculturalism and the rise of the extreme right)
- **The German Reunification** (life in the GDR, the fall of the Berlin wall, life in a reunited Germany)

These areas of study form the basis for conversation, comprehension and translation. In addition pupils study one literary text and one film. Two essays, one on the film and one on the text, are written in Paper 2 as part of the final assessment at the end of the course. One critical and literary, are written in Paper 2 as part of the final assessment at the end of the course.

A Level linguists also complete an individual research project that is discussed in their speaking exam.

### Assessment

#### Paper 1: Listening, Reading and Translation

1 hour 50 minutes

40% of the total A Level

Listening and reading comprehension and unseen translation German to English.

#### Paper 2: Writing

2 hours 40 minutes

30% of the total A Level

Two essays and unseen translation English to German.

#### Paper 3: Speaking

21-23 minute exam (with 5 minutes preparation)

30% of the total A Level

Discussion of a stimulus card on one of the main themes and a presentation and discussion of the pupil's independent research project.

All pupils studying A Level German will have a weekly one-to-one speaking lesson with our German Assistant in addition to group lessons.

#### What are the entry requirements for an A Level in German?

To feel confident and cope with a language at A Level, you must achieve a least a B at GCSE and ideally an A.

*Proposed Exam Board: Edexcel*

*Specifications are not yet accredited so this may change.*

## History

### Overview

History is primarily about curiosity and argument. It involves studying the past and reaching conclusions about it. You will be concerned with all aspects of human activity: politics, economics, society, religion, ideas and culture. You will examine how things have changed, why they have changed and with what results. You will be asked to research information, assess its merits and communicate your own opinions. You will both defend and criticise the views of others. You do not need to have studied History at GCSE but, being an essay-based subject, you will need to have a good grade in English.

### The Value of History as an Academic Subject

The subject provides a broad and respected qualification. It teaches the crucial skills of writing, argument and research. It is an ideal springboard for a wide variety of degrees and an excellent foundation for professions in law, the civil service and journalism, as well as providing the clarity of reflection and analysis useful for careers in any branch of finance.

### Studying History at A Level

Your study will be based around the researching and writing of essays. This will involve wider reading, planning and executing essays on topics studied and discussed in class. The School Library has an excellent History section and the Department has its own stock of relevant titles.

### Course Specifics

From 2015 all History courses are linear and exams will be sat at the end of the Upper Sixth year. The Department offers two clear programmes at A Level. Pupils are given a choice of whether to follow an early modern or modern pathway with the Edexcel Exam Board. The Department is also considering a medieval course, which will be offered if there is sufficient interest.

### The Pitt the Elder Society

The Department will encourage you to widen your historical interests by inviting distinguished historians to address The Pitt the Elder Society, which all pupils will be invited to join. The group will also meet regularly to discuss and debate important cultural issues around a particular country or theme.

### Course Summaries

#### Medieval (subject to demand)

**Unit 1:** Crusades 1095-1204

**Unit 2:** Conqueror and Conquest 1060-1087

**Unit 3:** Angevin England 1154-1216

**Unit 4:** Personal study

#### Early Modern

**Unit 1:** England 1509-1603

**Unit 2:** Luther 1515-1555

**Unit 3:** England 1399-1509

**Unit 4:** Coursework Investigation

#### Modern

**Unit 1:** Britain 1918-1997

**Unit 2:** USA 1955-1992

**Unit 3:** British Empire 1763-1914

**Unit 4:** Coursework Investigation

### A Level Units

#### Unit 1: Breadth Studies with Interpretations

Each Paper 1 option has two points of focus: themes (breadth) and historical interpretations (depth). The four themes focus on developments and changes over a broad timescale and two controversies provide an opportunity for more detailed study.

#### Unit 2: Depth Study

Each Unit 2 option is focused on depth, requiring more detailed knowledge and understanding of the topic, and over a shorter time period. The content is organised into four key topics.

#### Unit 3: Themes in Breadth with Aspects in Depth

This option comprises two parts: the Aspects in Breadth focus on long-term changes and contextualise the Aspects in Depth, which focus in detail on key episodes.

#### Unit 4: Coursework

The purpose of the coursework is to enable pupils to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.



## History of Art

History of Art is studied only at AS and A Level. Very few will have much previous knowledge and none is expected. Provided you are committed to hard work and the pleasure gained from studying beautiful, fascinating and interesting works of art, we will be delighted to teach you, to take you on trips and to share our enthusiasm and hard work.

### Qualifications

Although no specific grades are required at GCSE, it is an essay based subject and your English Language skills should be good. We expect a strong commitment to hard work and you will need to learn to use your eyes critically and intelligently so that you gain the fullest enjoyment from this fascinating subject.

### Course Aims

We aim to make you aware of the History of Art as an exciting academic discipline, discovering the materials, styles and techniques of artists and also setting art and architecture in an historical perspective. In this context you will be taught social, religious, political and cultural history in addition to visual analysis of the works themselves.

### Course Requirements

Weekly preps are set, mostly essays, together with note-taking and class discussion and you will be taken on regular visits to London, Oxford and elsewhere to study works of art first hand. In addition, you are expected to visit galleries and museums and to read and research widely in your own time.

### Visits Abroad

We arrange visits abroad. Paris, Florence, Venice, Rome and New York are among the cities we have visited in the past.

### Course Specifics

The examination board (AQA) prescribes two modules for the AS course, both taken in June of the first year.

### AS Level

#### Module 1: Visual Analysis and Interpretation

The study of the formal aspects of images and how they contribute to a work's meaning.

#### Module 2: Themes in the History of Art

The study of art and architecture - classical world to the end of the 20<sup>th</sup> Century (500BC - 2000AD).

It will be necessary to pass the AS examination modules first time to proceed to the full A Level.

### A Level

#### Module 3

A study of 17<sup>th</sup> Century European art and architecture.

#### Module 4

A study of art and architecture between 1900 and 1945.

### Societies

The History of Art Society meets during the term with guest speakers. The purpose of the Society is to expand pupils' knowledge and experience beyond the confines of the examination specifications and experience something of the discipline as it is practised beyond the School.

### Course Value

This subject is considered a full academic A Level by universities and because of its breadth and cross-curricular study it is welcomed as a good Arts subject, which both complements other Arts and/or may be studied with non-Arts subjects. Past pupils report that the vital essay, visual and critical skills which you will acquire from this course helped them tremendously in their university careers. Equally importantly, they have also enjoyed the subject and welcomed the opportunity to travel and see works of art first hand.

## Mathematics

Mathematics is one of the most useful A Levels, being either necessary or preferred for many degree courses in a variety of subject areas. The skills learnt will be useful for those wishing to study Sciences (laboratory and social), Medicine, Architecture, and Economics, and is essential for those considering courses in Maths, Statistics or Engineering. Learning Mathematics is not just about memorising techniques and formulae, it teaches you thinking skills that will last a lifetime. However, the main reason to choose Mathematics in the Sixth Form is because you have enjoyed the subject at GCSE.

Mathematics A Level forms a bridge between GCSE and degree level Mathematics. The first module of the A Level course, Core 1, has been designed to be approachable by anyone who has achieved a B grade or above at GCSE. The next three Core modules expand the algebra, trigonometry, graphs and other topics from GCSE and take them to a higher level. Pupils will also learn about completely new subject areas such as Calculus and Logarithms. The ideas of proof and logical reasoning are key to Mathematics and play a greater part in the A Level course than they did at GCSE. Modules in Applied Maths must also be taken (one module for AS and another for A Level); in the Lower Sixth this is Statistics and in the Upper Sixth, Mechanics.

### Further Maths

We offer Further Maths at both AS and A Level. Pupils opting for either course should be strong mathematicians. The minimum expectation is (alongside a motivated enthusiasm for the subject) an A\* at GCSE and experience of some extension Mathematics such as Additional Maths. A Level Further Maths must be chosen in a separate column to Mathematics, although pupils will be expected to work through the normal A Level syllabus in the first year. In the Upper Sixth the pupils will then focus on the six Further Maths modules. Anyone wanting to study Maths beyond the Sixth Form should be seriously considering Further Maths.

AS Further Maths is taught separately; it is studied in four extra lessons per week and does not prevent choices in any of the other columns. The three modules are spread over two years with one module taken in Lower Sixth and two more in the Upper Sixth. This course covers a range of exciting and demanding topics such as complex numbers, matrix algebra, vectors and proof by induction.

We follow the Edexcel specification for Maths and Further Maths A Level.

### Endorsement Maths

Pupils entering the Sixth Form who have not achieved a grade C or above at GCSE are required to retake their Maths GCSE at the end of their first term in the Lower Sixth year. Regular classes are provided so that the syllabus content can be thoroughly revised. These classes are usually very small and pupils benefit greatly from the individual attention.

### The Course

The A Level Media Studies course comprises the close study of a wide range of media texts, together with a component of practical coursework at AS and A2 Level. Successful candidates usually enjoy engaging in new ideas and debates, and creating their own media products, learning filming, print and, if they choose, web-building techniques. A high grade in English Language GCSE is desirable but they are not required to have prior media technical experience.

For 2016 entry, Media Studies is still a modular course, so candidates at Stowe will enter for the AS and A2 Level, following the AQA (2570) GCE qualification in Media Studies. The intermediate AS qualification in Media Studies is completed in the first year of the Sixth Form, with the final A2 examinations being taken at the end of the Upper Sixth year to complete the full A Level qualification. The A Level qualification comprises both practical coursework with written supporting materials and written examinations. Each unit is equally weighted.

The AS course comprises two units: Unit 1 is externally assessed. In Section A pupils prepare for four short questions on either print or audio visual stimulus. In Section B pupils answer a question using material from their prepared cross media study. Unit 2 is an coursework unit where pupils choose from a menu of set briefs and produce two linked practical media-production pieces plus a 1500 word evaluation of their work.

For A2 study, the external assessment again involves responding to unseen stimulus for Section A while Section B requires an essay based response to a choice of two topics which pupils have researched to create independent case studies on Identities and the Media, and The Impact of New/Digital Media. A2 internally assessed coursework is a 2000 word critical investigation and a linked practical media production piece. Both AS and A2 exams are 2 hours long.

### Study of the Media

Media Studies is a rigorous, academic subject that combines theoretical analysis, industry relevance, practical production and critical debate. Learners develop analytical and creative skills, develop their communication, teamwork and problem solving skills as well as working independently, developing their skills of self-reflection.

The subject is wholly relevant to the contemporary world - the media has a powerful overt and covert influence on our lives, encoding key messages, themes, values and ideologies. Moral and ethical debates are key components of the Media Studies A Level.

Media Studies allows pupils to combine learning about culture and society with examining matters of national debate. Issues surrounding how far the media reports on society and how far it now drives society will be considered via a range of contemporary examples, such as exploring issues surrounding the power of the media to influence an electorate or sway public opinion and even shape political policy. Pupils will be expected to engage in current media-related issues.

Many leading universities provide undergraduate and/or postgraduate courses in Media Studies (or closely related titles). Among the Russell Group these include LSE, Edinburgh, Newcastle, Kings, Leeds and Liverpool. Other more vocational universities, such as Oxford Brooks, offer a wide range of different Media Studies courses, some stand-alone and others combined with a range of other subjects.

Media Studies can be taken with any combination of subjects. It works well alongside A Levels in English, Art, Business, Economics, Politics, and Religious Studies. Pupils also take it with subjects like A Level History, Drama, Geography and sciences to demonstrate a breadth of study and an understanding of contemporary issues.

## Music

A Level Music becomes linear from 2016. We will be following Edexcel's new specification.

### **Performing Music (30%)**

This gives pupils the opportunity to publically perform as soloists. Pupils can choose music in any style, and can perform either as a soloist or part of an ensemble. Any instrument and/or voice combinations are acceptable as part of a performance lasting a minimum of eight minutes. The performance is recorded after 1 March.

### **Composing (30%)**

Pupils compose two pieces; at least one composition must be to a brief set by Edexcel. Pupils may either compose a second piece to a second brief, or produce a free composition. The first composition must be at least four minutes in length, whilst the second composition must be at least a minute long. The total time for both compositions must be not less than six minutes.

### **Developing Musical Understanding (40%)**

This unit assesses pupils' knowledge of musical elements and contexts. Pupils study three pieces from six areas of study, including Instrumental Music, Music for Film, Popular Music and Jazz, Fusions and Vocal Music. Pupils sit a two-hour paper.

A Level Music gives pupils the opportunities to further develop their performance skills, as well as refine their ability to analyse more complex musical works.

Pupils get the opportunity to study a diverse repertoire: from Bach to the Beatles and Batman, via Mozart, Debussy and Cage.

Areas of study for set works:

- Vocal Music
- Instrumental Music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions

Pupils also develop their knowledge of harmony and the history of Music, and are introduced to many of the key works of the musical canon through their listening work.

All A Level pupils are given regular performance opportunities with specialist coaching.

# Music Technology

With the opening of the Chung Music School in 2014, the School has invested heavily in the latest software and equipment available to enjoy all aspects of Music Technology. It includes a state of the art recording studio, multiple live performance spaces, the latest in professional sequencing software (*Cubase*) and studio software (*Pro Tools*). This subject is most suited to Stoics who wish to follow a degree course in Music Production or Pop and Jazz Music. Candidates are also strongly encouraged to take Grade 5 Theory over the year if they have not yet taken it.

## AS Level

### Unit 1: Music Technology Portfolio 1

70% of the total AS marks

35% of the total A Level

Pupils will learn and use a variety of Music and Music Technology skills in order to complete this unit. MIDI sequencing and multi-track recording, as well as arranging skills, are all key components assessed through the practical work. Pupils must complete three tasks:

- **Task 1A:** Sequenced Realised Performance
- **Task 1B:** Multi-track Recording
- **Task 1C:** Creative Sequenced Arrangement

### Assessment

Pupils will produce an audio CD containing three tracks of work as specified in the three tasks above. Pupils will also submit a logbook which will detail equipment used and be used to answer two assessed questions on their creative sequenced arrangement. The work is to be done under controlled coursework conditions.

### Unit 2: Listening and Analysing

30% of the total AS marks

15% of the total A Level

Pupils are required to study the development of popular music styles from 1910 through to the present day. This is not intended to be a comprehensive and in-depth study of every popular, jazz or rock music style, but an overview of the main styles and trends during the development of popular music. Two special focus styles will be selected each year for more in depth study.

### Assessment

1 hour 45 minute listening examination

## A Level

### Unit 3: Music Technology Portfolio 2

30% of the total A Level

Unit 3 builds on skills acquired in Unit 1, and extends these to include a composition task. Pupils must complete three tasks:

- **Task 3A:** Sequenced Integrated Performance
- **Task 3B:** Multi-track Recording
- **Task 3C:** Composing Using Music Technology

### Assessment

Pupils will produce an audio CD containing three tracks of work as specified in the three tasks above. They will also present a logbook which will provide information on the resources used in each task. The work is to be done under controlled coursework conditions.

### Unit 4: Analysing and Producing

20% of the total A Level

The examination will test pupils' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

### Assessment

2 hour examination

## Physics

*"Not only is the Universe stranger than we think, it is stranger than we can think."*  
Werner Heisenberg

Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It is the most basic and fundamental science. It encompasses the study of the Universe to the smallest subatomic particles.

Physics challenges our imaginations with concepts like time dilation and the quantum world. It has led to amazing discoveries like lasers and computers, technologies which change our lives - from imaging techniques to observe inside the body in 3D and real time to developing sustainable energy solutions.

Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable, so they work in a huge variety of places. Physicists bring a broad perspective to any problem. They develop the ability to consider problems from a variety of situations and are not bound by context. This incentive thinking makes physicists desirable in any field with careers in journalism, law, finance, medicine, engineering, computing, astronomy, biology and many more.

### What makes a good Physicist?

The key ingredient is a curious, questioning mind. Physicists deploy a mixture of experimental and analytical skills, and creative flair, but there is no norm. Some have a theoretical leaning; others excel as practical or computational investigators. Some are very analytical in their approach to the subject, others more intuitive.

A Level is one of the most enjoyable times to study Physics. It is complicated enough to be an intellectual challenge, but still possible to visualise. At Stowe we have moved to the AQA-A syllabus which is an up-to-date course with great modern resources.

### Practical Work

A list of practical activities which pupils must carry out is supplied by the examination board and examination questions will be based around these practicals. However many more practicals will be performed to reinforce the concepts being taught. Physics is a practical subject and this is an important element of the course.

### First Year

1. Measurements and Their Errors
2. Particles and Radiation
3. Waves
4. Mechanics and Energy
5. Electricity

### Second Year

6. Further Mechanics and Thermal Physics
7. Fields
8. Nuclear Physics

Plus one option from:

- Astronomy
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics

The final examinations consist of three papers:

### Paper One (34%)

Content - topics 1-5

Written exam - 2 hours

Questions - multiple choice, short and long questions

### Paper Two (34%)

Content - topics 6-8

Written exam - 2 hours

Questions - multiple choice, short and long questions

### Paper Three (32%)

Content - practical skills, data analysis and the option topic

Written exam - 2 hours

Questions - longer questions

*"Photons have mass? I didn't even know they were Catholic."*

Woody Allen



### Examination Board: Edexcel

Politics identifies how governments work and how people interact with their political system. It does not train one to be a politician nor does it require the pupil to have strong party political beliefs. The Politics specification will turn linear for first teaching in September 2017, which means pupils will still have AS exams available in June for two more years. There is therefore no change to the course.

In the Lower Sixth the main area of study is Britain. The role of the public is considered in terms of how we can influence government and the institutions of state are studied. Changes are continually made to the UK's constitution and it is important to understand how these affect political systems, for example, reform of the House of Lords, Scottish independence and the Human Rights Act 1998. The increased role of the EU is crucial in British politics and the debate of whether the UK should integrate further, or get out, is investigated. AS Politics is studied in two units; Unit 1 and Unit 2. Each is examined in a separate 80 minute exam in June.

In the Upper Sixth the American system of government is analysed. The US Constitution is codified, and pupils study the separation of power it establishes between Congress, the President and the Supreme Court. Federalism is also fully covered by the course and the interaction between the people and American institutions of state. Democrats and Republicans are studied in detail alongside pressure group influence and racial and ethnic issues. A2 Politics is studied in two units; Unit 3C and Unit 4C. Each is examined in a separate 90 minute exam in June.

### AS - Government and Politics of the UK

#### Unit 1: People and Politics

How the British public interact with the political system through elections, political parties and pressure groups. The concept of democracy is also considered and an evaluation of whether or not the UK is a truly democratic nation.

#### Unit 2: Governing the UK

The institutions of state are studied, including Parliament, the PM and Cabinet, Civil Service and Judiciary. The nature of the British constitution is flexible and therefore always evolving; does this cause problems for civil liberties in a new age of terrorist activity?

### A Level - American Government and Politics

#### Unit 3C: Representative Processes in the USA

Investigates how elections operate in the US and whether the cult of personality really matters. Is there any real difference between Republicans and Democrats? Furthermore, pressure group influence and racial tensions are considered.

#### Unit 4C: Governing the USA

The Constitution is studied and its influence over all aspects of US Government analysed. The roles of President and Congress are evaluated in the light of the intentions of the Founding Fathers and the Constitution. The role of the Supreme Court as guardian of the Constitution is considered.

### Combinations, Skills Needed and Requirements

Politics is normally studied with other Humanities and Social Sciences, such as Economics, History and Geography. Politics may also be chosen by those who are primarily scientists but who are looking for a broadening, fourth AS. The skills required are similar to the skills required of a good geographer or historian but most important is an active interest in the current political climate. Pupils who do not take an interest in the everyday news are at a disadvantage. At least a B grade in History or an equivalent GCSE will normally be expected. Politics is an extremely popular university course, often in combination with subjects such as Economics, Management, and Philosophy. Politics is also highly regarded for those pupils considering studying Law at university. Political scientists then progress to a wide variety of management careers.

## Religious Studies

Religion and Philosophy has always been, and continues to be for us today, a powerful driving force in society for good and ill. It affects us all, whether or not we are believers. A knowledge of religion is needed to inform our own political and social understanding, to enlighten the subtleties of literature and to aid our understanding of history. Beyond this, the study of Religious Studies and Philosophy is a fascinating one, interesting for its own sake and useful in that it sharpens the mind and provides an insight into the study of ideas and their accompanying debates. It forces you to examine your own ideas and raises questions where before you thought there were none. The focus on developing analytical skills means that Religious Studies qualifications are held in high regard by universities and employers.

You do not need to have studied Religious Studies at GCSE to take it at A Level. However, you should not be daunted by essay writing and must be willing to do background reading and research, and be ready to participate in class discussion. This course is open to pupils of any religious persuasion or none.

Our A Level Religious Studies pupils will frequently go on to study subjects such as Theology or Philosophy. We have had successful Oxbridge candidates in recent years, but other common choices are English, History, Law, Languages, Drama, Geography, History of Art, and even subjects such as Engineering when Religious Studies has been the 'third' A Level. Religious Studies graduates frequently move into careers in the Media, Publishing, Banking, Management, the Civil Service - and even Teaching.

The course provides an in-depth study of Philosophy of Religion, Ethics and one chosen religion.

There will be three exam papers taken at the end of the Upper Sixth year:

### **Paper 1: Philosophy of Religion (9RS0/01)**

Philosophical issues and questions about the nature and existence of God; the nature and influence of religious experience; problems of evil and suffering; philosophical language; critiques of religion (atheism), both psychological and sociological; views about life after death across a range of religious traditions; the debates between religion and science.

### **Paper 2: Religion and Ethics (9RS0/02)**

Environmental ethics; equality; war and peace; sexual ethics; medical ethics; a study of ethical theories; Meta-ethics; the relationship between religion and morality.

### **Paper 3: A Study of Religion (9RS0/4A-F)**

An in-depth study of a chosen religion - yet to be decided.

# Spanish

Studying Spanish at A Level gives learners the opportunity to develop their understanding of not only the Spanish language, but also the Hispanic World, through the study of Spanish in cultural and literary contexts.

The language used at A Level is more sophisticated than that which is used at GCSE and all four skills (listening, reading, speaking and writing) are assessed.

Language work is focused on areas of study that are contemporary, age-appropriate and engaging. These should inspire learners to take part in lively discussions and debates. One of the most important skills learners will develop is the ability to express and defend different points of view in Spanish.

## Course Content

Four main themes are covered at A Level:

- **Changes in Spanish Society** (the family unit, the working world and the tourist industry)
- **Political and Artistic Culture in the Hispanic World** (music, the media, festivals and traditions)
- **Immigration and Spanish Society** (a brief history of immigration in Spain and the benefits/challenges of multiculturalism)
- **Franco's Dictatorship and the Transition to Democracy** (the Spanish Civil War, life under Franco, the impact of history on Spain today)

These areas of study form the basis for conversation, comprehension and translation. In addition, pupils study one literary text and one film. Two essays, one on the film and one on the text, are written in Paper 2 as part of the final assessment at the end of the course.

## Assessment

### Paper 1: Listening, Reading and Translation

1 hour 50 minutes

40% of the total A Level

Listening and reading comprehension and an unseen translation from Spanish to English.

### Paper 2: Writing

2 hours 40 minutes

30% of the total A Level

Two essays and an unseen translation from English to Spanish.

### Paper 3: Speaking

21-23 minute exam (with 5 minutes preparation)

30% of the total A Level

Discussion of a stimulus card on one of the main themes and a presentation and discussion of the pupil's independent research project.

All learners studying A Level Spanish will have a weekly one-to-one speaking session with one of our Spanish Assistants in addition to group lessons.

### What are the entry requirements for an A Level in Spanish?

In order to cope with studying Spanish at A Level, all learners must have achieved a least a B at GCSE. Ideally, A Level Hispanists will have achieved an A or A\*.

*Proposed Exam Board: Edexcel*

*Specifications are not yet accredited so this may change.*

## Sports Science

Sports Science is well established at Stowe, with a very experienced department of teaching staff.

### Requirements for A Level Candidates

- A deep interest in sport in its broadest sense
- A high level of sporting ability is an advantage but certainly not a necessity
- Ideally B grades in GCSE Science and English

Candidates will study the following areas:

### Physiological Aspects

In this section of the course the pupils learn about the body and how it is affected by exercise and training. Topics include anatomy, the muscular system and the mechanics of movement, nutrition for sport, sports injuries, a study of the cardiovascular and respiratory systems, the components of fitness and how to test them. The following are also covered in depth: the physiology of muscles; causes of fatigue and recovery; physiology of elite athletes; the energy systems and biomechanics.

### Psychological Aspects

This section leads to an understanding of how psychological factors affect performance, how skills are learnt and improved and how information is processed, as well as the most effective methods of practice. With further study of the ways in which the mind can affect the performance for elite sportspeople considered, with topics including group dynamics, leadership, stress management, aggression and personalities.

### Sociological Aspects

The pupils study the influence of sport on society. The effects of racism, gender inequalities, impairments and class issues which performers face in modern sport are investigated. The effect of the following on sport are considered: commercialism, media, professionalism, drugs in sport, talent identification, technology and hooliganism. The impact of World Games, such as the Olympics, are studied in depth.

### Non-Exam Assessment

Pupils are assessed as a performer or coach in the full sided version of one activity. The candidates will also need to analyse, understand and correct areas of weakness in their play by applying the physiological, psychological and cultural aspects learned in the theory course.

### Careers

Due to the broad nature of the subject, there are several potential career opportunities such as sports science, physiotherapy, sports organisation and management, teaching/coaching, media, business, sports marketing, or as a performer.

### Examination Assessment

#### Paper 1

2 hour theory paper  
35% of A Level

Factors affecting participation in physical activity and sport.

**Section A:** Applied Anatomy and Physiology

**Section B:** Skill Acquisition

**Section C:** Sport and Society

#### Paper 2

2 hour theory paper  
35% of A Level

Factors affecting optimal performance in physical activity and sport.

**Section A:** Exercise Physiology and Biomechanics

**Section B:** Sport Psychology

**Section C:** Sport and Society and Technology in Sport

*Please note that the Exam Board and specifications are not yet confirmed and therefore may change.*

Upper Sixth Leavers 2015	
UK Universities (Year of entry 2015)	79
UK Universities (Entry deferred until 2016)	31
University Abroad	3
Other (Post A Level Application etc.)	40
Total	153

Stowe UCAS Applicants 2015 (110 Leavers 2015 + 33 Old Stoics): Accepting Institutions			
<b>Russell Group</b>		<b>University Alliance</b>	
Birmingham	1	Bournemouth	1
Bristol	10	De Montfort	1
Cardiff	3	Kingston	1
Durham	2	Manchester Met	4
Edinburgh	10	Nottingham Trent	1
Exeter	3	Oxford Brookes	20
Glasgow	1	Univ of the West of England	3
Imperial	1		
King's College London	5	<b>Million+ Group</b>	
Leeds	8	Leeds Metropolitan	4
Liverpool	3	Middlesex	1
London School of Economics	1		
Manchester	4	<b>UKADIA</b>	
Newcastle	7	Leeds College of Art	1
Nottingham	4	Ravensbourne	1
Oxford	3		
QMUL	3	<b>Other</b>	
Sheffield	1	Bath	2
Southampton	5	Brighton	2
Warwick	1	Courtauld	1
York	1	Derby	2
		Gloucs	1
<b>1994 Group</b>		Keele	1
Essex	1	Liverpool Institute for Performing Arts	1
Goldsmiths	1	Reading	1
Leicester	2	Royal Agricultural	2
Loughborough	3	St Andrews	1
Royal Holloway, London	1	St Mary	1
SOAS	1	Westminster	2
Sussex	1	York St John	1

Stowe North American Applicants 2015 (2 Leavers 2015): Accepting Institutions			
New York	1	North Eastern	1

Stowe UCAS Applicants 2015: Subject Groups Studied			
<b>C</b> Biological Sciences	4	<b>M</b> Law	5
<b>D</b> Vet Science, Agriculture and related	2	<b>N</b> Business and Administrative Studies	28
<b>F</b> Physical Sciences	10	<b>P</b> Mass Comms	4
<b>G</b> Maths and Computer Science	3	<b>Q</b> Classics, Linguistics	5
<b>H</b> Engineering	9	<b>R</b> European Languages	7
<b>I</b> Computing	1	<b>T</b> Non-European Languages and related	1
<b>J</b> Technology	1	<b>V</b> Historical and Philosophical Studies	14
<b>K</b> Architecture, Building and Planning	6	<b>W</b> Creative Arts and Design	6
<b>L</b> Social Studies	32	<b>YZ</b> Combined	5

A Level Examination Results 2015*										
Subject	Number Entered	A*	A	B	C	D	E	U	% A*-B	% Pass
Art	26	5	14	7	0	0	0	0	100.0	100.0
Biology	9	2	0	2	3	0	1	1	44.4	88.9
Business	25	0	5	6	9	4	0	1	44.0	96.0
Chemistry	30	6	10	4	7	2	1	0	66.7	100.0
Classics: Latin	2	0	0	2	0	0	0	0	100.0	100.0
DT Product Design - Graphics	6	0	3	2	1	0	0	0	83.3	100.0
DT Product Design - RMT	13	3	6	4	0	0	0	0	100.0	100.0
Drama and Theatre Studies	25	0	5	11	6	3	0	0	64.0	100.0
Economics	38	0	16	11	8	3	0	0	71.1	100.0
English Literature	36	2	7	17	7	2	1	0	72.2	100.0
Extended Project (EPQ)	6	3	0	0	3	0	0	0	50.0	100.0
French	8	0	4	3	1	0	0	0	87.5	100.0
Geography	50	1	6	25	12	5	1	0	64.0	100.0
German	3	0	1	2	0	0	0	0	100.0	100.0
History	42	2	10	19	7	3	1	0	73.8	100.0
History of Art	10	0	0	5	4	1	0	0	50.0	100.0
Japanese	1	0	1	0	0	0	0	0	100.0	100.0
Mathematics	34	11	4	12	1	3	3	0	79.4	100.0
Further Mathematics	5	1	1	3	0	0	0	0	100.0	100.0
Music	4	1	1	1	1	0	0	0	75.0	100.0
Music Technology	2	0	0	0	1	1	0	0	0.0	100.0
Physics	18	5	2	3	1	3	3	1	55.6	94.4
Politics	33	1	7	14	6	4	1	0	66.7	100.0
Religious Studies	18	0	2	9	5	2	0	0	61.1	100.0
Russian	6	4	2	0	0	0	0	0	100.0	100.0
Spanish	13	2	5	4	2	0	0	0	84.6	100.0
Sport and PE	19	0	6	4	4	3	2	0	52.6	100.0
Textile Design	1	0	0	1	0	0	0	0	100.0	100.0
TOTAL	483	49	118	170	90	39	14	3	70.0	99.4

A Level	2010	2011	2012	2013	2014	2015
% pass rate of A Level exams taken	99.4	99.4	99.4	99.8	99.6	99.4
% pass rate at A Level grade A* - B	67.1	66.1	73.7	69.4	68.4	70.0

\*Results correct as of 18 November 2015





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