



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.

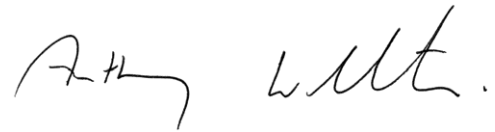
You will be offered all kinds of challenges and opportunities and you are advised to approach these very positively from the outset, with an understanding that talent in any field is something that is grown through putting in hours of deep practice. Academic study is, of course, the main reason why you 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.



**Dr Anthony Wallersteiner**, Headmaster

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## Introduction

It is an exciting time for the cohort starting their Sixth Form studies in 2017 as the old modular AS exams have been fully phased out and, unlike their predecessors, they will have all of their A Levels examined at the end of the two years. The last subjects to be reformed have been Maths, Politics, Media Studies, Design and Music Technology. As not all these new specifications have been released and approved yet, information for these subjects in this booklet is by necessity somewhat provisional.

With the new linear A Levels now being two-year courses, it is even more important to make the right choices for courses in September. To help ensure that pupils have the chance to experience courses (especially those not studied at GCSE) before finally committing to their choice of three (or indeed carrying on with all four), we require pupils to select and start with four subjects and to continue with them for a full term. At the end of the term, we hold internal progress tests in every subject to help pupils gain a clearer idea of how they are performing. At that stage pupils can decide whether to carry on with all four subjects to A Level, or to drop down to three.

It is worth noting that universities make their offers primarily on the basis of three A Level grades and therefore we expect most pupils will drop down to three subjects in January to focus on achieving top grades in these. Universities will, however, also continue to look for evidence of academic ambition and extension beyond the three required A Levels, so we do also expect those Sixth Form pupils who have chosen to drop down to three subjects in January to complete either an Extended Project Qualification (EPQ) or another enrichment elective in addition to their three A Level subjects.

The EPQ carries the UCAS weighting of 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.

In order to gauge progress midway through their A Levels, pupils will be set robust internal progress exams at the end of the Lower Sixth. These exams are important, as a pass grade will be required in order to carry on with that subject into the second year.

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

## Sixth Form Curriculum - Provisional for 2017-2019

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. There is an option to drop one subject from January of the Lower Sixth year and the opportunity for all to pick up the EPQ or other subject chosen from a list of 'electives'.

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

### 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. Generally, it is not recommended that Business and Economics are studied together.
- 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 two 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. At the end of the first Michaelmas term, pupils are given the option of dropping one of their four subjects and taking the Extended Project Qualification (EPQ) or another course chosen from our programme of electives. It is also possible to continue with four A Level subjects through to examination at the end of the two years and also to take four A Levels plus the EPQ or elective. **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 selective and competitive universities. Most Science, Psychology or Engineering courses require a minimum of two science subjects at A Level and many also expect Maths. 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 Senior Tutor or 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 2017 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.

Senior Tutor: **Mrs S L Akam**

## 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 and career aspirations. 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, proofreading their applications and providing academic references. In addition, the Sixth Form is invited to attend a range of careers seminars and presentations held throughout the 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; supervised study periods; Lead Tutor reports; Pupil Monitoring meetings; 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 their Tutor. Clearly, Parents' Meetings are an ideal time for this, but do not feel tied to these occasions only.

The tutorial programme aims to provide pupils with the study skills necessary for academic success. These include:

- Positive mindsets and attitudes to learning
- Self Review and Target Setting
- Organisation Skills and File Management
- Time and Stress Management
- Revision Techniques
- Exam Technique
- Note-taking and Essay Writing
- Research Skills
- Independent Learning



## Oxbridge Applications

Every year both Oxford and Cambridge offer around 3,000 undergraduate places; in turn they will each receive applications from around 17,000 potential students. The vast majority of applicants 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 Applicant

**Knowledge Base:** Every candidate must be able to present a convincing academic case and an exceptional exam result profile is usually central to this. Following the demise of AS exams, Oxford and Cambridge are increasingly converging in the relative emphasis that each places on exam results and pre-interview admission tests. While both universities publicly maintain that they have no minimum GCSE requirement, a credible candidate would be expected to have 8 or more GCSEs at A\* and nothing less than an A in terms of predicted A Level grades. A typical Oxbridge offer for humanities degrees is A\*AA, while many scientific and maths-based degrees may require A\*A\*A.

**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 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, Stoics 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.

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 UCAS applications, subject-specific mentors will be allocated to deliver extra study, and interview practice will be provided, but the Stoics themselves must seize control and provide the impetus and initiative driving their application. Every successful applicant must showcase integrity as well as ability: as with all best things, this must come from within.



## 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. Stowe subscribes to Unifrog, an online resource, which has a number of key uses, including a University Course and Apprenticeship search, a personal statement and CV builder. The Lower Sixth may 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 *Unifrog*, *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. *Unifrog*, conducted online, can also be used to investigate apprenticeships 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, a series of seminars on diverse career fields and participation in a full Careers Fair at Stowe.

### 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. Currently we use *Unifrog* to log details of work experience conducted, and this online resource also provides a CV building tool.

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

#### Michaelmas Term

Sixth Form induction.

Career related work experience follow-up.

Introduction to UK and US universities application systems.

Introduction to *Unifrog* (online Higher Education research tool).

Career related seminars.

Optional *Centigrade* programme for Lower Sixth pupils.

Careers Fair.

UCAS talk for Parents (November Exeat).

#### Lent Term

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. A range of university taster courses and work experience opportunities are also available.

#### Summer Term

Introduction to *UCAS Apply*.

Registration on *UCAS Apply*.

First draft of UCAS Personal Statement.

Attend university Open Days.

### Upper Sixth Form

#### Michaelmas Term

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

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

BMAT (Medicine) and Oxford Aptitude Tests.

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

UCAS applications for all non-Oxbridge applicants.

Gap Year planning and applications.

Practice interviews available for those called by universities.

Oxbridge Interviews.

#### Lent Term

Final UCAS deadline (15 January).

Attend university subject Open Days to confirm choices.

Confirm offers (firm and insurance) for UCAS.

Apply for Student Finance.

A Level examinations.

Tutorial advice on post A Level results strategy.

A Level results advice document provided.

Cambridge STEP examinations.

#### August

Assistance available from Stowe for issues arising following A Level results.

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

**Mandy Dawson** - Head of Careers

**David Critchley** - UCAS

**Jon Murnane** - Oxbridge Admissions

**Gordon West** - Assistant Careers Advisor

**Michael Righton** - Gap Year

**Elizabeth Chubb** - Non-UK University advice

**Sandy Wong, 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 are 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 A Level course is broad and flexible, giving pupils the opportunity to explore a wide range of media and techniques. Drawing is fundamental to the 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, sheets 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 time 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 work on their 'Personal Investigation' which is the assessed coursework unit. An essay on a related contextual theme is included in this project and is given a separate mark for the first time under the new specification. The Personal Investigation 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, Mozambique and Indonesia and the destination of our forthcoming expedition is Namibia in July 2018.

### 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 Maths.** 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.

Head of Department: **Mrs L M Carter**

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

The finance and accounting parts of the course have a very significant 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. You must be confident with your ability to read and manipulate sizeable amounts of numerical data.

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.

## 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 has been recently extended and refurbished. There are 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 A Level in Chemistry A (H432) 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.



## 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. This new A Level specification was first taught from September 2016 and the first examinations will be in June 2018.

### 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 pupils 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

The Design Department at Stowe will be offering the Pearson Edexcel Level 3 Advanced GCE Specification (2017).

### **Design and Technology (Product Design) (9DT0)**

*"Thinking about design can be daunting, but not thinking about it can be disastrous"* and will have a detrimental effect on society as everything we use now, or will be using in the future, will have to be designed.

As Charles Eames said, *"Design is a plan for arranging elements in such a way as best to accomplish a particular purpose"*. Design pupils will be taught how to do this by being creative, experimental, take risks and have fun, in order to develop skills that will allow them to solve the design problems they will tackle.

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 and interview). It should be noted that the courses are quite demanding of your time but very rewarding as the outcomes are still unknown.

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

### **Component 1: Principles of Design and Technology** 50% 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.

#### **Content overview**

- Topic 1:** Overview of a Range of Materials
- Topic 2:** Performance of Materials
- Topic 3:** Processes and Techniques
- Topic 4:** Digital Technologies
- Topic 5:** Development of Products
- Topic 6:** Technological Developments
- Topic 7:** Hazards and Risk Assessment
- Topic 8:** Manufacturing Industries
- Topic 9:** Designing a Cleaner Environment
- Topic 10:** Current Legislation
- Topic 11:** Information Handling
- Topic 12:** Further Processes and Techniques

### **Component 2: Independent Design and Make Project** 50% 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 research, design and make a commercially viable product that will be fully evaluated.

Stoics will be able to develop a knowledge and understanding of a wide range of materials and processes used in the fields of design 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.

A portfolio of work will be produced that will have four parts:

- Part 1:** Identifying Opportunities for Design
- Part 2:** Designing a Prototype
- Part 3:** Making a Prototype
- Part 4:** Testing and Evaluating Own Design and Prototype

Head of Department: **M K Quinn**

## Drama and Theatre Studies

A very popular choice at Stowe, the A Level Drama and Theatre Studies course comprises close study of a wide range of pre-1956 and post-1956 texts from a range of social, historical and cultural contexts. A highly practical course, the WJEC promotes balance between theory and practice, as pupils are encouraged to apply their theoretical understanding to become imaginative and independent theatre makers.

Drama and Theatre studies is a creative, experimental subject with ample opportunity to explore and develop work in a wide range of theatre styles and techniques.

Performance is fundamental to the A Level Course and a high grade at GCSE Drama is an excellent preparation. Pupils who have not completed a Drama GCSE course, or equivalent, are expected to discuss suitability at interview.

Pupils enjoy regular trips to see seminal plays, new writing and to attend theatre conferences gaining an insight into all aspects of theatre production, writing, directing, acting and design. Pupils are also expected to visit theatres during school holidays such as The National Theatre, The Royal Court and The Old Vic to develop contextual awareness through experiencing a range of historical and contemporary theatre.

A qualification in Drama and Theatre Studies at A Level will allow you to study specialist degree courses including Playwriting, Theatre Design, Technical Theatre, Production Management, Theatre Arts, as well as Drama and Theatre Studies. In addition, the A Level is an excellent foundation for Drama School where pupils may follow courses in Acting, Directing, Theatre Design, Production and Technical Theatre.

The WJEC accredited course we offer is structured 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, developed using the techniques and working methods of either an influential theatre practitioner or a theatre company.

Throughout the creative and developmental process you will produce:

- a realisation of your final performance or design skill
- a creative log book

### 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.

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

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

You will answer two questions, based on two different texts, one written pre-1956 and one written post-1956. The list of texts for the 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

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

## Economics

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. Those with less than a B grade at GCSE Maths are likely to struggle significantly.

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 worth 50% of a full A Level and graded A\* - E. 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 EPQ Co-ordinator. 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 EPQ Co-ordinator. The supervisor is there to guide and advise the pupil where appropriate. The supervisor will also be responsible for the delivery of the taught course - the process through which the skills to be successful in the EPQ are conveyed. 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 EPQ Co-ordinator in November 2017. Projects commence in January 2018. By the middle of the Lent Term 2018, Project Proposal Forms will have been approved by the EPQ Co-ordinator 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 2018, when there will be an official Mid-Project 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 2018, 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 2018, with the final piece and all paperwork due by the end of the Michaelmas term in December 2018.



## 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.

Exam Board: Edexcel

## 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, with coursework accounting for 20% of the final A Level grade. All Sixth Formers will be required to 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 Banking, Commerce, the Armed Services, National and Local Government, Law, Teaching, or in the fields of Town and Country Planning.

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 OCR A Level course is detailed below:

#### Physical Systems (01)

1 hour 30 minute written paper  
22% of total A Level (66 marks)

- Landscape Systems (Coasts)
- Earth's Life Support Systems
- Geographical Skills

#### Human Interactions (02)

1 hour 30 minute written paper  
22% of total A Level (66 marks)

- Changing Spaces: Making Places
- Global Connections (Migration and Power and Borders)
- Geographical Skills

#### Geographical Debates (03)\*

2 hours 30 minute written paper  
36% of total A Level (108 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.

## 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, *Der Vorleser*, and one film, *Das Leben Der Anderen*. 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 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 at least a B at GCSE and ideally an A.

Exam Board: Edexcel

# 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

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 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

### 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 Pre-U Level. The Cambridge Pre-U is a British school leaving qualification from Cambridge International Examinations that is an alternative to the current A Level qualification. It is principally aimed at pupils aged 16-19, and has recognition for university entrance. It is graded slightly differently to A Levels with candidates receiving Distinction, Merit or Pass grades and there is differentiation within these headline grades.

Very few pupils will have much previous knowledge of History of Art 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. The study of art in its historical and contemporary forms gives you crucial knowledge of world civilisations. It gives you visual and analytical skills that can be applied in many walks of life and the tools to understand how images and objects work to shape our social and political identities. This course allows you to develop particular strengths and interests, encourages lifelong learning and provides access to higher education and university degree courses in art history and related subjects, as well as art historical-related and other careers.

### 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.

### Awarding Body: CIE

#### Paper 1: Analytical Studies in Western and Non-Western Art

Pupils will study 40 examples of painting; sculpture; architecture and drawing; printing; photography and film. From the artworks examined, pupils consider the formal/visual analysis and knowledge of their context.

#### Paper 2: Historical Topics

This is a chance to find out about a specific time period in Art History. Pupils will study two topics and learn about the artworks and their context. We will be investigating two topics:

- 17<sup>th</sup> Century Art and Architecture
- Art and Architecture of Europe and the United States in the 20<sup>th</sup> and 21<sup>st</sup> Century

#### Paper 3: Thematic Topics

This is a chance to bring visual analysis and argument together in a theme within art history. We will be looking at the art and architecture of the city of Florence.

#### Paper 4: Personal Investigation

Pupils will complete a personal investigation; a 3,000 word essay and a presentation. Pupils can choose any topic that has not been covered in the thematic and historical topics.

### 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 and beyond. 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

Mathematics A Level expands on many of the topics studied at GCSE and is recommended for pupils who achieved an A grade or higher in their GCSE. 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. The A Level consists of 3 papers worth 100 marks each. Two of the papers are Pure Mathematics, and the last one is Applied Mathematics (Mechanics and Statistics). All three papers contribute a third of the overall grade and each one is 2 hours long.

### Further Mathematics A Level

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 Mathematics. A Level Further Mathematics is another complete A Level and has to be taken in conjunction with Mathematics A Level. It is recommended to continue with four A Levels if one is Further Mathematics. Pupils will be expected to work through the majority of the normal A Level syllabus in the first year. In the Upper Sixth the pupils will then focus more on the more challenging Further Mathematics modules. Anyone wanting to study Mathematics beyond the Sixth Form should be seriously considering Further Maths. The Further Mathematics exams consist of four papers each worth 25%, tested in 1 hour 30 minutes. Pupils are able to choose between various modules in two of these papers.

### AS Further Mathematics

AS Further Mathematics is taught separately to Mathematics A Level in four extra lessons per week and does not prevent choices in any of the other columns. The content is taught over two years and the exam consists of two papers each worth 50%, tested in 1 hour 30 minutes. Pupils are able to choose between various modules in one of the two papers. 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 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.

High attaining pupils and curious mathematicians are encouraged to take part in the Maths Society, the 'Gaussian Group'. In addition to this, a weekly Oxbridge group session is offered to Sixth Formers who want to study courses related to Mathematics at Oxbridge.

### 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. 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 2017 entry Media Studies has moved to a linear, two year course so candidates at Stowe will enter for the A Level qualification in 2019, following the AQA (7572) GCE specification in Media Studies. The first year of the course will be spent studying the theoretical perspectives which underpin the study of the media, in particular looking at Media language, Media representations, Media industries and Media audiences. The A Level qualification comprises both practical coursework with written supporting materials and formal, written examination essays. The examination counts for 70% and the coursework for 30% of the overall grade.

The A course has two exams: Paper 1 will have questions which focus on issues and debates in the media. A topic will be released in advance of the exam. Pupils will be expected to use relevant elements of the theoretical framework they have studied in order to explore the ideas in the exam. Paper 2 will focus on the analysis of media products through the lens of the theoretical framework. Pupils will be expected to refer to the Close Study Products (CSPs) provided by AQA and other products they have studied, some of which they will have chosen independently, under teacher-guidance. They will also be expected to demonstrate understanding of the contexts in which the products were created. The coursework will be assessed on the ability to apply knowledge and understanding of the theoretical framework using practical skills relating to the media formats they have chosen to work in. Pupils will produce a statement of intent and a range of cross-media products made for an intended audience. Pupils choosing to take Media Studies at Stowe will need to have access to appropriate software which pupils will be required to purchase.

### 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 Brookes, 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

Music is everywhere: it's used in restaurants to make a relaxed atmosphere and stimulate conversation; it's used to heighten dramatic moments in films and television programmes; and it often accompanies key moments in someone's life. Research has shown how the heartbeat changes and mimics the music you listen to, and that listening to music releases the hormone dopamine (associated with feeling good). But why does Music have such an effect?

Our popular and highly engaging A Level Music course opens up the world of Music, to find out why certain songs and pieces are the way they are. Old Stoic musicians include Harry Gregson-Williams (the composer of *Chicken Run* and *Shrek*) and award-winning composer Howard Goodall. Pupils study everything from the music to *Batman* and *Psycho*, to The Beatles and Courtney Pine, via Debussy, Bach and Mozart. They also get the opportunity to write their own music (including, for example a pop song or film soundtrack), and develop their skills in performing the music they enjoy.

The course allows for all styles of music to be explored including Classical, Popular and Jazz. It is advisable for pupils wishing to take this A Level to be at least Grade 7 standard on one instrument before embarking upon the course. Pupils are expected to have Grade 5 Theory before taking this course. Pupils also simultaneously study for Grade 8 Theory during the course.

### Performing Music (30%)

This gives pupils the opportunity to perform in public 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 of their Upper Sixth year.

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

## Music Technology

Ever wanted to learn how Music is recorded, or how your favourite songs are made? With the opening of the Chung Music School in 2014, the School has invested heavily in the latest industry-standard software and equipment available to enjoy all aspects of Music Technology. It includes 'The Stringer' - 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 ideal for those who wish to follow a degree course in Music Production or Pop and Jazz Music, or for those who have an interest in popular music and its production.

Candidates are also strongly encouraged to take Grade 5 Theory over the year if they have not yet taken it. Candidates with a background and interest in Physics and Maths will discover that this course presents a fun and practical application of their theoretical work in those additional foundation subjects.

Music Technology pupils are also involved in the School's concerts, shows and events in order to get first-hand experience of live sound engineering.

Music Technology is a linear qualification from September 2017, with all units being assessed at the end of the second year of study.

### **Unit 1: Recording (20%)**

Pupils will learn and use a variety of Music and Music Technology skills in order to produce a recording of one song out of a choice of ten provided by Edexcel. The song will be between three and four minutes in length. The recording must use a minimum five instruments, but may include up to two additional instruments. This unit is externally assessed.

### **Unit 2: Technology-Based Composition (20%)**

Pupils will create one technology-based composition of at least three minutes in length, chosen from one of three briefs published by Edexcel. The composition will include synthesis and sampling, as well as the integration of MIDI with live audio.

### **Unit 3: Listening and Analysing (25%)**

Pupils will sit a 90 minute examination where they will be tested on their knowledge of recording and production techniques and principles of sound and audio technology. They will also be examined on the history of recording and production technology.

### **Unit 4: Producing and Analysing (35%)**

A written and practical examination of 2 hours and 15 minutes. Pupils will use their knowledge and understanding of editing, mixing and production techniques and apply this to unfamiliar materials provided by Edexcel. Pupils will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided. There will also be an essay, worth 20 marks, focusing on a specific technique or piece of equipment.

## 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

A Level Government and Politics studies how governments work and how people interact with their political system. It explores ideologies and compares the democratic performance of different political systems. Politics is turning linear from September 2017, therefore the new specification outlined below will be first examined in Summer 2019. The new specifications offer a broadened range of exciting and stimulating topics including political philosophy and comparative political science. The Edexcel course has been divided into three components.

### Component 1:

#### UK Politics and Core Political Ideas

Component 1 consists of study of elections, parties, pressure groups and democracy in the United Kingdom. It also covers the three core political ideologies of Conservatism, Liberalism and Socialism in some detail, which includes the study of prominent thinkers in each ideology.

### Component 2:

#### UK Government and Optional Political Ideas

Component 2 looks at the British Constitution, Parliament, Prime Minister and Supreme Court as part of the study of government. The optional ideology of choice will be Nationalism which includes civic and ethnic nationalism alongside key thinkers such as Rousseau, Herder and Garvey.

### Component 3:

#### Comparative Politics

The comparative study in Component 3 focuses on government and politics of the United States. This includes the core institutions of government; The Constitution, Congress, President and Supreme Court, along with democracy, participation and civil rights as the focus of the politics element. Candidates will then compare these concepts with their counterparts in the UK.

## Assessment

The new A Level is assessed in three examinations at the end of year two. Paper 1 is two hours and is worth 84 marks. 60 marks are allocated to UK Politics and 24 marks are allocated to ideologies. Paper 2 is the same as paper 1 with 60 marks allocated to UK government and 24 marks allocated to the optional ideology. Paper 3 is also the same structure, with 24 marks allocated to comparative questions and 60 marks allocated to pure US government and politics.

## Combinations, Skills Needed and Requirements

Politics can be 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 subject. The most important skills for success in Politics are literacy, writing, reading, critical thinking, analysis and evaluation. Pupils who take an interest in the contemporary news are also at an advantage. At least a B grade in English and Humanities will normally be expected. Politics is an extremely popular university course with 40% of 2016 Stowe Politics leavers going on to study the subject at degree level. Politics is also highly regarded for those pupils considering studying Law at university. Political scientists then progress to a wide variety of management careers.

*Note: The Edexcel specification is yet to be accredited by Ofqual at the time of writing and therefore this information could be subject to change.*

## Religious Studies

### Examination Board: Edexcel

Religious Studies offers four areas of study, allowing pupils to choose the three they wish to study from Philosophy and Religion, Religion and Ethics, New Testament Studies and a study of a chosen religion which will all be assessed through three externally-examined papers.

The specification facilitates enquiry into, and develops insightful evaluations of, ultimate questions about the purposes and commitments of human life, especially as expressed in philosophy, ethics and religion. This will enable pupils to reflect on and develop their values, opinions and attitudes in the light of their studies.

It develops transferable skills for progression to higher education - pupils will use ideas from a range of approaches to the study of religions and beliefs in order to research and present a wide range of well-informed and reasonable arguments, which engage profoundly with moral, religious and spiritual issues. This will enable pupils to make a smooth transition to the next level of study.

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

Written examination: 2 hours

33.33% of total A Level (80 marks)

#### Content overview

Pupils will engage with arguments and debates on religious and non-religious views of life. Arguments for the existence of God - Design, Cosmological, Ontological, Religious Experience; Atheism; Problem of Evil & Suffering; Life after Death; Religion & Science; Religious Language.

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

Written examination: 2 hours

33.33% of total A Level (80 marks)

#### Content overview

The content for this paper is focused on exploring both common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world. Environmental ethics; Equality; Ethical theories - Utilitarianism; Situation Ethics; Natural Moral Law; Virtue ethics; Applied ethics - War & Pacifism, Sexual ethics; Meta-ethics; Religion & Morality; Deontology; Issues in Medical ethics.

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

Written examination: 2 hours

33.33% of total A Level (80 marks)

#### Options

The content for this paper comprises a focused and in-depth study of a chosen religion - 4D: Islam.

#### Content overview

Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts.

# 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 at least a B at GCSE. Ideally, A Level Hispanists will have achieved an A or A\*.

Exam Board: Edexcel

## 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 (30%)

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 (70%)

#### 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

Upper Sixth Leavers 2016	
UK Universities (Year of entry 2016)	87
UK Universities (Entry deferred until 2017)	16
University Abroad	5
Art College	2
Other (Gap Year Application etc.)	38
Total	148

Stowe UCAS Applicants 2016: Accepting Institutions (103 Leavers 2016 + 20 Old Stoics)			
<b>Russell Group</b>		<b>University Alliance</b>	
Birmingham	3	University of the West of England	2
Bristol	9	Manchester Metropolitan	2
Cardiff	3	Nottingham Trent	3
Durham	1	Oxford Brookes	9
Edinburgh	7		
Exeter	6	<b>Million+ Group</b>	
Glasgow	1	Anglia Ruskin	1
Imperial	1	Leeds Beckett	8
King's College London	4		
Leeds	1	<b>UKADIA</b>	
Liverpool	3	Falmouth	1
London School of Economics	1	University of the Arts London	2
Manchester	2		
Newcastle	15	<b>Other</b>	
Nottingham	2	Academy of Contemporary Music	1
Oxford	2	Brighton	1
Sheffield	1	Brunel	1
University College London	2	COLC	1
Warwick	2	HAUC	2
York	2	Hull	1
		Keele	1
<b>1994 Group</b>		Reading	2
Lancaster	1	Royal Agricultural	1
Leicester	2	Scotland Rural	1
Loughborough	3	Swansea	2
St Andrews	1	Westminster	4
Surrey	1		
Sussex	1		

Stowe North American Applicants 2016: Accepting Institutions			
Pratt Institute, New York	1	Tulsa, OK	1
Cornell	1	Penn State	1

Stowe UCAS Applicants 2016: Subject Groups Studied			
Medicine and Dentistry	3	Law	6
Subjects Allied to Medicine	0	Business and Administrative Studies	25
Biological Sciences	8	Film	2
Vet Science, Agriculture and related	4	English Studies	3
Physical Sciences	7	Classics, Linguistics	0
Maths and Computer Science	4	European Languages	4
Engineering	5	Non-European Languages and related	0
Technologies	0	Historical and Philosophical Studies	10
Architecture, Building and Planning	7	Creative Arts and Design	9
Social Studies	21	Combined	5



A Level Examination Results 2016*										
Subject	Number Entered	A*	A	B	C	D	E	U	% A*-B	% Pass
Art	16	5	6	4	1	0	0	0	93.8	100.0
Biology	13	1	5	2	1	1	2	1	61.5	92.3
Business	36	0	5	10	9	8	3	1	41.7	97.2
Chemistry	19	1	3	8	5	0	2	0	63.2	100.0
Computing	1	0	0	0	1	0	0	0	0.0	100.0
Design (Graphics)	5	0	2	2	1	0	0	0	80.0	100.0
Design (Resistant Materials)	19	1	8	9	1	0	0	0	94.7	100.0
Drama and Theatre Studies	17	1	6	4	6	0	0	0	64.7	100.0
Economics	40	0	12	13	5	9	1	0	62.5	100.0
English Literature	45	1	7	17	13	7	0	0	55.6	100.0
French	10	2	2	1	4	1	0	0	50.0	100.0
Geography	47	1	10	16	14	6	0	0	57.4	100.0
German	4	0	2	1	1	0	0	0	75.0	100.0
History	26	1	5	13	7	0	0	0	73.1	100.0
History of Art	15	2	3	2	4	4	0	0	46.7	100.0
Italian	1	0	0	1	0	0	0	0	100.0	100.0
Latin	2	0	1	1	0	0	0	0	100.0	100.0
Mathematics	35	4	10	12	8	0	1	0	74.3	100.0
Further Mathematics	3	0	0	2	1	0	0	0	66.7	100.0
Music	4	0	0	2	1	0	1	0	50.0	100.0
Music Technology	3	0	0	0	0	3	0	0	0.0	100.0
Physics	13	0	1	5	2	3	2	0	46.2	100.0
Politics	21	2	4	10	3	2	0	0	76.2	100.0
Religious Studies	16	0	1	9	5	0	1	0	62.5	100.0
Russian	4	4	0	0	0	0	0	0	100.0	100.0
Spanish	11	1	6	3	1	0	0	0	90.9	100.0
Sport and PE	16	1	1	4	4	4	2	0	37.5	100.0
Turkish	1	0	0	1	0	0	0	0	100.0	100.0
TOTAL	443	28	100	152	98	48	15	2	63.2	99.5

Subject	Number Entered	A*	A	B	C	D	E	U	% A*-B	% Pass
Extended Project (EPQ)	19	1	2	4	6	3	3	0	36.8	100.0

A Level	2011	2012	2013	2014	2015	2016
% pass rate of A Level exams taken	99.4	99.4	99.8	99.6	99.4	99.5
% pass rate at A Level grade A* - B	66.1	73.7	69.4	68.4	70.0	63.2

\*Results correct as of 10 October 2016





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