Sixth Form

INTERNATIONAL BACCALAUREATE, A-LEVELS AND PRE SIXTH FORM
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The Sixth Form experience at King Edward’s aims to provide the best possible preparation for university study and employment.

Most of our pupils study the International Baccalaureate (IB) Diploma Programme. We like the IB because it perfectly suits the collaborative approach and broad educational opportunities on offer at King Edward’s. We also offer an A-level programme for those who wish to specialise earlier. Our track record in both routes is hugely successful.

A Sixth Form education is fun, challenging and fulfilling; you will learn how to think independently, live together and get where you want to go. Come and join our success.
welcome
Welcome to Sixth Form

We aim to equip young people with the skills to prepare them for modern life, both at university and in the workplace. These skills will enable our students to compete in the global market, think for themselves, evaluate risks as well as work independently and in a team. We encourage our pupils to develop their curiosity and communication skills so they are interested and interesting.

The Sixth Form at King Edward’s achieves this, whether through the IB Diploma or A-level route. Our Sixth Formers achieve excellent results and develop their creativity, sensitivity to the modern community and judgement. They have the opportunity to think critically and pursue both depth and breadth in their studies.
With increased opportunity comes increased responsibility to yourself and to your peers. The Sixth Form team is there to help you all the way. This team includes the Head of Sixth Form, the IB or A-level Co-ordinator, Head of Careers, House Staff and your tutor, all there to support and guide when necessary.

Sixth Form pupils are expected to be role models. Whether a boarder or a day pupil, opportunities abound for you to take a leading role in House activities. The influence of Sixth Form pupils extends beyond the House, as you become involved in the School and wider community. Opportunities include mentoring fellow pupils, supporting staff at Open Days and Parents’ Conferences, organising charity activities for younger pupils, representing the School in sporting events, being part of the Sixth Form Committee, and liaising as a Prefect in their Houses and the wider School community. Moreover, extensive Creativity, Activity and Service programmes, both as participants and organisers, will help to expand your horizons, increase your talents and allow you to inspire and be inspired.

As a Sixth Former, you are ready for the opportunity to demonstrate your maturity and increased independence. As a result, King Edward’s has a dedicated Sixth Form Centre to support both your academic and social needs. The Centre includes an area for private study with access to PCs and WiFi, a well-resourced Careers Library and a Sixth Form Common Room where you can relax at break times.

Freedom to succeed

Opportunities at King Edward’s are substantial. Greater freedom of choice is important, allowing you to develop the decision-making skills of adulthood.
and lunchtime and enjoy informal evenings, musical events and guest speakers.

You can choose to join the Sixth Form Committee, which is responsible for organising events exclusively for the Sixth Form. These may include formal dinners, an international evening and Valentine’s Ball, as some examples. King Edward’s offers many opportunities for Sixth Form pupils and the expectation is that when you join the School, you will make the most of what is on offer to you both academically and socially.

We hope that you leave King Edward’s with new knowledge, fresh experiences, happy memories and lifelong friendships.
International Baccalaureate (IB)

Studying for the IB Diploma requires and rewards consistent application to academic work. The Diploma demands a collaborative approach, personal reflection and a strong awareness of the international community of thinkers and learners.

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage pupils across the world to become active, compassionate and lifelong learners who understand multiple perspectives and viewpoints.
Why chose the International Baccalaureate?
One of the reasons universities place a high value on the Diploma is thanks to the swift adjustment that IB students make to higher education.
Assessments take place in the final year of the Diploma, in the Upper Sixth. One of the IB’s stated aims is to educate pupils to become ‘critical thinkers, lifelong learners and informed participants in local and world affairs’. To that end, the two-year IB Diploma has at its heart three central themes: Theory of Knowledge, The Extended Essay and CAS: Creativity, Action and Service. Around this core, pupils select a flexible range of academic subjects through which their specific talents can be developed alongside a broader knowledge base.
Options are offered subject to demand.
IB course structure

Central Components
Students choose six subjects. One must be selected from each Group 1-5 and one further subject from Elected Choices available in Group 6.

Over the two years of the course, three subjects are studied in depth at Higher Level (HL), while the remaining three subjects are studied at Standard Level (SL).

Theory of Knowledge (ToK)
Theory of Knowledge challenges pupils to reflect critically on diverse ways of knowing, to question the bases of knowledge, to be aware of subjective and ideological biases and to analyse evidence expressed in rational argument.

ToK is central to the educational philosophy of the IB programme, intended to stimulate critical reflection on the knowledge and experience gained within and beyond the classroom.
Creativity, Action and Service (CAS)

Lying at the heart of the programme, CAS is one of the core elements of the Diploma and requires involvement in a range of activities alongside academic study. CAS has three strands:

**Creativity:** Arts and other activities that involve creative thinking, whether music, drama or something more esoteric.

**Action:** Physical activity contributing to a healthy lifestyle - on the games field, in the dance studio, or the sports hall.

**Service:** In unpaid, voluntary exchange with members of the immediate or wider community that has a learning benefit for the pupil and brings a tangible improvement to the life of the recipient.

CAS enables pupils to develop personal and interpersonal skills through experiential learning. It offers an important counterbalance to the academic pressures of the IB. A good CAS programme should be challenging and enjoyable, a personal journey of self-discovery. Each pupil has a different starting point, different goals and needs but, for many, CAS activities include experiences that are profound and life changing.

Extended Essay

IB students are required to research a topic around a special interest area and produce an essay of up to 4,000 words. The emphasis is on an independent piece of work, although staff are on hand to mentor and supervise. An excellent exercise in research and writing skills which provides invaluable preparation for university.
Native Language

**English Language and Literature A**

The combined Language and Literature course is designed for pupils with a high level of competence in English and can be studied at Higher or Standard Level, so pupils can study language, texts and culture and develop analysis skills. The course covers the study and analysis of a range of media: political speeches, polemical journalism, advertising and film and television presentation.

Pupils study a range of English texts from those they encounter everyday (short stories, speeches, cartoons, advertisements and news reports). They learn how English language is used in different texts, and how language and style affect the presentation of theme and topic. Once they are familiar with style and language, pupils are required to write tasks relating to the course content, in an appropriate register and style. This course is a good preparation for the functional and analytical use of language in any discipline at university.

**German Language and Literature A**

For pupils with a high level of competence in German, this course may be studied at Higher or Standard Level. The course aims to:

- Introduce a range of literary and non-literary texts from different periods, styles and genres
- Develop an ability to engage in detailed analysis of individual texts and make relevant connections
- Develop powers of expression in oral and written communication
- Encourage recognition of the importance of the contexts in which texts are written and received
- Encourage an appreciation of formal, stylistic and aesthetic qualities of texts, and how different cultural perspectives build meaning
- Encourage critical thinking about the difference interactions between texts, audience and purpose.

**Native Language A**

The IB encourages pupils to extend their understanding and appreciation of their own culture, as well as developing a global perspective. Pupils whose mother tongue is not English or German can opt to follow a self-taught programme, which includes literary texts in the pupil’s own language, both from their own culture and from world literature. Independent study is supported with lessons to develop critical and analytical skills. This course is available at Standard Level.
Foreign Language

**Language B English/French/German/Spanish**

Study of a foreign or classical language is compulsory for the IB Diploma. The Language B course is designed for pupils with previous experience of the language. It can be taken at Standard and Higher Level. Pupils explore the core topics of Communication and Media, Global Issues and Social Relationships as well as two option topics from Cultural Diversity, Customs and Traditions, Health, Leisure and Science and Technology.

At Higher Level, pupils study two literary works in the target language to develop their linguistic and cultural knowledge. The aim is to expose pupils to French/German/Spanish life and help them recognise and reproduce authentic written and spoken language. We also offer English B for those students studying German A or the Native Language A courses.

**Language ab initio German/Spanish**

The ab initio course is part of the Group 2 second language and offers the opportunity to study a new foreign language. It is for pupils who have little or no previous experience of the language. The focus is on language acquisition for everyday social interaction, developing linguistic skills and an awareness of the cultures using the language.

This course is available at Standard level.

**Latin**

The Classical Languages course introduces pupils to the language, literature and culture of ancient Greece and Rome, civilizations that have played a vital part in shaping modern society and language. Classical languages are versatile and finely structured and a core component of the course is the study of surviving texts in the original language - linguistic skills lie at the heart of the course. To broaden knowledge of classical literature, additional texts are set for translation, but the foundation remains linguistic. Through studying classical languages in their cultural context, pupils learn that culture and language are symbiotic.
Humanities

History

History encourages an understanding of the present through critical reflection upon the past, developing awareness of the impact of historical development at national and international level. Pupils build research skills as well as confidence and independence in sourcing and selecting evidence, learning to recognise its subjective nature. Pupils learn to identify, explain and analyse causes and consequences and to compare and contrast developments over time. Pupils become increasingly sophisticated in oral and written communication. The course explores 20th century world history: at Standard Level, topics may include the development of single party states such as Fascist Italy and Cuba, the development and end of the Cold War, Communism in Crisis 1976-1989 or International Relations 1919-39. At Higher Level pupils focus on analysis of a region from Americas, Africa, Asia, Europe or the Middle East.

Geography

The course covers a wide range of geographical skills across core and optional topics. These include environments and their management, ecosystems, climatic hazards and change, globalisation, settlement, leisure and tourism, rivers and coasts, socio-cultural exchanges and sustainability issues. Standard and Higher Levels involve course work based on original field-work.

Economics

Economics is concerned with key issues including globalisation, pollution and poverty. It is essentially about choice: why different sorts of people and groups of people (such as governments) have to make choices and the consequences of those choices. Pupils learn how an efficient economy and markets in the economy should work, when market failure occurs and how governments can improve economic performance. Studying Economics develops an
Business and Management

Business and Management is an integrated subject that examines business decision-making processes including how they impact on and are affected by internal and external groups. It explores how these parties interact, how resources transform and develops an understanding of business theory, as well as an ability to apply business principles, practices and skills. Emphasis is placed on strategic decision-making and the operational functions of marketing, production, human resource management and finance. Links between topics are central to promote a holistic view of business activity. The implications of business activity in a global market is studied, giving pupils an international perspective. Appreciation of cultural diversity is promoted through topics like international marketing, human resource management, growth and business strategy. The course encourages an appreciation of ethical concerns and issues of responsibility.

Philosophy

Philosophy deals with every dimension of human life and can raise questions in any field of study or endeavour. It provides excellent preparation for professional training in fields as diverse as Law, Management and Medicine, as well as for careers and studies that require critical, reflective and constructive thinking.

Philosophy pupils develop independent thought, character, self understanding and the ability to reflect on diverse knowledge claims and contemporary issues with understanding. They have valued skills in comprehension and interpretation, analyses, critical and reflective reasoning, proficiency in evaluation, openness to new ideas and improved skills in extended written work and spoken presentation.

Pupils explore such questions as:

Can everything be doubted, or are there certain things that we can be sure of?

Is your mind separate from your body or just a product of biological processes?

Where does the concept of goodness come from?

Is the existence of God a matter of faith or can it be proven?
The future of society will rely on the development of technologies to answer the pressing issues currently facing us. We need business people with the acumen to take innovative ideas to the market and an informed population who will direct their political leaders. Science is not only exciting for those wanting to pursue a science career, it is for anyone who will benefit from these technologies.

**Biology**
Biology allows an understanding of basic principles and the development of knowledge on topical subjects such as the therapeutic use of stem cells and genetic technology. School laboratory facilities and extensive fields and woodlands enable empirical learning, with a strong emphasis on practical experience. Our geographical location allows access to Surrey University lectures and library, the coast, Wisley Horticultural Gardens, The Millennium Seed Bank and more. The four fundamental concepts that run through the course are: structure and function, diversity versus universality, equilibrium within systems and evolution.

**Chemistry**
Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is a prerequisite for many courses in Higher Education, such as Medicine, Biological Science and Environmental Science, and serves as useful preparation for employment.

The Diploma Programme Chemistry course includes the essential principles of the subject but also allows teachers some flexibility to tailor the course to meet the needs of their pupils.

**Physics**
Physics is the most fundamental of all the experimental sciences. It seeks to explain the nature of the universe, from quarks to galaxies. From Newtonian mechanics to general relativity and quantum mechanics, the course examines a range of both classical and modern areas of Physics. Alongside the theoretical aspects however, pupils will be challenged by moral and ethical questions which directly affect our daily lives. Social, economic and environmental concerns with existing and new technologies are at the forefront of the issues facing the global community. Pupils will study these at King Edward's, supported by significant ICT facilities and numerous external lectures.

Overarching all this is the fact that Physics is a human activity. Examining the historical development of the science can aid us in our understanding and the choices we make today.
Sports, Exercise and Health Science

The IB course in Sports, Exercise and Health Science is a new course and King Edward’s is one of the first schools in the world to offer this. There is no award for practical excellence, but the teaching methods adopted will include a number of practical activities such as fitness testing, skills based experiments and physical aptitude tests. The curriculum covers topics such as anatomy, physiology, energy systems, neuromuscular function and skill analysis. There are options to study sport psychology, health and nutrition. There is a large amount of project work which includes data collection and statistical analysis. The excellent facilities at King Edward’s allow for an appropriate balance between practical and theoretical methods of teaching and learning.

Design Technology

The course is based on a design core which incorporates knowledge, skills and design principles in problem-solving contexts for product design. The common core for Standard Level focuses on how designers carry out their activities and their responsibility to users. Knowledge of the properties and the characteristics of a range of materials is gained with an understanding of the industrial implications.

The practical internally assessed units consist initially of short investigations with an in depth project with a design portfolio and practical outcome in the second year. Standard Level focuses on how designers carry out their activities and their responsibility to users. Knowledge of the properties and the characteristics of a range of materials is gained with an understanding of the industrial implications.

The Higher Level topics include mechanisms, energy and sustainable development. The practical internally assessed units consist initially of short investigations with an in depth project with a design portfolio and practical outcome in the second year.
An important, fundamental subject and an asset to any pupil’s qualifications, Mathematics provides a key to understanding the world in which we live. The skills learnt while studying Maths are widely applicable to many courses of study and to a variety of career paths. The four courses offer a range of accessible options to students of all mathematical abilities.

The strongest Sixth Form Maths pupils are encouraged to enter the UKMT Senior Mathematics Challenge and the department strives to enhance the course through off-site visits and by promoting wider reading.

Four Maths courses are available and it is essential that pupils consider carefully before choosing:

- **Maths Analysis & Approaches** is for pupils who wish to pursue mathematical study at university; it is for pupils who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

- **Maths Applications & interpretations** is for pupils who enjoy describing the real world and solving problems using Mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of Mathematics.

Both Maths A&A and A&I will be offered at higher and at standard level, and within each subject the standard level course will be a subset of the higher level course.
Elected choices
for Modern Foreign Languages, Sciences, Business and Philosophy, see previous pages for descriptions.

**Computer Science**

“Computer Science is no more about computers than astronomy is about telescopes.” Edsger Dijkstra. With continual advances in technology, the only certainty is that in the future we will use computers in ways that currently cannot be imagined.

The IB Diploma Computer Science course develops logical, critical and creative thinking skills in order to solve problems using computers. 30% (Standard Level) or 20% (Higher Level) of the marks are obtained from the dossier project, involving solving a real problem using Java programming. This course work is also used to continually reinforce the problem solving strategies that will be needed for the examination.

The Computer Science Standard Level course focuses on software development, computer systems and the relationship between computing systems and society.

For Higher Level, additional topics include computer mathematics and logic, advanced data structures and algorithms and file organisation. No previous knowledge of Computer Science is required. However, an interest in Computing and Mathematics is recommended. All software required for the course can be freely downloaded from the web.

**Music**

Vibrant musical education fosters curiosity and openness to different musical worlds. Through the study of music we learn to hear relationships of pitch in sound, pattern in rhythm and unfolding sonic structures, we explore the similarities, differences and links in music from within our own culture and that of others over time. Informed and active musical engagement allows us to discover relationships between human experience and specific sound combinations and technologies, thus informing us more fully of the world around us and the nature of humanity.

**Visual Arts**

Creativity is one of man’s unique qualities. From prehistoric hand prints on cave walls to the Mona Lisa, the Sistine Chapel ceiling to an unmade bed, no other animal behaves in this way. Study and production of Visual Arts is central to developing capable, inquiring and knowledgeable young people and encourages pupils to locate their ideas within international contexts. The course encourages an active exploration of Visual Arts within the pupils’ own and other cultures’ contexts and encourages respect for cultural and aesthetic differences and promotes creative thinking and problem solving.

**Theatre**

The course emphasises the importance of working individually and as a member of an ensemble. Pupils are encouraged to develop the organisational and technical skills needed to express themselves creatively. The difference between Higher Level and Standard Level is not in course content but in the depth to which the independent investigation of theatre research and practical exploration is conducted. There will be a definite balance between practical and academic theoretical study. The course will be devised and tailored to pupils’ needs by King Edward’s teachers.
A LEVEL COURSE SUBJECTS
A-level subjects

King Edward’s offers a wide range of A-level subjects from which pupils select three subjects (or four if they wish to take Maths and Further Maths). Pupils who wish to increase their breadth of study may choose a fourth subject from the Standard Level IB subjects in Group 6 (see page 8).

Art & Design

This two year course provides pupils with opportunities to develop personal responses to ideas, experiences, environments and cultures in practical, critical and contextual forms. Offering a combination of course work, two externally set assignments and personal investigation, this course covers aspects of design, from graphic communication, textile and three dimensional design to photography, fine art, and art, craft and design. Pupils develop skills and techniques, and knowledge and understanding in their chosen areas, working with a broad array of different media, as well as building intellectual and creative skills and independence of mind.

This course is particularly suitable for pupils who wish to study Art & Design or related subjects at a higher level or who wish to pursue a career in the Arts.

Biology

Split into six modules, this new and exciting course enables pupils to study Biology using a context-based approach, with embedded practical skills. Planning, implementing, analysis and evaluation underpin the subjects studied which include the foundations of Biology: cell structure, division, diversity and organisation; molecules, nucleotides and nucleic acids, enzymes and biological membranes.

Specific modules focus upon exchange and transport, biodiversity, evolution and disease, communications, homeostasis and energy, and finally genetics, evolution and ecosystems.

* Pupils can complement their subject studies with Theory of Knowledge lessons; they can also take the Extended Essay option to support their university application.
Business Studies

Studying the internal functions of contemporary business organisations, this course looks at the dynamic external operating environment faced by businesses, and reviews some of the major topical issues that can generate change. Different stakeholder perspectives are studied as pupils learn how businesses respond to change.

The skills acquired include the manipulation and interpretation of data, presenting arguments with substantiated evidence, problem solving using appropriate business methods and tools, and applied research skills, including an ability to challenge assumptions using up-to-date evidence.

For pupils seeking to start their own business or generate business ideas, this is an essential course.

Chemistry

Pupils study Chemistry in a range of different contexts, conveying the excitement of contemporary chemistry. Ideas are introduced in a spiral way with topics introduced in an early part of the course being reinforced later.

With a focus on developing practical skills, this six-module course covers the breadth and depth of Chemistry grouped under three papers: the periodic table, elements and physical chemistry; synthesis and analytical techniques, and unified chemistry. Modules 1-2 focus on planning, implementing, analysis and evaluation, and the foundations in Chemistry such as atoms, compounds, molecules and equations; amount of substance; acid-base and redox reactions and electrons, bonding and structures. Modules 3-6 look at the periodic table and energy, core organic chemistry, physical chemistry and transition elements and finally organic chemistry and analysis.

Chemistry is a core subject for pupils who go on to study Medicine, Veterinary Science and many other degrees.
A-level subjects

Classical Civilisation
This A-level is an exciting opportunity to study epics and plays that are the foundation of European culture: students explore the universal impact and continuing relevance of poems such as *The Iliad* and plays by Aeschylus and Sophocles. The course places these texts in a cultural context, encourages students to reflect on the concept of the hero, the structure of the hero’s journey and the underlying philosophies that shaped these masterpieces.

The course raises questions that enrich and expand student horizons, such as the human fascination with honour, the links between Ancient Greece and today’s global politics and why nations and individuals engage in war. The Classical literary tradition shapes popular culture to this very day - this course offers students the chance to understand how and why this has been such an influential element in shaping Western thought.

Computer Sciences
This new and highly practical course has an increased focus on programming and computational thinking. This challenging subject requires you to develop problem solving skills which will be of benefit not just to your other subjects, but to any future career. There is also an expanded maths focus which is embedded within the course. 20% of the marks are gained from a programming project which will be on a topic of your choice. There are 2 exams (40% each), one with an emphasis on computer systems, allowing you to gain an understanding of how computers work. The second exam is based on programming, allowing you to demonstrate your problem solving skills.

Design Technology
This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.
You will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put your learning into practice. Pupils use their creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others’ needs, wants and values.

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

**Economics**

This course covers both macro and micro economics, looking at how companies and the wider economy works, the influences on it and the effects of change.

Year one reviews how individuals, organisations and societies have to make choices, how competition in the marketplace operates, how markets can fail and what happens when governments intervene. The national and international economies are reviewed, including assessing aggregate supply and demand, economic performance indicators and the application of macroeconomic policy instruments.

In year two, the economics of work and leisure are covered - labour demand, supply and wages, the role of government and unions, transport economics and trends. Finally the global economy, including trade and integration, development and sustainability and the economics of globalisation concludes this fascinating two year introduction to the world of economics.

**English Literature**

Pupils are encouraged to read widely and engage critically and creatively with a substantial body of literary texts. They develop and apply their knowledge of literary analysis and evaluation and explore the contexts of the texts they are studying, as well as understand the changing traditions of English literature.
A-level subjects

Prescribed texts enable the study of drama, prose and poetry. Drama incorporates one Shakespearean play and a second chosen from a range of writers including Williams, Marlowe or Ibsen. Prose texts require the study of two writers including at least one from pre 1900, options include Henry James, Charles Dickens and HG Wells. Poetry offers a chance to study the Medieval period, metaphysical poetry and the Romantic and Victorian periods as well as anthologies post 1900. Candidates are also required to produce a piece of writing up to 3,000 words which compares at least two complete texts.

Geography

Advanced level Geography is inherently multidisciplinary in a world that increasingly values people with the necessary skills to work across both physical and social sciences. This course develops data analysis skills and an understanding of geographic information systems. Pupils learn to turn maps from 2D representations of a country’s physical contours into a tool that illustrates social attributes or attitudes. In other words, not just where people live, but how they live and also what they think and how they vote. They learn about the physics of climate change, the interaction of weather events and flood risk, and how human behaviours are influenced by the spaces in which people live.

Geography combines well with arts and science subjects. You may be thinking ahead to university and career choices. If so, Geography is a broad-based subject that fits well into a wide range of future progression options.


It is assessed through two examinations and an individual project.
History
This course comprises both a ‘depth’ and ‘breadth’ study component as well as a personal investigation. Pupils study the history of more than one country - at least 20% of the A-level is based on British history. Pupils also study topics from a chronological range of at least 200 years. Given these criteria we offer the following options:

Breadth of study: The Tudors: England, 1485-1603. This includes investigations that focus on how effectively the Tudors developed the powers of the monarchy; how serious a threat was posed by rebellion and the roles of key individuals (such as the monarchs themselves).

Depth study: Revolution and Dictatorship - Russia and the Soviet Union, 1917-1953. This unit extends work studied at IGCSE by examining not only the Russian Revolution of 1917 but the rule of Stalin and the involvement of the Soviet Union in WWII.

Maths
To develop pupils’ understanding of mathematical processes, ability to reason logically and use mathematics as an effective means of communication, the four core modules of the course cover algebra, geometry, differentiation, integration, trigonometry, exponentials and logarithms, numerical methods, sequences and series and vectors. Pupils are encouraged to build an awareness of the relevance of mathematics in other fields of study, in the world of work and in society.

Further Maths
The Further Maths A-level builds on the core Maths curriculum with units including series, complex numbers, matrix algebra, proof, inequalities, first and second order differential equations, Maclaurin and Taylor series, hyperbolic functions and further coordinate systems.

Music
Music at this level enables students to explore and develop a deeper understanding of this art form, as performers, composers and listeners.
With appraising, composing and performing at its heart, the course includes vocal, instrumental, film, popular, fusion and ‘new directions’ genres, with set works in each studied in detail, leading to an examination accounting for 40% of the total mark. Portfolios in composition (two pieces) and performance (six to eight minutes) are presented as course work and account for the remaining 60%.

Pupils are encouraged to explore as many different areas of music as possible, with the aim of giving them the freedom to present balanced programmes they have designed as well as explore genres of particular interest. The standard for performing is the equivalent of Grade 5 or 6.

**Physics**

This six unit course develops an appreciation of the link between theory and experiment, including:

- Understanding of how physics is used in society today, acknowledging the importance of physics as a human endeavour which has historical, social, philosophical, economic and technological connections;

- Recognition of the quantitative nature of physics and how mathematical expressions relate to physical principles.

Modules covered include physics in communication and designer materials; processes, experimentation and data handling (waves and quantum behaviour, space, time and motion); physics in practice (quality of measurement); the rise and fall of the clockwork universe (models, rules and matter in extremes); field and particle pictures and practical investigation/research.

**Physical Education**

Physical Education A-level suits those who are interested in pursuing sport at a high level, as a degree subject at university or in a career such as sports therapy, sports psychology, biomechanics and physiotherapy. It involves
the study of exercise and sport in relation to human anatomy, health and achievement, building individual personal skills and performance in sports and exercise and developing leadership skills in sports performance. Physical Education GCSE or IGCSE is not a course prerequisite, but would be an advantage; a good grasp of human biology is also an advantage.

The course content contains the following topics: Applied Anatomy and Physiology, Skill Acquisition, Sport and Society, Biomechanical Movement, Sport Psychology, and the Role of Technology in Sport.

We will be following the AQA exam board for Physical Education. The theory element of the course comprises 70% of the final mark, with the remaining 30% obtained through practical performance of one competitive sport and the ability to analyse and improve performance. The practical element is internally assessed and externally moderated.

**Religious Studies**

Our aim is to inspire pupils to engage with topical issues in ethics and philosophy and to acquire a critical way of thinking that is relevant to learners in the 21st century.

The Russell Group of top universities has made it clear that Religious Studies A-level provides ‘suitable preparation for university generally’. The skill-base for examination; critical and evaluative essay writing; prepares pupils for the world of work where they will have to problem solve, make choices and write to tight deadlines.

A-level Religious Studies builds on the knowledge, understanding and skills established at GCSE, developing a deeper understanding of the beliefs, teachings and philosophy they study.
Pupils study three components:

In **Philosophy of Religion** learners will study philosophical issues and questions raised by religion and belief. These include arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering. They also explore philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion.

**Religion and Ethics** is characterised by the study of debates in religion and ethics from the perspectives of Natural Law, Utilitarianism and Deontology. The pupil will apply ethical theory to business practices, sex and euthanasia. Learners will study the way these ideas are developed through time.

**Developments in Religious Thought** provides an opportunity for the systematic study of Christianity. This will include exploration of religious beliefs, values and teachings, sources of wisdom and authority and practices that shape and express religious identity. Also central are the ways in which religious traditions have evolved and developed over time, and religious responses to modern challenges in contemporary society.

Course information is provided as a guide. Exact curriculum content may change.
One year Pre Sixth Form course

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<th>Core</th>
<th>Academic Path</th>
<th>Arts Path</th>
<th>Science Path</th>
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<td>(I)GCSE English 1st Language, Maths, Physics, MFL/Latin</td>
<td>(I)GCSE English OR First Certificate, Maths, MFL and/or Latin certificate</td>
<td>(I)GCSE English OR First Certificate, Maths</td>
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<td>Physics, Additional Maths Computer Science</td>
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<td>Art, DT, Drama, Music History/Geography, Philosophy, Science</td>
<td>Art, DT, Drama, Music, Science</td>
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The number after each subject corresponds to the number of 55 minute periods taught per fortnight.

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<tr>
<th>English - (I)GCSE or FCE</th>
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<td>Maths</td>
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<tr>
<td>Science</td>
<td>16 (I)GCSE Physics</td>
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<td>16 (I)GCSE Physics</td>
</tr>
<tr>
<td>Language/Computer Science</td>
<td>6</td>
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</tr>
<tr>
<td>Humanities</td>
<td>10</td>
<td>5+5</td>
<td>10</td>
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<tr>
<td>Art/Drama/Design Technology</td>
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</tr>
<tr>
<td>Music</td>
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</tr>
<tr>
<td>PSHE/Tutor</td>
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</tr>
<tr>
<td>Games</td>
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<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>60</strong></td>
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</tr>
</tbody>
</table>

English: Either (I)GCSE English First Language or First Certificate in English with an introduction to Literature.

Language: French/German/Spanish according to previous experience, the possibility of Latin. For those pupils pursuing the Science Path, Computer Science (I)GCSE.

Options are offered subject to demand.
<table>
<thead>
<tr>
<th>Pre Sixth Form subjects</th>
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</table>

### English Language

Promoting knowledge of English language and literature, leading to an understanding of the literary uses of language and the human and spiritual dimensions of literary texts. Pupils analyse, discuss and comment upon novels, poetry and drama as well as evaluate and learn to use the English language to argue, persuade, instruct and describe. This course is good preparation for IB English and is a publicly examined (IGCSE course (essential for UK university entrance).

**English as an Additional Language**

This course complements the English Language course as it is aimed at improving language skills of non-native speakers of English. It offers a systematic development of the four skills of language acquisition: reading, listening, writing and speaking.

Pupils use stimulating topics relevant to other subjects studied and pupils’ interests.

In preparation for the Sixth Form, emphasis is given to reading increasingly complex texts to prepare for the level of reading comprehension required, as well as developing a mature writing style and writing in different genres and styles. Pupils develop their research and presentation skills and explore literature through the study of poetry, drama and prose. Pupils undertake preparation for the Cambridge B2 First qualification. This examination is aimed at pupils at Level B2 of the Council of Europe’s Common European Framework. It consists of papers in reading, writing, listening and speaking.

### Maths

**IGCSE**

The level of study is Higher and covers topics in the following areas: numbers and algebra; equations, formulae and identities; sequences, functions and graphs; geometry; vectors and transformations; statistics. The course is examined in May and the final grade is based on the marks gained by completing two 2-hour papers.

Additional Maths is also an option.
Science

This course provides pupils with a sound grounding in Biology, Chemistry and Physics. Importance is attached to the knowledge, skills and understanding of how Science works in the world at large as well as in the laboratory, set in the context of knowing and understanding a body of scientific facts.

**Summary of course content**
- The thinking behind the doing
- Fundamental ideas
- Observation as a stimulus to investigation
- Conclusion and evaluation of experimental data and methods.

**Preparation for Science Investigations**
- Experiment design including establishing research questions and identifying relevant variables
- Data collection, statistical processing and graphical presentation
- Conclusion, with evaluation of experimental data and methods.

There is an opportunity for pupils to work collaboratively across the Science disciplines in a project similar to the IB ‘Group 4 Project’.

**Biology**
- What are animals and plants built from
- How dissolved substances get in and out of cells
- How plants obtain food
- Waste material produced by plants and animals
- Enzymes and their functions
- How our bodies keep internal conditions constant
- Which human characteristics show a simple pattern of inheritance.

**Chemistry**
- How sub-atomic particles help us to understand the structure of substances
- How structures influence the properties and uses of substances
- How we control the rates of chemical reactions and how they release energy
- How we use ions in solutions.

**Physics**
- How we describe the way things move
- How we speed up/slow things down
- What is momentum
- Mains electricity and its safe use
- Understanding electrical appliance power
- Radioactive substances life cycle
- Nuclear fission and nuclear fusion.

There is the possibility of taking (l)GCSE Physics however if selected, pupils will not be able to take Design Technology.
Foreign Languages

Pupils can choose between French, German, Spanish or Latin. The course prepares them to use the language for practical communication and to continue with further study of the language in the Sixth Form.

The French, German and Spanish courses cover four themes: my world; holiday time and travel; work and lifestyle; young people in society.

Pupils study a range of topics including home life, leisure, shopping, education, careers and future plans, social issues, tourism and healthy living. They are also taught about the culture of their chosen country.

The course enables pupils to advance listening, speaking, reading and writing skills. Activities are varied and fun and include the use of a range of resources such as DVDs, ICT, authentic materials, YouTube, magazines and newspapers.

Pupils can enter for (I)GCSE at either Foundation or Higher tiers in each skill. A combination of tiers is possible to help pupils achieve the best possible results.

These courses are unsuitable for beginners or native speakers of the language.

Latin

Designed for those who have at least two years’ experience of Latin, (it is unsuitable for beginners), the course:

- Develops language skills with an analytical approach.
- Encourages a thoughtful, personal response to Roman literature.
- Investigates themes of the classical world to encourage independent learners and reflective thinkers.
- Builds understanding of select aspects of the classical world including an awareness of its influence.

This course can be taken simply to develop language skills. It is also possible to take a short (I)GCSE examination, worth half of a full (I)GCSE, or the full (I)GCSE depending on previous experience and progress during the course.

This course will provide an excellent preparation for anyone who is interested in continuing with Latin as part of the IB course, but it will also be a worthwhile, interesting experience in itself.

Beginners’ Latin

The course aims to:

- Develop language skills with an analytical approach.
- Encourage a thoughtful, personal response to the material studied from Roman Life.
- Increase awareness of Latin as a basis for modern languages, making connections in vocabulary and grammar.

Pupils study Beginners’ Latin using specific materials that have been developed in the School to enable rapid progress towards an awareness of the way in which the Latin language is structured. Much use is made of technology as all course materials are online.
Humanities

Geography
Geography is, in the broadest sense, an education for life and for living. Whether through formal learning or experiencing fieldwork and expeditions, Geography helps us all to be socially and environmentally sensitive, informed and responsible people.

The Pre Sixth Form course is broad, encompassing studies of our local environment and the world around us. Content and skills gained over the year set the foundation for the Sixth Form. There are many opportunities for practical geography, and we will complete an investigation in the Summer Term.

Topics studied include settlement, the restless earth, population change over time and space, climate and trade, aid and globalisation.

History
Major events in the history of Britain are studied including the Norman invasion and the Tudors. Pupils undertake a personal enquiry on a topic of their choice which mirrors the skills required by the Extended Essay at Sixth Form level. Time is devoted to researching the history of the School and creating an exhibition of findings. Pupils also get the chance to teach others about an aspect of the history of their own country.

To supplement classroom lessons, visits to places such as Hampton Court Palace are often undertaken.

History is a non-examined course.

Economics
Providing a useful basis for the study of Economics in the Sixth Form, the course introduces the key issues and skills involved in running small businesses and enterprises. The principles of economic understanding are broached, providing a broad national and international perspective on the subject and an appreciation of the range of perspectives of different stakeholders.

This course will lead to an (I)GCSE qualification.
Design technology and ICT

Offering a perspective of design and manufacture.

This practical course gives pupils a variety of problem solving tasks to gain experience of using different materials to design and make products. Pupils complete several projects so they work with a broad range of materials and processes. Computer Aided Design (CAD) and Computer Aided Manufacture (CAM) are used to help projects.

Pupils learn basic practical skills required for entry onto the Design Technology course within the IB Diploma Experimental Sciences group.

Pupils are introduced to the School intranet, how to use a laptop and the IT resources. Depending on ability, skills are taught in Microsoft Office to ensure that they have the necessary ICT knowledge for the Sixth Form.

Visual Arts

Designed to equip pupils with the essential skills required for entry to the Sixth Form, the two main learning outcomes are studio skills and investigation.

**Studio Skills** gives pupils the opportunity to learn how to manipulate different materials through a process of hands-on experimentation, using a variety of techniques and working processes. The main disciplines are print making, painting, drawing, sculpture and mixed media.

**Investigation** enables pupils to ask challenging questions about their socio-cultural environment, developing a strong sense of their own identity and culture and to gain an empathy and appreciation of other cultures.

Pupils learn to understand how they learn best and are encouraged to make artworks to display their own ideas. Emphasis is on self-assessment and peer assessment through group discussions, analysis and reflection. Visits to exhibitions are integral to the course experience.

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Library and ICT

The centrally-located Library and ICT Department provide information to pupils and staff, promoting reading for enjoyment, supporting pupils in becoming independent learners, encouraging study and relaxation in an attractive and welcoming environment and nurturing pupil skills in using IT.

The Library comprises approximately 14,000 books supplemented by online resources, audio and video materials and PC-based resources. A varied selection of periodicals and newspapers are available daily. All information resources are catalogued on a computerised library management system which can be searched via the internet.

The School has a wide range of computing facilities which are constantly being updated and improved. A WiFi network operates across the campus. Pupils can connect their own laptop or tablet to the network to access their files in a virtual learning environment and the internet. Printers are provided in classrooms and Houses. Most classrooms are equipped with data projectors, interactive white boards and some with Apple TV. Most recently, our new Business and Finance Centre is the latest stage in a multi-million pound investment and includes a boardroom with full conferencing facilities as an innovative alternative to classroom teaching. Back up is provided initially by teachers during lessons and also by help-desk staff in the Information Centre, where pupils can learn new skills, resolve problems and get advice.

**Library opening hours**

- 08.30 – 17.15  Monday to Friday
- 09.00 – 12.30  Saturday
- 19.00 – 21.00  Monday to Thursday evening (for Sixth Form pupils)

At other times the networked resources can be accessed through any laptop, tablet or device that is linked to the School's network.
A great way of life

Sixth Form pupils do physical exercise as part of the Creativity, Activity and Service programme, and there is plenty more on offer.

Music and Drama

Apart from its place in the curriculum, music plays a significant part in the life of, and is at the cultural heart of, the School. There is a varied and inclusive programme encompassing a wide range of musical opportunities including concerts, informal workshops, master classes, competitions and trips.

The Music Department is staffed by four specialists and fifteen visiting instrumental and singing teachers. Facilities are excellent, and centre around the purpose-built Countess of Munster music school. Inside is a recital room, an extensive suite of teaching and practice rooms along with a Music Technology facility and recording spaces. In addition, there is a comprehensive library of recordings, scores, reading and reference books.

There are many opportunities for pupils to involve themselves in music-making which include the Chapel Choir as well as smaller vocal groups specialising in different genres. For instrumentalists there is the Orchestra Jazz Band as well as specialist ensembles for strings, wind and brass, along with a variety of chamber music. There are also classical and electric guitar ensembles and rock bands, some coached by staff, others organised by pupils.

There is a carefully structured set of performance opportunities for pupils of all abilities and aspirations, ranging from small scale, informal showcase concerts, workshops and master classes to exeat concerts and termly school concerts. There are also various annual instrumental...
and vocal competitions for which important school prizes are awarded.

Pupils attend concerts and opera in London and locally, and are also involved in performing away from school; concerts are staged in venues out of school and the Chapel Choir regularly sings Evensong in Cathedrals and events in the City of London and beyond. There are regular tours abroad including choir visits to Venice and Rome.

Charity work
Pupils support charity work in the UK and abroad, both in raising money and in giving aid directly through pupils’ involvement with various local charities. Several thousand pounds are raised each year by the pupils through many projects and fundraising activities.

Cultural inspiration
Regular visits to theatres, art galleries, places of interest, concerts and sporting events are offered throughout term.

Talking shops
From the Debating Society to the Comedians’ Night, Model United Nations and School Council, there are opportunities for all to make their voice heard.

Duke of Edinburgh Award Scheme
The School administers the Duke of Edinburgh Award Scheme at all levels having been licensed as an Independent Operating Authority. Both the Bronze and Silver Awards are offered and many Sixth Form pupils participate in the Gold Award.

The only requirement for prospective candidates to enter the scheme directly at Gold level is to be at least sixteen years of age. The Gold Award is highly valued by universities and employers. Previous experience, although welcomed, is not necessary. The Gold Award contains five sections that must be completed to qualify. Most pupils are already involved in activities that enable them to qualify for the Award, so it takes little extra time beyond their standard commitments.

Most people tend to recognise the expedition element of the Duke of Edinburgh Award as the main thrust of activities, when in fact it is a superbly rounded and limitlessly interesting activity involving service in the community, skills development, physical recreation and a residential project. Pupils gain a great deal of personal development, insight into other sections of the community, sharpened skills and increased self-reliance from the Award and, most importantly, find that it is enormous fun and extremely fulfilling.

The School provides a great deal of support for the Duke of Edinburgh Award Scheme and Gold candidates are expected to add to this by assisting with some of the operations at Bronze level.

More details can be found at: www.dofe.org
Sport and outdoor pursuits

Excellent facilities include an astro turf pitch, four badminton courts, two cricket nets, indoor netball, tennis, hockey and a basketball court. The Sports Centre has a cardiovascular suite, weights room and swimming pool; there are also three squash courts and five netball courts. Pupils develop their interests in the major and minor sports within and outside the curriculum.

Regular fixtures with other schools operate for boys in football, hockey and cricket and for girls in hockey, netball, rounders and tennis. Boys also compete in athletics, badminton, cross country, basketball, swimming, tennis, volleyball, water polo, golf, and rowing. Girls compete in badminton, swimming, football, athletics, basketball and rowing.

Inter-House competition is extensive in major and minor games - pupils are involved either as players or organisers. In the Sports Centre pupils can develop skills away from major team games, while a diverse programme of recreational activities including aerobics, aquarobics, trampolining and gymnastics is offered.
There is a wide range of outdoor pursuits and activities throughout the year, both during term time and in the holidays.

In recent years we have organised walking and camping trips in Scotland, North Wales, the Lake District and the Himalayas as well as participated in the Three Peaks Challenge and the Devizes to Westminster International Canoe Race. During term time, we also regularly do horse riding, orienteering and rock climbing.

The School has an outdoor climbing wall which is suitable for both complete novices and more athletic types. The School also offers numerous opportunities to experience the world outside the classroom, PADI diving, ski trips, pool canoeing, and camping both in the local area and further afield in the UK.

In the younger Forms pupils take part in bush-craft activities culminating in a weekend of shelter building, sleeping out and taking part in ‘The Big Hike’. If there is sufficient demand pupils will have the opportunity to enrol on Royal Yachting Association (RYA) courses run for dinghy sailing where pupils can gain qualifications if they wish. In recent years pupils have taken part in long distance challenge walks and open water swimming races and events such as the Devizes-Westminster Kayak Race.