



ABINGDON

THE SIXTH FORM

September 2016

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OTL
20.11.2015

1. INTRODUCTION

The purpose of this booklet is to explain the sixth form curriculum at Abingdon School for those entering the sixth form in September 2016. It contains general advice as well as specific information for each subject. Further copies of this document may be downloaded from the curriculum area of the school website (<http://www.abingdon.org.uk/curriculum/>).

Now is the time to consider the subjects that you wish to read in the sixth form and your career options. All members of the present fifth year are asked to indicate **tentative** preferences of A level subjects in November 2015. This is necessary to allow early planning of the timetable and staffing for the next academic year. Extra information can be gleaned from your GCSE mocks and the parents' evening and you are asked to provide **final** preferences by 1st February 2016.

This booklet is being given to you now so that you may study it and seek advice in advance of GCSE examination pressures. Please read all the material carefully, and ensure that your parents also have an opportunity to read it. Subject specific web addresses are provided under the subject headings later in this document if you wish to investigate a syllabus in more detail. These are correct at the time of printing but may be changed by the exam boards concerned. Some fifth year pupils will have already decided on the combination of sixth form subjects that they wish to pursue. The majority, however, will need to spend a considerable time in thought and in discussion before coming to an informed conclusion.

2. QUALIFICATION FOR THE SIXTH FORM

During the next few months, your immediate academic target will be the successful completion of your GCSE courses. In order to qualify for the sixth form you will need at least **3As and 4Bs at GCSE, including English and Maths**. A C grade in a particular subject at GCSE is considered insufficient preparation for the study of that subject at A level at Abingdon. If you achieve a B grade at GCSE in one of the subjects you wish to study at A level then you should discuss your likely prospects in the subject with the Head of the relevant Department before term begins in September.

3. NEW SIXTH FORM ENTRANTS

Applicants for the Abingdon School sixth form (http://www.abingdon.org.uk/sixth_form_admission/) from other schools will be asked at interview about the A level subjects they wish to study. They will be asked to complete a subject preference form, and may be offered a place to read four specific A level subjects, provided that they obtain the GCSE requirement stated above, or the equivalent for overseas candidates. Any subsequent changes in the choice of A level subjects may not be possible, and requests in this connection should be promptly discussed with the Curriculum Director. This is important because it affects set sizes, numbers of sets and timetabling. When the subjects are to be agreed after GCSE results, we cannot guarantee to be able to provide any desired subject combination; by that stage, many sets are full and the timetable is unalterable.

Bursaries (<http://www.abingdon.org.uk/bursaries/>), which provide financial assistance, are available to those boys whose parents could not otherwise afford the fees. In addition to bursary support towards school fees, further funds may be available for travel on school buses, trips and school uniform. Bursaries are available to cover day and boarding fees and to pupils coming from overseas. Bursaries are awarded to boys on entry to Abingdon School. Bursaries vary in value and can be up to 100% of fees. Bursary support is based on an assessment of financial circumstances. For further information please contact the Admissions department (see below).

New sixth form entrants must, please, inform the Admissions department of their GCSE results as soon as they are known, in late August (telephone 01235 849041 or email: admissions@abingdon.org.uk).

4. SIXTH FORM SCHOLARSHIPS

Academic scholarships are available on entry to the sixth form from other schools. The academic scholarship examination is usually held in February or at other times by arrangement. Candidates will be assessed in four of the subjects they intend to study at A level, together with a general paper and a reasoning paper. There will also be one or more interviews. Special arrangements are made for overseas candidates.

In addition Music, Art, Design Technology, Sports and Drama scholarships may be awarded on entry to the Sixth form.

Music scholarship candidates are expected to be highly proficient in at least two instruments. Art and Design Technology scholarships may be awarded to pupils who will be studying Art and/or Design Technology at A level, and are awarded on the basis of project work, a practical examination and an interview. Sports scholarships may be awarded to a candidate who demonstrates outstanding dedication and commitment to reaching the highest level of performance. A Drama scholarship may be awarded to an outstanding candidate who demonstrates significant ability as a stage performer combined with a strong commitment to working as part of a creative team. The award of Music, Art, Design Technology, Drama and Sport scholarships all take place in the Lent term. More information regarding these scholarships is available from the School website (http://www.abingdon.org.uk/sixth_form_scholarships/) as well as the Admissions department.

All Scholarships entitle the holder to a nominal fee remission of £300 per annum. However, as is the case for all pupils, there is an option to apply for further financial assistance through a means-tested bursary which can be worth up to 100% of fees.

Arkwright scholarships could be available for pupils who are considering a career in the field of Product Design or Engineering. These scholarships, offered by the Combined Trusts Scholarship Trust in conjunction with certain schools, are intended to enable the study of Design and Technology at sixth form level. Awards are made to the value of £500 and are intended to support the scholar in pursuing his interest in design. Applications must be submitted by January in the academic year in which the candidate applies for a sixth form place at Abingdon. The scholarship comprises a written design paper followed by an external interview if short-listed. Further details of this external scholarship can be found at www.arkwright.org.uk or from the head of Design Technology, Dan Hughes (dan.hughes@abingdon.org.uk).

If parents wish to be considered for a means-tested award they are asked to complete a confidential form, but they are under no obligation to do so. The value of any financial award is reassessed annually. All cases are judged on their own merits and parents are invited to discuss their eligibility for a financial award with the Financial Controller.

Scholarships at Abingdon carry considerable status and privileges. Scholarships have equal status and privileges irrespective of their value, and any means-tested awards are totally confidential.

For more information contact the Admissions department by telephone 01235 849041 or via email admissions@abingdon.org.uk

5. ABINGDON SCHOOL POLICY ON 16 - 18 CURRICULUM

In the lower sixth all pupils study four subjects. All these subjects should be chosen initially in the expectation that the pupil will pursue that subject to A level.

Under the latest government reforms, A levels have become a linear, two year course. This means that AS examinations will no longer count towards final A level results. Instead, all A level examinations must be taken at the end of the course in the upper sixth. This change came into effect for Art, English, Economics, Business, History, Psychology, Physics, Chemistry and Biology in September 2015. Geography, Greek, Latin, Modern Foreign Languages, Music, Theatre Studies, and Religious Studies all begin the new structure in 2016. The remaining subjects will follow in 2017.

At Abingdon School, all courses are now taught in a linear fashion. In unreformed subjects, a limited number of module examinations may be taken in Summer 2017, but the majority will be taken at the end of the upper sixth in Summer 2018. There will no longer be the opportunity to take an AS at the end of the lower sixth.

We believe this change provides a huge opportunity to teach subjects more broadly, stretching able boys beyond the syllabus where appropriate and providing a solid foundation in the lower sixth without the interruption of public exams so early in the course.

The lower sixth are still be carefully monitored with regular testing and formal mock examinations early in the course and at the end of the year.

We ensure that each pupil is closely monitored by his tutor and housemaster as he passes through the sixth form, so that his choice of subjects and performance is constantly assessed in relation to his ability and his future. Towards the end of the summer term in the lower sixth, discussions are held as needed between the pupil, his tutor, housemaster and the Curriculum Director about what programme each pupil should follow in the upper sixth. Some pupils will continue with the same programme, others will change from four to three subjects. Decisions are usually finalised by the start of the upper sixth.

6. THE SIXTH FORM CURRICULUM IN OUTLINE

The lower sixth timetable has two main components. First, pupils will study four main A level subjects, one from each of the blocks in the timetable. This typically occupies thirty-six lessons a fortnight. Secondly, the remaining lessons include one of compulsory General Studies, some other optional General Studies courses, some Further Mathematics and extension classes if appropriate, and supervised private study. As part of their General Studies course, all lower sixth pupils cover some of the "key skills" topics during the lower sixth year. Information on General Studies courses will be provided on the first day of the lower sixth.

7. SUBJECT PREFERENCES

Sixth formers study four subjects. Your task is to combine the information in this booklet with the opinions and guidance available to you from your parents, your tutor, your subject teachers and the master in charge of university entrance (Mr Swarbrick). If you have any queries about the suitability for you of any particular subject course, consult your teacher in that subject or the Head of Department concerned. In all other matters your tutor and your housemaster are your main source of advice. You should keep your tutor informed of your latest thinking.

After pupils have expressed their "final" preferences in February, a blocking system will be constructed to suit as many pupils as possible. Most subject combinations are usually possible, but we do not allow pupils to study both Religious Studies and Philosophy. Also, pupils may choose **either** Mathematics **or** Further Mathematics, but not both. If your particular combination of subjects is not possible under the blocking system, Mr Lomax will contact you directly to discuss how the problem may be resolved.

We must reserve the right not to run a subject if very few pupils opt for it. Not all combinations of subjects will be possible, so pupils are asked to rank their preferred selection of subjects in order of importance to them.

If, at any stage up to September 2016, you wish to alter your A level subjects, you must immediately inform the Curriculum Director, Mr Lomax, in case his latest version of the blocking system will not permit your revised combination of subjects. Alteration is only possible with the permission of the Curriculum Director.

The most suitable combinations of A level subjects are described in the notes on individual subjects in the rest of this booklet. Do not choose your preferences on the basis of your empathy with particular teachers - it is your interest in, and enthusiasm for, a subject that matters, provided that it satisfies your career aspirations. Do not be worried if at this stage you have little idea of which subjects you wish to study in the sixth form. You may wish to consider whether you fall into any of the following categories of student. If you do, it is worth taking note of the advice given.

The scientist: If you are considering a degree in a science subject, or a related subject like engineering, then it is worth considering whether Maths or Further Maths could be helpful, and whether not studying one of the other sciences might limit your options.

The essayist: If you are thinking of choosing mostly essay subjects then you will have a wide range of degrees and careers available to you. However, it would not be recommended as preparation for a maths or science degree. For example, it would be difficult to apply for a Chemistry degree with A levels in Chemistry, English, History and French.

The linguist: If you are considering continuing with a language to university, you may find it helpful to study two languages at A level to prove your linguistic abilities.

The artist: Music A level is essential for Music degrees and Art A level is almost essential for Art foundation courses (which can lead onto Art degrees), as it is your opportunity to develop your portfolio. Drama courses do not usually require Theatre Studies A level, although it could be helpful. If the Drama course is more academic than performance-based then Theatre Studies could be required, alongside English Literature. Design and Technology A level can be another useful subject to demonstrate creativity.

In general, entry to the professions, business and industry rarely require any particular A level subject combinations. There are, however, a few notable exceptions to this rule:

- Medicine – Chemistry is essential; Biology is a distinct advantage and essential for the more competitive courses
- Engineering – Maths and Physics are essential
- Architecture – Art (almost) essential. Maths and/or Physics would be a significant advantage
- Finance – Maths A level is advantageous. Economics or Business would be interesting for the student, but not a requirement.

Competence in a modern foreign language is an advantage in almost every career area.

In evaluating how A-level choices affect career choices it is better to consider the skills or competencies acquired through each subject:

Evaluative Skills:

These skills involve the ability to communicate and compare different arguments, and to convincingly argue your own case. Evaluative skills are particularly useful for careers in Law, Politics, Marketing, Publishing, and Social Work. They are especially taught in essay subjects –

Classical Languages, Theatre Studies, English, Geography, History, Politics, History of Art, Modern Languages, Music, and R.S.

Attention to Detail:

This is being good with small details, checking facts, figures, specifics, and quantities. It is more useful in careers such as Engineering, Finance, Law, Science and Statistics. Attention to detail is more explicitly taught in Maths, Physics, Chemistry, Biology, Geography, History and English.

Creativity

Being able to create and develop original ideas are very useful in many occupations, but are especially valued in Art and Design, Architecture, Publishing, Performing Arts and Advertising. Being able to think creatively is more openly taught in Art, Design and Technology, English, Theatre Studies and Music.

Mechanical Skills

Being able to see what shapes fit where, and being able making and working with mechanical objects may be classified as mechanical skills. These are useful in Architecture, Art and Design, and Engineering, and are explicitly taught in Art, Physics, Design and Technology, and Maths.

Financial Awareness

The ability to understand business, finance, and money in large organisations/countries is highly valuable in many careers. Its use is more pronounced in Business, Engineering, Finance, Manufacturing, Marketing, Retail, etc. This awareness is more explicitly taught in Economics or Business.

Consideration of these skills is of use in choosing A-level subject combinations. It should be emphasised that while many occupations do not directly use the subject knowledge obtained at A-level (or even degree level), the skills that are obtained in studying them are used all the time.

Sources of further advice and information:

- <http://www.myfuturewise.org.uk/>

If you are in the Futurewise scheme you can access many useful links from your personal profile to help you make your A-level choices. (Log in code is on your profile document.)

- <http://www.telegraph.co.uk/education/universityeducation/degree-courses/>

This gives an overview of some degree courses and the A-level requirements for entry.

- <http://www.ucas.ac.uk/students/coursesearch/>

You can use this website to search for the specific subject requirements of different degree courses at different universities.

- <http://www.bestcourse4me.com/>

This website allows you to search in lots of different ways to see how different A-level combinations, degrees and careers can link together, using data collected from graduates.

- <http://www.russellgroup.ac.uk/media/5320/informedchoices.pdf>

You may find this advice from the Russell group of universities interesting.

8. GENERAL STUDIES

The sixth form involves more than the study of specialist subjects in depth. The General Studies programme is designed to give you a broad experience of subjects outside the scope of your A Levels. It is designed to equip you with skills that will enhance your university applications and interview technique.

Lower Sixth

There are two elements to the Lower Sixth Programme. For the first half of the year, it is

compulsory for boys to study Critical Thinking and the IB's Theory of Knowledge, joint with the St Helen's and St Katharine. This is to help boys and girls develop the ability to analyse arguments and academic journals. This is important for ALL A Level and University courses when reading academic articles, the Critical Thinking course specifically for BMAT (needed by some medics and all vets), the Oxford TSA (needed for Psychology and Philosophy, EP, Economics and Management and PPE) and the Cambridge TSA (Computer Science, Economics, Engineering, Land Economy, Natural Sciences and PPS)

During the second half of the academic year, boys attend 'Life Skills'. This involves courses such as learning how to write your CV, develop your presentation skills and interview technique.

Optional Courses (Lower Sixth)

Language GCSEs and Creative Writing AS Level are often offered in the sixth form as part of the General Studies programme. These extra qualifications are exciting and challenging and can only enhance one's CV!

Upper Sixth

In the Upper Sixth there is a roundabout system covering more useful topics such as Finance tips for University, Oratory and other subjects chosen to enrich your normal academic study.

Further information about General Studies can be obtained from Miss Spurling-Holt (natalie.spurlingholt@abingdon.org.uk)

9. CHANGE OF SUBJECTS WHEN IN THE SIXTH FORM

Once in the sixth form any possible changes of sixth form subjects or sets must be discussed with your parents, subject teachers, tutor, housemaster and the Curriculum Director.

Oliver Lomax - Curriculum Director (oliver.lomax@abingdon.org.uk)
November 2015

ANCIENT HISTORY

OCR Classics: Ancient History (H042 for AS; H442 for A level)

<http://www.ocr.org.uk/qualifications/as-a-level-gce-classics-ancient-history-h042-h442/>

‘To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history?’ The ancient orator Cicero’s words were quoted by the government minister Lord Adonis when he announced that in the light of immense public pressure the government was reversing the decision to get rid of Ancient History as a separate A-level. In the same debate Baroness Warnock described ancient history as ‘an extraordinarily useful subject... which teaches pupils in a manageable way what it is to seek and use evidence, both literary and archaeological. It is an ideal A-level subject.’

The OCR ancient history syllabus lives up to this billing. It offers the opportunity to study the civilisations of Greece and Rome, two of the most influential cultures in world history. On the Greek side we study the creation of the world’s first democracy, its climb to greatness, and the ruin of its empire during the first ‘world’ war; and on the Roman front, the establishment by Augustus of a military dictatorship with a superb propaganda machine. No knowledge of Greek or Latin is required, since all sources are studied in translation, and Classical Civilisation GCSE is only a slight advantage given the more historical slant of the A-level syllabus.

Ancient History is traditionally considered to be an ideal complement to the study of English, History, Latin, Greek, or Politics, though the broad nature of the syllabus and the skills involved make it relevant whatever one’s discipline. The ability to select relevant information from a mass of raw data is crucial; candidates will also be expected to argue a case in essays, make artistic judgments upon literature and architecture, and draw parallels with later history and politics. A willingness to read outside class is essential if a pupil wishes to profit fully from the course.

The focus is ancient sources, not only literary and historical texts, but also archaeological, inscriptional and architectural evidence. The ancient history section of the school library is very strong, and the department holds a wide selection of visual material of relevance to the topics being studied. In addition the department runs annual Classics trips abroad as well as trips to the British Museum and to Greek drama productions. There are also conferences and lectures to broaden perspectives still further.

We continue to study the existing OCR syllabus. In the first year we study the Greek half of the course (both the AS and the A2 units). The AS unit is on Athenian democracy: in the modern world well over half its countries are democracies. In this option we study the origins in Classical Athens of this modern-day worldwide phenomenon. The A2 Greek topic focuses on Athenian culture during the fifth century BC, one of the richest ages of human creativity of any period, witnessing the birth of drama, history and philosophy to name but three areas.

We will embark on the Roman half of the course in the summer term of the first year. The AS unit concentrates on the figure of Augustus. A master of propaganda who knew all about ‘spin’, The Roman A2 topic is called ‘The invention of Imperial Rome’ and looks at the way in which the establishment by Augustus of the *principate* transformed the government and appearance of the city of Rome and its place as the centre of the Empire. It explores the way in which the Roman world was transformed in this period, the impact of which is still felt across Europe to this day.

All units carry equal weighting (25%) for the final grading, but the new linear approach enables us to focus the first year on Greek history and the second on Roman, which has not been previously possible within the current AS/A2 examination system.

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ART

Edexcel/Pearson GCE in Fine Art

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

The study of Fine Art at A Level will develop intellectual, imaginative, creative and intuitive capabilities. The course will follow a brand new Pearson Edexcel A Level specification, which has been designed to allow students more time and flexibility to develop and explore their own personal investigations stemming from a theme negotiated with their teacher.

The aims and objectives of the Pearson Edexcel course are to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills,
- aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design
- processes and an awareness of the contexts in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft, design and media and technologies
- in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft

The course is split into two components: a Personal Investigation (60%) and an Externally Set Assignment (40%).

Personal Investigation

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. Along side this they will write a 3,000 word Personal Study, which directly relates to their practical work but is marked separately and comprises 12% of the final qualification.

External Set Assignment

This component incorporates two major elements: preparatory studies and a 15 hour exam. The exam paper will be available on the 1 February 2018 with the 15 hour practical exam being sat in the Summer Term of that year.

We teach a life class one evening a week during the Lent term, which is a fantastic opportunity to practise and improve their drawing skills. In the Upper Sixth we provide an individual studio space, which they have access to outside of lessons and this becomes a valuable personal working space for them. To help strength contextual links we take students on regular trips to art galleries and museums both locally and further afield.

A Level artists at Abingdon have gone on to study courses in fine art, graphic design, three-dimensional design, fashion, architecture and landscape architecture to name just a few. For those thinking of studying Architecture, Art A level is essential as a portfolio of visual work is normally required. Success in art also requires organisation, determination, risk taking, dedication; transferable skills you can take into any career or job.

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BIOLOGY

AQA GCE in Biology (course code 7402).

www.aqa.org.uk/7402

During the lower sixth pupils study four theory units taught between two teachers. One member of staff will teach “Biological molecules” followed by “Organisms exchange substances with their environment” and the other member of staff will teach “Cells” followed by “Genetic information, variation and relationships between organisms”. As well as learning the factual material in the specification, pupils will need to develop their ability to apply their knowledge and understanding of scientific ideas, processes, techniques and procedures. They will also need to develop their ability to analyse, interpret and evaluate scientific information, ideas and evidence.

During the upper sixth pupils again study four theory units split between two members of staff. One member of staff will teach “Energy transfers in and between organisms” and “Genetics, populations, evolution and ecosystems”. The other member of staff will teach “Organisms respond to changes in their internal and external environments” and “The control of gene expression”.

Practical work is at the heart of biology and during the course pupils will carry out a range of practical activities covering a diversity of techniques and using a range of apparatus. There are a minimum number of required practical activities set by the Examination Board which the pupils will cover during the course. The principles of these practical activities will be tested as part of their written examination papers and pupils will be expected to keep a practical note book. Assuming that pupils meet the minimum criteria for the practical activities, they should also receive a Practical Endorsement, separate to their A-level grade, at the end of the course.

Ecological sampling techniques form an important part of the course and ideally pupils should get an opportunity to practise a range of techniques in a number of different habitats. We therefore expect the pupils to take part in a field trip to Orierton Field Centre during the summer half-term holiday of the lower sixth. The provisional cost for this trip is approximately £400.

Outside of normal lessons the Biology department will try to organise a number of guest speakers as well as an opportunity to join a major overseas expedition.

Biology is one of the most popular A level subjects in the country and pupils study a wide range of other subjects along with it. Studying Chemistry with Biology in the sixth form probably opens up a greater range of university courses but it is not essential. Biology is a good choice of subject for people who want a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science.

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BUSINESS

Specification: Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/business-2015.html>

The A Level Business course focuses on how to run and manage a modern business successfully in a dynamic and truly global environment. The course will introduce students to a wide range of theory, case studies and themes relevant to international business in the 21st Century. It is both an engaging and challenging A Level, perfect for those interested in management, finance, marketing, entrepreneurship and corporate culture.

The course will follow the new Edexcel A Level specification and is split into four key themes, as outlined below. Themes 1 and 2 will be covered in year one of the A Level course and themes 3 and 4 will be covered in year two.

- Theme 1 – Marketing and People. This covers meeting customer needs, the market, the marketing mix and strategy, managing people, motivation, recruitment and selection, organisational design, leadership and entrepreneurship.
- Theme 2 – Managing business activities. This covers raising finance, financial planning, including break-even analysis, budgets and sales forecasting, managing finances, including profit and liquidity, resource management, stock control, production and efficiency, quality and external influences on business, including the economy and legislation.
- Theme 3 – Business decisions and strategy. This covers business objectives and strategy, business growth, mergers and takeovers, decision-making techniques such as investment appraisal, critical path analysis and decision trees, corporate culture, business ethics, competitiveness and managing change.
- Theme 4 – Global business. This covers globalisation, global markets and business expansion, global marketing and the operations of multinational corporations.

The course is assessed through three exam papers sat at the end of the two year A Level. Paper 1 covers Marketing, People and Global Business (Themes 1 and 4 from above). Paper 2 covers Business Activities, Decisions and Strategy (Themes 2 and 3 from above). Paper 3 covers Investigating a Business in a Competitive Environment and is based on a pre-released context on which students carry out their own research and which will take the form of a particular industry. This paper will cover theory from all four themes from above.

Teaching in Business classes is varied and engaging. Lessons will typically include presentations, pair and group work, case studies, videos, research tasks, iPad based activities and class discussions. At least two industry visits are organised each year and have previously included Coca Cola, Jaguar Cars and BMW Mini. The department also runs an annual foreign trip and previous destinations have included New York, Frankfurt, Prague and Brussels.

A Level Business requires a reasonable level of numeracy and involves more numerical work than Economics. However, the course tests the understanding of modern business and not Mathematics, and the important skill is to be able to understand and apply the figures to the business being studied. Students should also be good at conveying their ideas on paper with clarity and structuring their arguments in a logical manner. The ability to think critically is also advantageous. Significant numbers of our pupils go on to read business and management related courses at university.

N Fieldhouse – nick.fieldhouse@abingdon.org.uk

CHEMISTRY

Edexcel A level Chemistry (9CH0).

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/chemistry-2015.html>

The aim of the Chemistry Department at Abingdon is to provide a course that is intellectually stimulating as well as providing a strong foundation for future study. The course throughout the Sixth Form builds on the ideas and knowledge laid down during the GCSE years. As at GCSE, developing a good grasp of fundamental principles involved in the subject is highly important. The factual base of the subject is supported by practical work, and by an emphasis on experimental evidence that backs up our knowledge and understanding of the subject. This will include the study of some modern instrumental techniques such as Nuclear Magnetic Resonance Spectroscopy and how chemistry impacts on society.

The course starts off by expanding the understanding of the key building blocks of the subject – for example electron configuration, structure and bonding, energetics – before moving onto looking in detail at important areas such as transition metal chemistry, carbonyl chemistry, entropy, acid/ base chemistry.

The assessment scheme consists of three papers all taken at the end of the Upper Sixth.

Paper 1: Advanced inorganic and physical chemistry (30% of the total marks)

Paper 2: Advanced organic and physical chemistry (30% of the total marks)

Paper 3: General and practical principles in chemistry (40% of the total marks)

There is no practical coursework but there are a number of core practicals that have to be completed over the two year course. Questions in the examination papers will be asked that relate to practical concepts. Practical work will remain an essential feature of the teaching of the subject and the department are looking forward to using the increased flexibility to expand the range and demand of the practicals that are completed.

To develop subject knowledge beyond the syllabus and help to prepare students for further studies a regular program of lectures is run by the department and students prepared for both the Lower Sixth C3L6 challenge and the Upper Sixth Chemistry Olympiad.

The A level course is ideally suited to students who performed strongly in the middle school and who are looking forward to really developing their knowledge and understanding of the subject. There is an increased mathematical content compared to previous A level specification and a strong mathematical background would be desirable for students wanting to take this course.

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CLASSICAL LANGUAGES: Latin and Greek

OCR Classics: Latin (H039 for AS; H439 for A level)

OCR Classics: Classical Greek (H040 for AS; H440 for A level)

<http://www.ocr.org.uk/qualifications/as-a-level-gce-latin-h043-h443-from-2016/>

<http://www.ocr.org.uk/qualifications/as-a-level-gce-classical-greek-h044-h444-from-2016/>

Latin and Greek are demanding A level subjects, but ones which are endlessly rewarding. The chance to read timelessly powerful texts in the original is hugely exciting, whether it be Sophocles' painfully dramatic explorations of the human condition, Tacitus' scathing exposé of the Roman imperial system, Homer's epic yet profoundly human perspective on war and its consequences, and of course Vergil's triumph in the impossible challenge of writing a sequel to Homer in his Roman national epic, the *Aeneid*.

The pattern of the courses for Latin and Greek is identical and we will be following the new OCR syllabuses. There are four papers in total, two language papers carrying a 50% weighting, and two literature papers (one prose and one verse) making up the other 50%.

The language element expects candidates to build on the skills they have developed at GCSE so that after the two years they are able to tackle the translation of actual passages of Latin and Greek authors. There is a greater focus on understanding the way in which the languages work, whether that is through linguistic comprehension or translating English into Latin or Greek. Indeed, on the linguistic side, the aim of the courses is that those who take the A level are at the point where they are happy to take on the challenge of reading any Latin or Greek text independently and make their teachers a redundant presence!

These courses will offer plenty of opportunity to read beyond the syllabus: indeed the department sees it as an essential element to the study of the subject that the syllabus provides a framework for pupils to pursue their own interests rather than a straitjacket to restrict them. However, the literature that is actually on the syllabus includes some of the finest authors in the classical canon, such as Vergil's *Aeneid*, Ovid and Tacitus in Latin and Homer, Sophocles and Thucydides in Greek.

The teaching of each group will usually be split between two teachers in the L6 and three in the U6 to provide a range of approaches and responses to the literature. The department is keen to encourage pupils to see the importance of the study of the past to an understanding of the present, and to this end runs annual Classics trips abroad (recent destinations have included Croatia, Provence, Tunisia, Italy, Greece, Sicily, Turkey and Crete) as well as trips to the British Museum and to Greek drama productions in Oxford and London. Pupils also attend A level conferences of relevance to their set texts where possible, and speakers are regularly invited to the school to talk on a variety of associated topics.

We expect boys to own a copy of a particular dictionary and grammar in the language(s) they are studying, which we obtain for them at the start of the lower sixth and which they will need throughout the sixth form.

Latin and Greek can be – and are – studied in combination with just about every subject offered in the Sixth Form at Abingdon; they complement studies in both the arts and sciences. The literature covers a wide range of human experience, and the skills required for the study of a classical language are much in demand amongst employers, not only in 'traditional' professions (such as the civil service, accountancy, the law, management and teaching) but also in financial institutions and computing firms. Employers realise that Classicists have an eye for detail and a great deal of adaptability. Recent research has shown that Classics graduates are more likely to be in employment immediately after university than any other graduates.

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DESIGN AND TECHNOLOGY

AQA Product Design (3D Design) (AS 1551 – A2 2551)

<http://www.aqa.org.uk/subjects/design-and-technology/a-level/design-and-technology-product-design-3d-2550>

The Design and Technology A-Level is an exciting practical based course, which gives pupils an insight into the role of a commercial designer and gives them a huge amount of technical knowledge and understanding about materials and manufacturing processes. The course will suit pupils with an interest in designing and making, a curiosity of how products are designed and manufactured and those with a flair for creativity. It gives a good background to all those interested in engineering or designing in its widest sense. The A-level is a natural progression from the GCSE Resistant Materials course and as such builds upon the practical skills and processes covered at GCSE. It is therefore highly recommended that boys have completed the GCSE or equivalent.

Unit 1: Materials, Components and Application (25% of A Level – Written Examination)

The theory material at AS expands upon the knowledge gained at GCSE. It covers properties of materials, manufacturing processes and starts to introduce the commercial role and responsibility of a product designer in industry. Pupils will come into contact with new 'Smart Materials' and begin to be able to relate materials and their properties to many commercial products and designers' work. The submission of this unit comprises of a 2 hour written examination paper.

Unit 2: Design and Make (25% of A Level – Practical Coursework Project)

The design and make unit of the AS requires pupils to follow a common design brief. Within these constraints they will research the chosen area, analyse existing products, generate a range of feasible elegant design ideas and then use the wide range of manufacturing facilities to produce a high quality piece of practical work. The submission of this unit comprises an electronic design folder, a range of concept models and a manufactured product. The context for this project involves establishing brand identity of a manufacturer and developing a new product concept for them. There will be an opportunity for students to work with external companies in the development of a real life brief.

Unit 3: Design and Manufacture (25% of A Level – Written Examination)

The theory unit at A2 build upon the AS and focuses on existing designers, their influences and the products they have produced. It also studies the major design movements of the last century and looks forward to the decisions likely to face the next generation of engineers and designers. The submission of this unit is in the form of a written examination.

Unit 4: Design and Make (25% of A Level – Practical Coursework Project)

This practical unit draws together all of the knowledge and experience of the course and allows pupils to tackle their own in depth design study. The expectation is that the product they produce is of commercial viability and quality. The subject area and direction is identified entirely by the pupil with guidance from their subject teacher, but provides them with the opportunity to produce an outstanding piece of practical work. Submission as at A2 is through an electronic portfolio and practical piece.

The course, although heavily biased towards practical work does have an equal element of theory and design folio content. Pupils will need good time management skills and must be willing to work consistently across the year. Pupils have access to the department outside of lessons, and many thrive in the design studio feel to the department. The course is designed to be a complementary subject to Mathematics and Physics and students looking to read Engineering at University will find it now is often listed as a relevant fourth A-Level.

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DRAMA AND THEATRE STUDIES

Ofqual are currently reviewing the Drama and Theatre Studies specification for September 2016. This information refers to the current course. The new course is expected to be broadly similar in content.

Edexcel GCE in Drama and Theatre Studies (8DR01 AS; 9DR01 A2)

www.edexcel.com/quals/gce/gce08/drama/Pages/default.aspx

Drama and Theatre Studies A Level combines boys from Abingdon and girls from St Helen's in classes taught jointly by drama teachers at both schools. Pupils are required to see a number of plays and take part in productions as part of the assessment. They are also encouraged to participate in extra-curricular productions staged at both schools, or beyond them (for example, the National Youth Theatre). Drama often attracts those who also have an interest in film and are members of the Abingdon Film Unit. Drama is demanding in terms of your out-of-school time, so a strong and demonstrable commitment is essential, although prior study of the subject at GCSE is not always an absolute requirement.

Drama is a practical, intellectual and artistic subject. It has a three-dimensional character: you need to be able to bring ideas to life as a performer; you need a good visual, aural and spatial imagination; you also need to be able to analyse texts and write essays. Above all, you need to be able to work well with others and share your ideas.

The first term of the AS features practical study of two plays, followed by written *Exploration Notes* (3000 words). Students also see a live theatre production and write a 1000 word evaluation. In the second and third terms, students prepare for two performances to a visiting examiner. One is either a monologue (2 minutes) or duologue (5 minutes); the other requires you to take a role in a play (lasting up to an hour). The U6 starts with Unit 3 in which you create an original piece of theatre with others and submit your own written account of the development of the piece, assessed with the final performance. In Unit 4, you prepare for a written paper in June, for which you a) explore a set play from a director's perspective and b) evaluate a performance of a play you have seen (usually by Shakespeare) which you compare with the original staging conditions of the play.

Drama and Theatre Studies combines well with almost any other A Level subject, although it most commonly accompanies other Arts subjects such as English, Art, Music, History or Languages. It promotes creativity, problem-solving, teamwork and presentation skills, all of which are much in demand in the workplace. People who take this course often go on to study Drama at university, either on its own, or in combination with another subject. Drama can be studied at Cambridge as part of a degree course with English and Education at Homerton College, for example. Other popular destinations for our Theatre Studies students are Exeter, Leeds, Warwick, East Anglia, Bristol and Royal Holloway. Afterwards, some pursue careers as actors, writers or directors, or go in other directions (musicians, teachers, broadcasters, journalists, filmmakers). Some go straight to specialist drama schools with a view to making a career as actors. Chris Young is currently on the three-year course at RADA; and Joe Westcott is at Guildford School of Acting, for example. Others include the playwright Mike Bartlett, TV comedy writer Tim Dawson, *Blue Peter* presenter Lindsey Russell, *Foals* bassist Walter Gervers, director Simon Evans, comedians Jonny Donahoe, Paddy Gervers and Fin Taylor and actors Richard Webber, Max Hutchinson, Alex Mugnaioni and Huw Parmenter.

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ECONOMICS

Specification: Edexcel

<http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/economics-a-2015.html>

Economics is an academically rigorous A-level that explores issues of contemporary relevance such as:

- Why do some countries grow faster than others?
- How should the government tackle binge drinking?
- Why does the UK have a National Health Service (NHS)?
- Is the fall in the value of the pound against the Euro a cause for concern?
- Is China's growth a threat or an opportunity?
- Should the Bank of England raise the UK's interest rate?

Traditionally, economics is divided into two areas: micro and macroeconomics. The former concentrates upon the actions of the individual decision maker, such as the consumer, firm or worker, whilst the latter focuses upon the collective actions of economic agents in areas such as government, and national and international economies. The new Edexcel A Level specification is split into four themes, two of which cover microeconomics (themes 1 and 3) and two of which cover macroeconomics (themes 2 and 4). Themes 1 and 2 will be covered in year one of the A Level course and themes 3 and 4 will be covered in year two.

- Theme 1 – Introduction to markets and Market Failure. This covers concepts such as the basic economic problem, demand and supply analysis, market failure and government intervention.
- Theme 2 – The UK economy – performance and policies. This covers concepts such as economic growth, inflation, employment and unemployment and the balance of payments, along with the macroeconomic objectives and policies of the UK government.
- Theme 3 – Business behaviour and the labour market. This covers business growth and objectives, revenues costs and profits, market structures such as monopoly and perfect competition, and labour market economics.
- Theme 4 – A global perspective. This covers international economics concepts such as globalisation, trade, exchange rates, poverty, inequality, economic development and the role of financial markets.

Teaching in Economics classes is varied and engaging. Lessons will typically include presentations, pair and group work, case studies, videos, research tasks, iPad based activities and class discussions. At least two industry visits are organised each year and trips are also run to Economics lectures such as those run by the Institute of Economic Affairs (IEA) and the department runs an annual foreign trip. There is an active Economics Society and the department also runs extension classes to stretch the most able.

Economics fits easily with a wide variety of other A Level subjects because it combines the theoretical rigour of the sciences with the independence of mind fostered by the arts. At A-level pupils do not have to deal with complicated mathematics, but they must be able to think logically and in the abstract. However, if a pupil is thinking of reading *pure* Economics at university, we strongly advise taking Mathematics as one of your four subjects. For Joint Honours courses, an A grade at GCSE Maths may well suffice. Good economists must be able to think logically, write clearly and have an interest in current affairs. In the words of Keynes: "Economics is a method rather than a doctrine, an apparatus of the mind, a technique of thinking which helps its possessor to draw correct conclusions".

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ENGLISH LITERATURE

OCR GCE in English Literature A Level (H472)

<http://www.ocr.org.uk/Images/171200-specification-accredited-a-level-gce-english-literature-h472.pdf>

English Literature A Level is a lively, varied and widely respected academic qualification. It is an excellent gateway subject for a very wide range of degrees and careers, quite apart from being a highly enjoyable and intellectually stimulating course in its own right.

English lessons in the Sixth Form are interactive and discussion based. We study a wonderfully broad range of texts, ranging from classics from the literary canon to a number of post-1990 novels. For example, boys might study *Hamlet*, *Paradise Lost*, *The Reluctant Fundamentalist*, *Jerusalem*, *The Great Gatsby*, *The Duchess of Malfi* and *The Grapes of Wrath*, among many other options. Over the two year course, boys study five texts for two essay based examinations, which make up 80% of the final grade, and a further three texts for coursework, which make up the final 20%.

Pupils wishing to study English Literature A Level should, above all, enjoy analysing and discussing texts. We particularly welcome boys who are willing to develop and put forward their own views, and who enjoy reading and writing. The course will help pupils to develop the essential skills of arguing and discussing in a clear and logical way, orally and on paper, and of being able to make a sensitive and informed analysis.

The English Department also offers a wide range of extracurricular opportunities for boys in the Sixth Form to enhance and broaden their experience of English. Boys will experience visits to the theatre or exhibitions, and other recent trips have included the William Blake exhibition at the Ashmolean Museum, an A Level Literature conference in London and a visit to the cinema to see the National Theatre pre-recorded production of *A Streetcar Named Desire*. In addition, boys have the chance to listen to visiting speakers, including authors and academics. Many of our A Level students develop their creative and journalistic skills by getting involved in the production of *Words and That*, an arts magazine, and *The Martlet*, a current affairs newspaper, run by the department. We also run weekly creative writing classes, and a joint literature society with St Helen's, where pupils get the chance to discuss a wide range of literary texts, and the two schools hold a joint Literature Dinner. There are two weekly debating societies open to Sixth Formers and frequent debating competitions with other schools. Finally, the English Department offers an AS in Creative Writing as an extracurricular opportunity for boys who want to develop their writing and gain an extra qualification alongside their other work.

English traditionally stands with Mathematics as one of the two most generally useful A Levels. It goes very well with classical and modern languages and with History, Philosophy, Geography and Economics. It is an obviously complementary subject to the sciences and is particularly useful for intending medical school applicants, for those aiming for Law, and for PPE candidates. In Upper School English classes there is a good blend of those pupils who will continue studying English at university, including Oxbridge, and those specializing in other subjects who recognise the importance of refining their analytical skills and the precision of their written expression. An English degree leads to a surprising range of careers: it is largely regarded as evidence of a trained and reflective mind.

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GEOGRAPHY

OCR GCE in Geography (OCR H481)

<http://www.ocr.org.uk/qualifications/as-a-level-gce-geography-h081-h481-from-2016/>

Geography is a highly respected discipline both within the school and at university. Geography graduates are among the most employable as they possess transferable skills which are sought after by many employers. Geography tackles many contemporary issues that are relevant to society today:

- environmental responsibility
- global interdependence
- cultural understanding and tolerance
- commerce, trade and industry.

Geography is a popular option in the sixth form at Abingdon and in recent years the department has achieved excellent results. Many sixth formers choose to read Geography or a geographically related degree course subsequently at university including Oxbridge.

The new linear curriculum starts this year with first examinations in 2018. The new course consists of 3 examination papers and an Independent Investigation.

Physical Systems (Paper 1 - 24%): this paper examines the new core content of the water cycle and carbon cycle and the critical interactions that exist to support life on Earth. In addition, one landscape system is examined in depth chosen from either coasts, glacial or arid environments.

Human Interactions (Paper 2 – 24%): this paper examines the new core content of 'Changing Spaces: Making Places'. This broad theme explores the relationships and connections between people, the economy, and society and how these contribute to creating places. Some of the themes covered here include migration, inequality, role of the media, TNCs, crime and a range of international institutions. The second part of this paper, Global Connections, requires two optional themes to be studied from two paired options: Global Systems - either International Trade or Global Migration and Global Governance - either Human Rights or Power and Borders. This paper examines many contemporary issues so relevant to society and the global citizen today.

Geographical Debates (paper 3 – 32%): this paper examines some of the most dynamic issues that affect the planet and mankind. Two options are studied from five options: Climate Change, Disease Dilemmas, Exploring Oceans, Future of Food & Hazardous Earth.

Independent Investigation (20%): with guidance from geography staff, an independent investigation will be undertaken culminating in the sub-mission of a written report (3000 – 4000 words in length). This is excellent preparation for independent learning and university study. The department will organise various field trips over the two years that will assist this part of the course.

Geography can be studied in combination with most subjects in the sixth form. Maths, economics, biology, chemistry, politics and history certainly complement geography very well.

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GOVERNMENT AND POLITICS

Edexcel Advanced GCE 9GPO1; AS GCE 8GPO1

<http://www.edexcel.com/quals/gce/gce08/gov/Pages/default.aspx>

Politics exists because people disagree. As an activity, politics is the process through which people with different ideas, values, opinions and interests attempt to find a way of living together within the same society. Politics therefore seeks to establish the general rules under which we live and it is those rules that make orderly existence possible.

As such, politics is the most basic and necessary of social activities — without orderly existence, society will degenerate into a civil war of each against all. For the Greek philosopher Aristotle, politics was the ‘master science’: that is, nothing less than the activity through which people try to improve their lives and create the ‘good society’.

Politics is therefore particularly likely to suit students who have an interest in the world around them — ones who want to know more about the society they live in, how it works and how it could work; students who enjoy debate, discussion and argument. Students who chose the subject should be comfortable with essay writing.

Lower Sixth (AS Level)

The course comprises two units of study, both of which concentrate on the UK system.

Unit 1: People and Politics looks at how people in the UK are linked to the government, through the themes of democracy and political participation, party policies and ideas, and pressure groups.

Unit 2: Governing the UK focuses on the main institutions of UK government such as Parliament, the Prime Minister and Cabinet. Its core themes are distribution of power and the effectiveness of the key bodies in carrying out their roles and functions.

We always aim to visit the House of Parliament in the first term of the course.

Upper Sixth (A2 Level)

In the second year, we diversify by studying ideologies as well as the US political system.

Unit 3B: Introducing Political Ideologies — in this topic you will look at the ideas and doctrines behind the political ideologies of liberalism, conservatism, socialism and anarchism.

Unit 4C: The Government and Politics of the USA — in this topic you will examine the institutional framework of US government, consider the interrelationships between its legislative, executive and judicial processes and the health of US federalism.

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St Helen and St Katharine

HISTORY

OCR History A – H105, H505

<http://www.ocr.org.uk/qualifications/as-a-level-gce-history-a-h105-h505-from-2015/>

At A2 we study OCR's 2015 A2 specifications. This means adopting a linear approach to exams (i.e not taking AS exams but taking A2 exams at end of the U6th form). Syllabus details can be found at the website above.

Each student will study three modules over 2 years (British and non-British Period studies with 1 teacher and a 200 year Themes paper with another). They will also choose a coursework topic to be completed in the Upper-Sixth. The teaching week will be divided between two teachers. In total the students cover three modules and a coursework. The department is well resourced and the teaching is lively and enthusiastic. The teaching staff are knowledgeable and have a real passion for their subject and students should enjoy themselves as well as learn a lot.

In the sixth form students will study a British period studies paper and a non-British period study topic with one teacher and also begin the 200+ year Themes paper with another. There are a number of topics. British Period Study topics will include the Tudors and the Stuarts and non-British will include the French Revolution and Napoleon, modern Japan and the American Revolution. Themes papers include the Changing Nature of Warfare, Russia 1856-1964 and Civil Rights in the USA. Students will be tested on source-skills, interpretations and essay writing in the A2 exams. All modules will require extensive reading around the class topics and pupils should be prepared for this. They will also complete a 4000 word coursework essay on either the British or the Themes paper topics. Exams are at the end of 2 years and consist of three papers of between 1 hour and 2-3 hours length. Students should note they will not be able to choose which modules they do- these are assigned on a block basis so cannot be swapped about.

The subject combines well with any of the other Humanities subjects such as English or Geography but also with Modern Languages and Classics. We often get students studying science subjects choosing to do History as their fourth subject. Students go onto study History at university but it is also useful for students hoping to study Law/PPE/PPP and various other courses that require good literacy and analytical skills. The department offers a well-attended series of lectures in the History Society for students who want to engage with the subject at a deeper level and extension classes at lower-sixth as well as Oxbridge lessons in the upper-sixth. We have run 6th Form trips to Paris in the past and will consider new destinations with the 2015 course. We have also run study days to London that we feel are relevant. We are well resourced with excellent ICT and library facilities and remain a popular option with sixth-formers.

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MATHEMATICS

OCR GCE in Mathematics (3890 at AS and 7890 at A2) and Further Mathematics (3892 at AS and 7892 at A2)

<http://www.ocr.org.uk/qualifications/as-a-level-gce-mathematics-3890-3892-7890-7892/>

Mathematics is one of the most generally useful A level subjects, fitting with many combinations of other subjects. It is essential for physicists and engineers, valuable to chemists, biologists, economists and geographers, and can help to broaden the education of those taking arts subjects. However, it is also a fascinating subject in its own right. Mathematics is recognised as requiring a logical and rational approach as well as demanding dedication and determination to be successful. Research into graduate careers has shown Mathematics graduates to be amongst the highest earners after graduation.

Abingdon is a lively place to study Mathematics. All students of Maths at Abingdon have the chance to attend lectures given by outside speakers and to take part in visiting Maths workshops.

All Further Maths students take part in the Senior Maths Challenge competition, with a separate team being prepared for the Senior Team Maths Challenge, both administered by the UK Maths Trust. Over recent years Abingdon has consistently been amongst the regional winners in this competition, progressing to the National Finals on three occasions. We also prepare a team for the Princeton Maths Challenge competition - a week-long competition which requires the production of proofs for some rather fiendish problems.

Further Mathematicians are also given the opportunity to study for the extension STEP papers in the Upper Sixth, and preparation and support is given.

Success at A level is dependent on a good understanding of concepts studied in GCSE or IGCSE. Fluency in algebra is very important as is a general enthusiasm to tackle mathematical problems. Understanding in mathematics often takes time to develop, so boys need to be willing to persevere and ready to practise techniques.

Choosing Single Maths or Further Maths at Abingdon

There are two different and independent routes to studying Maths at Abingdon – the Single Maths route, and the Further Maths route. Each counts as one choice, except in some very specific circumstances. It is quite possible to start on the Further Maths route and move onto the Single Maths route but almost impossible the other way round.

Single Maths

The lower sixth single mathematics course will contain the beginning topics in Pure Maths – Core 1 and Core 2. In addition there will be some content from two Applied modules in Mechanics and Statistics. Currently, there is a hope to begin studying some of the Pure material for the A2 modules, as well, but this is subject to change. These topics will be examined by internal exam at the end of the L6th. No external units are examined at the end of the L6th.

The Upper Sixth will see the bulk of the more advanced Pure Maths material taught, from the Core 3 and Core 4 modules, along with the remaining topics from Mechanics and Statistics.

Core mathematics covers topics including algebraic techniques, calculus and trigonometry. The applied units (Statistics 1 and Mechanics 1) look at how mathematical techniques can be used to model the external world - statistics examines situations which include an element of randomness and how probabilistic conclusions can be drawn in these situations, while mechanics examines motion and the forces which cause motion.

Further Mathematics

This course is intended for able mathematicians. It leads to two A levels: Mathematics and Further Mathematics. It is a very rapidly paced and challenging course. It is highly recommended for those who may later be considering university courses or careers in fields including mathematics, the sciences, computation or engineering.

Many of those who study Further Mathematics have already studied the Core 1 and Core 2 modules or an equivalent, such as Additional Maths. Students who have studied beyond the GCSE or IGCSE syllabus should start on the faster route that is followed by taking Maths and Further Maths as a single option. This is, however, not a requirement for studying Further Maths, and other options can be discussed on an individual basis.

Further Mathematics gives an opportunity to develop greater breadth in techniques of algebra, trigonometry and calculus, plus giving the opportunity to look at more diverse topics such as complex numbers, polar coordinates and series. In addition students extend their study of Mechanics and Statistics and study units in Decision Maths.

Boys studying Further Mathematics typically have three more lessons per week than single subject mathematicians. At least six units (the equivalent of one A level in maths if 'cashed in') will be completed by the end of the lower sixth but all 12 units are examined at the end of the upper sixth.

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MODERN LANGUAGES: French, German and Spanish

Cambridge International Level 3 Pre-U Certificate in Modern Foreign Languages

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-advanced/cambridge-pre-u/subjects/#>

French Principal Course 9779

German Principal Course 9780

Spanish Principal Course 9781

A Pre-U language course provides a challenging academic training and a stepping-stone to further study. Since language qualifications are at a premium in a country notoriously short of good linguists studying a language to Pre-U will make you highly employable in a vast range of professions. As well as enhancing your CV, understanding and speaking a foreign language will enrich your life in many ways. You will be able to read novels, poems, plays and articles in a foreign language and watch foreign films in the original version. You will be able to travel around French, German and Spanish speaking countries, talking to people in their own language and discovering the historical and cultural heritage of the country. If you are considering a gap year abroad, perhaps in South America or at a ski resort, a Pre-U Level in French, German or Spanish can only be a bonus. On the employment front, being able to converse with clients in their own language will give you the edge in any business role. Moreover, as a linguist, you will easily be able to work abroad.

The main topic areas that will be discussed both from a general point of view and from a specifically French/ German/ Spanish context are as follows:

- Human relationships; family; generation gap; young people
- Patterns of daily life; urban and rural life; the media; food and drink; law and order; religion and belief; health and fitness
- Work and leisure; equality of opportunity; employment and unemployment; sport; travel and tourism; education; cultural life/heritage
- War and peace; the developing world
- Medical advances; scientific and technological innovation
- The environment; conservation; pollution
- Contemporary aspects of the country or countries where the language is spoken

In addition to these general topics, you will study two films and / or texts in a particular topic area and one literary text.

Sixth form groups are taught for a total of nine/ten lessons per cycle, usually by two teachers. You will learn about the language in more depth, broaden your vocabulary and improve your understanding of grammar. You will find out about French/ German/ Spanish culture and history and learn to discuss issues in the target language. You will speak in the target language as much as possible in every lesson and you will work regularly with our foreign language assistants. As well as classroom resources, we use television programmes, films, material from the web, magazine articles, etc. You will be encouraged to read magazines and newspapers and to surf the net for up-to-date information. You will be introduced to literature in the language you are studying – novels, plays and poems. You will discuss news items and do project work. You will be encouraged to visit France, Germany or Spain, either by your own arrangement or through the department's study trips to France, Spain and Germany. In addition to study trips abroad, the department organises extra-curricular language based events such as visits to the theatre and cinema, film screenings and food tasting organised by our joint MFL Society with St. Helen's.

Assessment is by examination at the end of the upper sixth. There are four units that are all equally weighted:

- **Unit 1 Speaking** (16 minutes) – externally assessed. You prepare a presentation on a topic of your choice that links to the target language. This is then followed with a conversation based on the topic presented. In addition there is a discussion based on an article of about 200 words and its related themes. The article is intended to be a springboard for discussion.
- **Unit 2 Reading & Listening** (2 hours 15 minutes). You need to respond to target-language based articles. In the reading section there is one passage with questions in the target language, one with questions in English and a retranslation from English into the target language of about 75 words. In the listening section there is one recording with questions in the target language, one with questions in English and a guided summary of a recording of 250 words. The written summary should be no longer than 100 words. You have control of your own listening equipment and may listen as often as you wish.
- **Unit 3 Writing & Usage** (2 hours 15 minutes). **Writing** – You will write one discursive essay of 350 – 450 words. You may choose your essay title from a list of 5 prescribed titles. It is expected that relevant examples will be given from the areas of the world where the target language is spoken. Linguistic accuracy will be expected as well as development and organisation of ideas. **Usage** – In this section of the paper there is one verb test, one question where you are required to transform sentences without changing the original meaning and one cloze test of twenty multiple-choice questions on a range of grammatical points.
- **Unit 4 Topics & Texts** (2 hours 30 minutes). **Topics** The first section of this examination tests your knowledge of the cultural topic you have studied and requires a written response of between 350 to 500 words in the target language. **Texts** The second section tests your knowledge of the literary text studied through one essay of 450 to 600 words written in English.

A Pre-U qualification in foreign languages can lead to many different possibilities at university. You can study a traditional modern languages degree, either single or joint honours. For the languages combined in joint honours either both have been studied in the sixth form or one can be started *ab initio* at university. You can also combine a language with many other subjects such as Business, Law and Engineering. All these courses usually involve a year spent studying or working abroad. Even if you do not study languages as an academic subject at university, if you have a language at Pre-U Level, you would still have the option of studying your chosen subject at a university abroad. If you want to apply for Oxford and Cambridge language degree courses, Abingdon provides extra classes during which you will study classic literary works and explore grammatical concepts more deeply.

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MUSIC

OCR MUSIC A Level (H543)

<http://www.ocr.org.uk/Images/219397-specification-draft-a-level-gce-music-h543.pdf>

Abingdon is proud of its musical heritage and reputation as a leading music department of the local area and further afield. This is reflected in the relatively large numbers of candidates who opt for Music as an A Level subject at Abingdon – a typical year group comprises four to eight boys in each of the sixth form years. For experienced musicians, the course offers an opportunity to understand at a deeper level the music that they are playing regularly in ensembles and as soloists.

All potential candidates should have at least one major practical study (instrumental or vocal). All boys will be expected to take a lively active part in the school's music making in both vocal and instrumental fields. Choral experience is considered an essential aspect of the musicianship required to perform well in the aural section of the Listening and Appraising written paper.

The course develops further the three areas of musical experience targeted at GCSE, namely performing (25% or 35%), composing (35% or 25%), and listening and appraising (40%). The new OCR course, in common with other A Level syllabuses, gives slightly extra weight in the Listening and Appraising unit.

The new **Performing** unit exists in two versions of different weightings - Option A 25%, Option B 35%. Assessment is by means of a submitted audio-visual recording. Option A is a recital lasting 6 to 9 minutes, whilst Option B is 10 to 15 minutes and includes an extra piece, called a focused study, designed to show a further level of understanding of the style and context of their chosen instrument. These filmed recitals take place towards the end of the Lent Term of the Upper Sixth.

The **Composing** unit is weighted according to the choice made in Performing (above) and comprises Option A 35% and Option B 25%. The first embraces three compositions, both original composing techniques (taught by Abingdon's Composer in Residence) and stylistic techniques, requiring the understanding of techniques related to areas of study. The second, Option B requires just two compositions and no stylistic techniques exercises. Portfolios of compositions and exercises are internally marked and submitted for external moderation in early May.

The **Listening and Appraising** unit is assessed through a written examination (2 hrs 30 mins). The paper has five sections. Section A is based on unfamiliar aural extracts, Section B on aural extracts from the Set Works studied and Section C comprises two essays based on the two areas of study and set works that will be chosen from the six available.

The department's many concerts and large variety of ensembles offer essential experience, as well as concerts, opera trips and master classes, which enhance musical understanding and matters of interpretation.

Music A Level is a subject that mixes well with a range of others including arts and sciences and over the years, in addition to music, boys have gone on to read a wide variety of subjects at university, including Law, Medicine, Maths/Science, Languages, Art etc. Good university music departments exist at Oxford, Cambridge, Durham, York, Bristol, Manchester, Birmingham, London, Southampton, Nottingham and others. Abingdon boys regularly gain places and awards (choral and organ) at Oxbridge. Careers in music include Publishing, Teaching, The Media, and Performing but employers in many fields increasingly value the creative and communicative skills that are developed through the study and performance of music.

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PSYCHOLOGY

OCR Psychology (H567)

<http://www.ocr.org.uk/qualifications/as-a-level-gce-psychology-h167-h567-from-2015/>

Psychology is the science of the mind.

The human mind is the most complex machine on Earth. It is the source of all thought and behaviour but cannot be studied by opening a skull and looking at the grey matter inside! That would tell us little about thinking, emotions or memories.

Psychologists study the mind by carrying out research on human behaviour.

Why is it that some people suffer from stress and mental illness? Why do some people commit crimes? How does an audience change the performance of a sportsman? Psychology looks at questions like these. It is a scientific discipline with cutting edge research and has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change.

Modern psychologists observe and measure behaviour and their therapies are based on scientific study. Psychology involves study of theory, empirical evidence and its practical applications. This mix of disciplines is what makes it such a fascinating subject.

We do not study Psychology at GCSE so it will be a new subject for all at A level. The skills involved include planning and conducting scientific investigations, analysing and interpreting data, critical reasoning and being able to view human behaviour from different perspectives.

The A level examinations involve multiple choice questions, short answers and longer structured writing. There are three examinations, each of 2 hours, at the end of the course.

The course includes;

Research Methods

The process of planning, conducting, analysing and reporting psychological research.

Core Studies

Studies of both classic and contemporary studies, which focus on the central themes in psychology.

Applied Options.

Mental Health

Criminal Psychology

Sport and Exercise Psychology

Students who take psychology need a combination of curiosity and scepticism and need to enjoy learning about scientific research. Psychology students often study other sciences but psychology also supports careers in business, marketing and health sciences.

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PHYSICS

Edexcel

<http://qualifications.pearson.com/content/demo/en/qualifications/edexcel-a-levels/physics-2015.html>

Physics is the fundamental science, explaining everything from the structure of the atom to the nature, and fate of the universe. As well as the seemingly esoteric worlds of quantum and particle physics, the course also covers topics from engineering to astrophysics.

In the lower sixth students follow on from GCSE to study forces and motion in 2 dimensions, with a particular emphasis on road safety. They also learn about torque, moments and power, before an introduction to materials science, an important foundation for any engineering course. Students learn the tools to analyse complex electrical circuits, including the construction of simple sensor circuits. Wave theory teaches superposition and interference, before the bizarre world of Quantum physics is introduced.

In the upper sixth, the course becomes more challenging, with a greater emphasis on mathematics. We study fields (gravitational, electric and magnetic), oscillations and thermal physics, as well as sections on nuclear physics and the universe. Practical skills are integral to the course. It is essential for the course that certain practicals are completed and they are assessed in the final synoptic paper

The exam papers include a mixture of multiple-choice, short open, open-response, calculations and extended writing questions.

It does not matter if a candidate has done double award science or single subject physics. It is more important that a candidate shows their ability by getting at least A grades in maths as well as science GCSEs. To succeed at physics A-level it is expected that a candidate has a good grounding in mathematics. A-level maths really helps, but is not essential for A-level physics, however university courses in physics and engineering will usually expect mathematics A-level as well.

The department offers regular lectures on aspects of physics and engineering as well as occasional trips to offer further study.

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PHILOSOPHY

AQA GCE Philosophy 2175

<http://www.aqa.org.uk/subjects/philosophy/a-level/philosophy-2175>

Philosophy will appeal to any student with an interest in ideas, in thinking at a more subtle level about the nature of the world, of the acquisition of knowledge, of divinity, freedom and morality. In Philosophy the successful student is often ready to develop a detailed academic approach to the study of challenging concepts, and have a readiness to take ideas further through study of individual philosophers. Philosophy requires critical thinking and constructive argument, both orally and on paper, so is relevant and useful for all academic disciplines and future careers. It is instructive that at University level Philosophy is commonly studied as a joint honours, with such diverse subjects as Mathematics and Theology. This is because it is a study of how we think and know and argue, and is often best seen as a subject that enables the student to better understand other academic disciplines. Students are encouraged to take their studies further in any appropriate direction, in particular through the school's Edmund society, and through external lectures.

At AS Level, there are two sections. Section A is a study of perception and knowledge, considering both how we apprehend the world and what we mean when we say we know something about the world. Section B is a study of the arguments about God, from the highly logical to those based on our understanding of the world and morality. We consider how such arguments work and how they may be analysed and evaluated. The concept of God and our use of language are also considered. Various original texts are referenced in the course, so that students will acquire familiarity with the thinking of relevant scholars. Students are assessed in one 3-hour end-of-year examination. The questions vary in their requirements from short, structured analysis to longer, open evaluation.

At A2 Level, there are also two sections. Section A is a study of moral theory and language, analysing the most influential ethical theories and considering how they fair when set against practical questions involving such things as killing, deception and punishment. Section B is called Philosophy of the Mind and is an eclectic mix of relevant philosophical questions focused on the contrasting areas of dualism and materialism. Again various original texts are referenced, so that students will acquire familiarity with the thinking of relevant scholars. Students are again assessed in one 3-hour end-of-year examination. The questions vary in their requirements from short, structured analysis to longer, open evaluation.

Students will find this a challenging academic course, particularly at A2, which will prepare them well for a University education and for the challenge of applications and interviews, and of further academic study thereafter.

The RS Department will run both Religious Studies and Philosophy but students must choose one or the other and not both.

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RELIGIOUS STUDIES: Philosophy and Ethics

OCR GCE Religious Studies: AS: H172 units G571/G572; A2: H572 units G581/G582

<http://www.ocr.org.uk/qualifications/as-a-level-gce-religious-studies-h172-h572/>

A-Level Religious Studies is the study of Philosophy of Religion and Religious Ethics, which over the years has proved an increasingly popular and successful course. To succeed at A-Level a Religious Studies or equivalent GCSE is not necessary. The course requires no specific religious commitment, and can be studied by anyone with an enquiring mind. It certainly helps if you are willing to explore new ideas and discuss issues. As there is some overlap with Philosophy, we do not allow pupils to study both RS and Philosophy at A-Level. The successful student is usually motivated by the challenge of new ideas and a willingness to put in the work to develop an academic essay style. It is important to develop skills in both explanation of complex concepts and evaluation of scholarly argument.

It is a challenging academic subject that requires critical thinking and constructive argument, both orally and on paper. As such it is relevant and useful for all academic subjects and future careers. It has an affinity with many other A level subjects. For example, it shares subject matter with the sciences, and processes of thought and argument with the humanities and mathematics. It is useful and relevant to all manner of university courses and careers. It is particularly relevant to anyone considering medicine due to the significant coverage of medical ethical issues. It is also useful for those seeking to develop their communication skills, such as those considering law. Students are encouraged to attend the Edmund society, and there are twice yearly trips to conferences in Oxford led by Peter Vardy.

At AS Level, we study two papers: one on Philosophy of Religion and one on Religious Ethics. The Philosophy course begins where philosophy itself begins: with Plato and Aristotle. Then it looks at the influence of the Hebrew Scriptures on the concept of God before studying a range of classical arguments for God's existence. It ends the Lower Sixth with some challenges to belief in God: the problem of evil and the challenges of science. It is a wonderfully wide introduction to the subject, providing a very full foundation for further study. The Ethics course begins with a basic introduction to moral philosophy, before covering the most significant ethical theories: Natural Law, Kant and Utilitarianism. The specifically Christian approach to ethics is then analysed before considering how the theory can be applied to questions raised by abortion, euthanasia, genetic engineering and war and peace. It provides a very focused foundation to the subject. It might be also of special interest to a potential medic. Questions are divided into two parts, one requiring detailed explanation and analysis, and the other requiring evaluation and argument.

At A2 Level, the Philosophy of Religion course broadens to cover a range of topics of relevance to the study of religious philosophy: Religious language; religious experience including arguments concerning miracles; aspects of the nature of God as omnipotent, omniscient, judge etc.; and questions as to the nature and reality of life after death. The wide range enables students to get a full grasp of the breadth of the subject. The Religious Ethics course begins by looking at meta-ethics, a pure form of moral philosophy, before embarking on a study of two topics related to ethical theory: determinism and conscience. It adds a last ethical theory, virtue ethics, before applying all theory studied in the course to the challenging questions of the environment, business ethics and sexual morality. The wide range between subtle philosophical ideas and practical application provides a challenging and practical course. Questions are answered with a single piece of extended writing requiring both analysis and evaluation.

The RS Department will run both Religious Studies and Philosophy but students must choose one or the other and not both.

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