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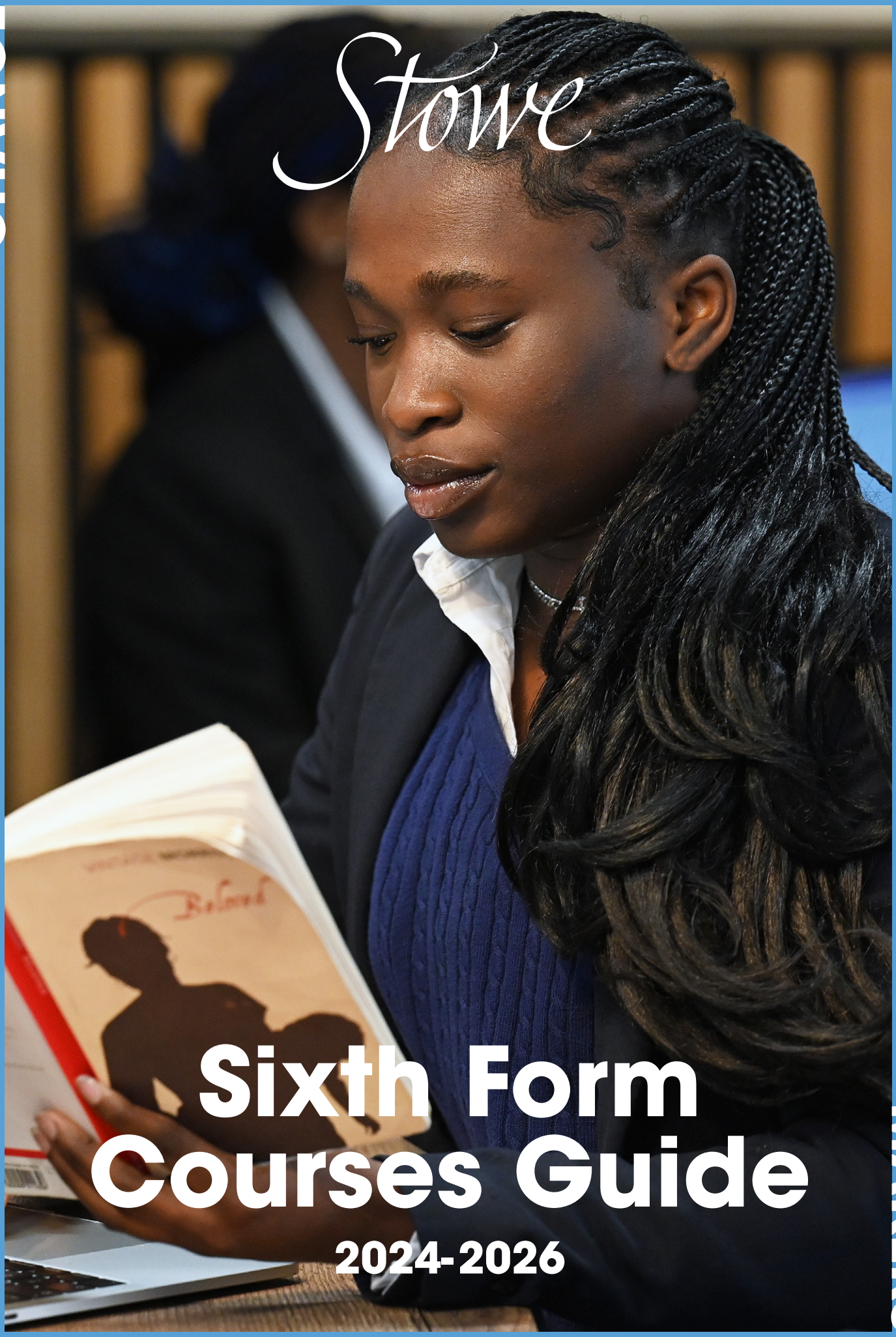
Stowe



Sixth Form Courses Guide

2024-2026

MAKERS

Foreword

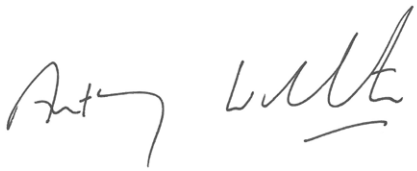
The Sixth Form at Stowe will be two of the most exciting and rewarding years of your School career. We know that you will want to make the most of your opportunities, so that you maximise the benefit of being in the Sixth Form. Some very important decisions about higher education and careers lie ahead and the options open to you will be determined, in large part, by your approach to Sixth Form life.

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

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

The successful transition from GCSE requires a growing maturity and an ability to organise yourself in a way that reveals a greater capacity for independent study. Pupils are expected to stay motivated and focused throughout the Sixth Form. We expect hard work. In turn, we commit ourselves to helping you to pursue and develop your strengths and interests. You will experience the pleasure of discovery and exploration, of forging ideas and increasing awareness and of deepening your understanding of the world around you. Personal responsibility and self-motivation are essential preconditions of success.

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



Dr Anthony Wallersteiner, Head

Introduction

Deputy Head (Academic): Dr Julie Potter

Making the correct choices for the Sixth Form is important, not only in ensuring that you flourish at Stowe over the next two years, but so that you keep the right doors open to you for your future beyond Stowe.

A Levels are now fully linear, more challenging, and have more content to cover than ever before. In addition, the reformed BTECs offer a qualification which is treated by universities as equivalent to an A Level, but which is assessed in a more practical and modular manner. Given that universities make their offers primarily on the basis of three A Level or BTEC grades, we recommend that most pupils choose just three to focus on from the start, in order to maximise chances of achieving top grades in these. However, we are also continuing to make it possible for pupils to study four if desired, though we recommend you talk this over first with the Head of Sixth Form. For more guidance on choices, please see page 5 of this booklet.

Although the primary evidence for university admissions will be the three A Level or BTEC grades, they will also continue to look for evidence of academic ambition and extension beyond this. Therefore, we also recommend that Sixth Form pupils who are studying three subjects complete either an Extended Project Qualification (EPQ) or another enrichment elective, in addition to their three main subjects. A number of these electives are also examined and carry UCAS points, which for some universities will be accepted as part of an admissions offer.

Electives at Stowe range from standalone AS qualifications in Mathematics, Further Mathematics, or Film Studies, to doing a Languages qualification, or preparing for Grade 8 Music. The BTEC options in Business, Sport and Engineering also offer AS Level equivalent qualifications. A provisional list of electives to choose from appears later in this booklet.

The Extended Project Qualification (EPQ) is perhaps the most respected and most flexible of the electives. The EPQ carries the UCAS weighting of 50% of a full A Level and provides the possibility for pupils to pursue an area of particular interest in a self-designed, assessed project. Universities and employers welcome it because it indicates genuine academic interest and commitment, as well as an ability to reflect and work independently. The EPQ course at Stowe will run from September to June of the Lower Sixth year. For those who wish to stretch themselves that little bit more, it may be possible to choose both the EPQ and another elective.

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

Sixth Form Curriculum

Provisional for 2024-2026

Deputy Head (Academic): Dr Julie Potter

The subjects available to those qualifying for the Sixth Form are listed here. **We expect members of the Sixth Form to take three A Levels/BTECs and an elective.** Pupils will be asked to indicate their three preferred A Level/BTEC subjects and also two insurance choices, for the rare cases where we are unable to support a particular combination. Those wishing to study four A Levels are asked to seek advice in the first instance from the Deputy Head (Academic) or Head of Sixth Form.

A Level and BTEC subjects to choose from are as follows:

Art
Biology
Business
Business BTEC
Chemistry
Classical Greek
Computer Science
Creative Digital Media Production BTEC
Design & Technology
Drama & Theatre Studies
Economics
Engineering BTEC
English Literature
Film Studies
French
Further Mathematics
Geography
German
History (Early Modern)
History (Modern)
History of Art
Latin
Mathematics
Music
Music Technology
Physics
Politics
Psychology
Religious Studies
Spanish
Sports Science
Sport BTEC

Please note:

- All A Level subjects have minimum Foundation Grades required from GCSEs or Stowe Entry Papers. BTEC courses do not have required Foundation Grades, however a strong work ethic is necessary given that grades are built up in a modular manner across the course.
- **Those applying without GCSE grades or other recognised qualifications may need to sit an assessment at the beginning of term to determine their ability to access their chosen courses.**
- Further Mathematics may not be taken without Mathematics.
- Business, Economics, History of Art, Film Studies and Politics courses are rarely studied before the Sixth Form. Some other subjects can also accept candidates who lack the GCSE experience. Prospective candidates should negotiate with the Head of Department in question.
- The School reserves the right to withdraw a subject from the curriculum if there is insufficient demand.
- The Engineering BTEC can be taken either as a full A Level equivalent over two years, or as an elective AS equivalent over one year.
- The Creative Digital Media Production BTEC can only be studied as an Extended Level 3 course, equivalent to a full A Level, taught over two years.

Elective subjects to choose from are as follows:

Extended Project Qualification
Classroom-Based Study
Core Mathematics
AS Mathematics
AS Further Mathematics
AS Film Studies
Preparation for Advanced Level Musicians (PALM)
LAMDA
English as a Second Language
AS/A Levels in Additional Foreign Languages
Engineering BTEC
Institute of Leadership and Management Qualification
PreMed

Subject Choices

Head of Sixth Form: Thomas Elwell

The Stowe Sixth Form Curriculum gives pupils all they need to create a study programme complementing their strengths and interests, and that will carry them to the next stage of their academic journey.

For most this means three subjects taken with a final assessment after two years, though some pupils do study four. A wide range of subjects at A Level and BTEC means that every Stoic is able to pick the right combination of subjects and route for them, that will furnish them with the qualifications they need for successful transition to university, or life after School.

Ultimately, we want all Stoics to embark on programmes that will see them fulfil their potential and enable their ambitions, and so academic programmes have to balance aspiration with prudence. Experience has shown that GCSE performance is the best guide to future progression, so each Sixth Form Course has attached to it a threshold GCSE expectation. Details of threshold grades can be found on subject pages and in the table on page 7. Those applying without GCSEs or recognised qualifications may need to sit assessments to verify their abilities for certain subjects. **Please note that a pass grade in the Lower Sixth end of year exams is required to guarantee automatic progression in any subject into the Upper Sixth.**

While A Levels remain the most typical route through the Sixth Form, BTECs are growing in popularity. BTECs place more emphasis on term assessment than on exams and so are the recommended route for those who might struggle to deliver their best work in exam conditions. This does not make them a soft option however, BTECs demand sustained and disciplined performance over the entirety of the course and as a result are recognised by all universities. While all BTECs can be followed to A Level equivalence over two years, their modular nature allows some to be studied as a one-year elective programme to a value equivalent to AS when applying to university.

In addition to the core programme, pupils are encouraged to take an elective subject. These are designed to complement core subjects and give depth and range to ideas covered.

The Extended Project Qualification (EPQ) is our most popular and successful elective. The EPQ invites pupils to establish their own area of investigation and how to present their findings. Previous EPQs have seen pupils publish books, make models, start fanzines, write film scripts, even curate radio programmes, podcasts, and exhibitions of painting and of sculpture. Each project is assessed from inception to presentation and is recognised by universities as providing evidence not only of particular passions and interests but also of skill sets not demonstrated in traditional exams. A good EPQ significantly enhances any university application.

How do I choose which subjects to take?
Experience and enjoyment at GCSE is usually a good guide to future success, but at Stowe we offer pupils the chance to try something new in the Sixth Form. History of Art, Film Studies, Politics, Economics, Business and Psychology are all studied *ab initio*, alongside our selection of BTEC subjects. It is important to speak with the Head of Department or any subject teacher to find out what is involved in a Sixth Form subject and whether it will suit a particular pupil.

Subject Choices at University
While universities recognise the value of all subjects offered at Stowe, there are a handful of undergraduate courses that expect certain subjects and/or subject combinations. Tutors and the Pupil Guidance Team are on hand to offer detailed advice but as a general rule, most Science, Psychology or Engineering courses will require a minimum of two Science subjects at A Level and most also expect Mathematics. A combination of Chemistry, Biology and Mathematics will be expected of any applicant to medical or veterinary school. Overall, our experience is that a single Science is to be avoided or should at least be accompanied by Mathematics. Any pupil wanting further guidance before settling on a course or combination of courses is urged to contact any member of the Pupil Guidance Team.

When do I choose?
After having a 1:1 meeting with our Careers Advisor early in the Lent Term, Stoics attend a briefing on Sixth Form choices, followed by a Sixth Form Fair and the opportunity to attend taster lessons in subjects that are new in the Sixth Form. Following this, pupils are asked to make their initial choices. Final choices will be confirmed by parents soon after the parent teacher consultation in the Lent Term. We realise that unexpected results at GCSE may prompt some changes in course options and it is essential that requests for changes are sent to the School prior to the start of term in September - we cannot guarantee the availability of certain combinations of subjects if changed late on.

Sixth Form Tutoring

Head of Sixth Form: Thomas Elwell

While Teachers take responsibility for academic development, sitting at the confluence of the pastoral and the academic, Tutors oversee the growth of the person and the development of the mind.

Stowe Sixth Form has a Tutor Team nearly 60 strong working every day to cultivate a learning environment that stimulates the intellect, rewards curiosity and supports the growth of the child into the adult. Working with academic Staff on one side and Houseparents on the other, Tutors support the pupils by ensuring that academic needs are met and pastoral wellbeing is assured.

Tutorial groups are small and House-based, allowing for Tutors to develop strong and effective working relationships with Tutees while working in close collaboration with Houseparents to create an integrated network of care and support. This ensures that every pupil's specific requirements are properly recognised and their needs fulfilled. Central to this are regular one-on-one meetings between Tutors and pupils when both sit down to review general progress and to address any issues on either's mind.

The tutorial role is part mentor, part administrator and a third part enforcer. As mentor, the Tutor helps the pupil get the most from the rich and varied range of opportunities on offer in the Sixth Form and to ensure that the journey beyond Stowe continues in a fulfilling and rewarding direction. In the majority of cases, that direction is to higher education and Tutors use their experience and understanding of the university environment to guide applications towards suitably stimulating and challenging destinations. Expert and experienced careers guidance is at hand for both those heading to university and those going directly into work. Tutors use their experience to help Tutees make informed and prudent decisions, making full use of the advice offered by the Careers Department.

Success in a challenging environment is as much about organisation as inspiration and accepting that administration comes more readily to some than to others, and to some teenagers barely at all. The Tutor is there to help pupils organise themselves and to prepare for a life without the 360 degree/24-hour care for which Stowe is renowned. Throughout the Sixth Form we expect to see each Stoic take responsibility for the management of their own affairs; the Tutor is there to ensure that this process is moving at the right pace and that their Tutees have the necessary skills and techniques to take on responsibilities and obligations. Getting it right means that our pupils can thrive when they leave Stowe.

The Tutor is there to help their Tutees make the right choices. This means not only following the rules but also making the wise and responsible decisions. Everyone will, at some point, need help to achieve balance, whether that is between work and play or between competing interests and obligations. Sometimes perspective or objectivity is required and knowing their Tutees as they do, the Tutors can help pupils make the right decisions that lead to positive outcomes. When, as occasionally happens, wrong decisions are made, the Tutor is there to make sure that the right lessons are learned.

Targets and Monitoring Performance
Performance is primarily monitored through regular Academic Performance Grades (APGs) and written reports which are collated and published for pupils and parents. By assessing performance regularly, issues are identified before they become problems and if problems should emerge, effective corrective measures can quickly be deployed. Liaising between the pupils, teachers and pastoral Staff, Tutors are ideally placed to craft appropriate packages of support designed around a pupil's specific needs.

The final role of the Tutor is as the parents' primary point of contact. Tutors are there to help parents identify the signal from any noise, and if at any time parents wish to discuss their child's progress or future direction with the Tutor, they are welcome to do so. There are regular opportunities in the calendar to meet but parents are also invited to raise any issue at any time with the Tutor, with me or with any member of the Pupil Guidance Team.

Pupil Guidance Team

Head of Sixth Form: Thomas Elwell

Head of Futures and Head of University Applications: Gordon West

Careers and International Universities Advisor: Luciane Guntner

Senior School Scholar and Elite Application Advisor: Victoria Lee Stevens

Medical/Veterinary/Dentistry: Jessica Reinhold

Gap Year Advisor: Luciane Guntner

US Admissions Advisor: Luciane Guntner

Sixth Form Subject Foundation Grades

Required Minimum GCSE Grades for Study at BTEC and A Level

Subject	Minimum Grade Requirement
Art	Art 6
Biology	Biology 7 or Double Award Science 7-7
Business	Mathematics 5, English or other essay writing subject 5 N.B. many Business degree courses require a 6 in Mathematics
Business BTEC (full A Level equivalent)	Mathematics 4 recommended, English or other essay writing subject 4 recommended
Chemistry	Chemistry 7, or Double Award Science 7-7, as well as Mathematics 7
Classics	Latin 7 or Greek 7
Computer Science	Computer Science 7, but those with Mathematics 8 will also be considered
Creative Digital Media Production BTEC	English Language 5 or English Literature 5
Design	Design 6 or other design related discipline 6
Drama and Theatre Studies	Drama 5 or other drama related discipline 5
Economics	Mathematics 6, English or other essay writing subject 6
Engineering BTEC (full A Level equivalent)	Mathematics 6, and Physics 6 or Double Award Science 6-6
English Literature	English Literature 6 or English Language 6
Film Studies	English Language 5 or English Literature OR other essay writing subject 6
French	French 7
Geography	Geography 6 or other essay writing subject 6 if Geography was not taken at GCSE
German	German 7
History	History 6 or other essay writing subject 6 if History was not taken at GCSE
History of Art	English Language 6 or other essay writing subject 6
Mathematics	Mathematics 8
Further Mathematics	Mathematics 8, preferred 9
Music	Music 7, Grade 5 on one instrument; Grade 5 Theory may be considered in place of GCSE Music
Music Technology	Music 7, proficiency in a principal instrument and/or experience of DJ/Music Production lessons; Grade 5 Theory may be considered in place of GCSE Music
Physics	Either Mathematics 7 with Physics 7, or Double Award Science 7-7
Politics	English 6 or other essay writing subject 6
Psychology	Biology 6 or Double Award Science 7-6; Mathematics 6, English Literature 6 or English Language 6
Religious Studies	Religious Studies 6 or other essay writing subject 6 if Religious Studies was not taken at GCSE
Spanish	Spanish 7
Sports Science	Sports Science/PE 7 or Biology 7, Double Award Science 7-7 if Sports Science/PE was not taken at GCSE
Sport BTEC (full A Level equivalent)	Department's discretion

Those applying without GCSE grades or other recognised qualifications may need to sit an assessment at the beginning of term to determine their ability to access their chosen courses.

Sixth Form Centre

The Sixth Form Centre sits literally and metaphorically at the centre of the academic life at Stowe.

Opened in the Michaelmas of 2021, the Sixth Form Centre is the hub of the Sixth Form community, a place where Sixth Formers can socialise, work collaboratively, relax or simply just bounce in and out as they go about the important business of daily life.

The Centre blends the old and the new, weaving cutting-edge design and contemporary aesthetics into a building that had previously served as squash courts. The result is a versatile and exciting space arranged across two floors; the ground floor lends itself to a more relaxed, social environment, with large screens displaying the news and daily bulletins and small kitchen from which pupils can help themselves to hot drinks. The first floor is a quieter, more contemplative space, furnished with a selection of tables and chairs designed to encourage both individual and collective work.

The Sixth Form Centre also serves as a venue for small scale events such as concerts and speaker evenings. Pupils take the lead role in running the Sixth Form Centre through a committee, with members drawn from across Houses and representing both the Lower and Upper Sixth. The committee is responsible for the Centre's calendar, decoration and infrastructure, general cleaning and supervision.

In a very short time, the Sixth Form Centre has made itself a fixture of life here at Stowe. Building bridges across Houses, it brings the whole Sixth Form together and creates deeper horizontal bonds and cultivates that sense of community from which common cause can emerge: co-operation, *esprit de corps* and a vibrant and exciting Sixth Form identity, all of which demonstrates the School's commitment to positive change and helping our pupils become the people they want to be.

Applying to University

Head of Futures: Dr Gordon West

At Stowe we recognise the value and benefits of Tertiary Education and actively encourage pupils to apply for courses that suit their abilities, interests, and career ambitions.

We believe that the best applications are those in which the pupils themselves invest the most thought, consideration, and effort, and consequently Stoics are expected to assume responsibility of this process themselves. While the School offers extensive and expert assistance, Stoics take the initiative in researching courses and destinations and are expected to prepare their applications diligently and conscientiously.

The university environment was already growing ever more competitive and challenging, but to that the pandemic added complexity and uncertainty. Two years of higher grades and remote learning has left some universities bursting at the seams, while others face very uncertain futures; universities are still struggling to adjust to the new environment, and we have to adjust with them. It will be a long time before the pandemic's impact on the university sector can be properly assessed, but what we can do now is urge that all prepare early and thoroughly for the application cycle.

During the Lower Sixth, Stoics are strongly encouraged to formulate and develop their ideas for further education and certainly by the end of the Summer Term and Summer holidays, these ideas should have coalesced into firm preferences for courses and institutions. We expect pupils to return for their Upper Sixth with UCAS forms largely completed and personal statements all but done.

Pupils are guided through the application process by their Tutors. The Tutor has the best overview of a pupil's academic and intellectual capacity and is ideally placed to dispense advice drawn from their experience and information from subject teachers and other Staff members at Stowe.

The internet is the first port of call for research and the Stowe Futures page (https://www.stowe.co.uk/school/futures) has links and tips for negotiating both the application process and the vast amounts of information online. Pupils also have access to 'Unifrog', a powerful advisory application to which they were introduced at the start of their Stowe journey and that should now really be bearing fruit.

Traditionally, pupils have been able to visit universities and make use of Open Days and other such events. Many of these are online now and while a website can never fully convey what it means to be a student, or how it feels to be in this or that university, the environment is as we find it. Stoics can visit two universities per academic year in term time. However, to avoid missing lessons, pupils should prioritise university visits to School holidays where possible. The School hosts external speakers, bringing some elements of the university world to Stowe.

Universities in the UK

Most pupils will apply to university through the Universities and Colleges Admissions Service (UCAS), a process that will formally start in the Summer Term of the Lower Sixth. The UCAS form is the principal means by which universities select students and so it is critical that applications are prepared with meticulous care. As previously indicated, we expect that most pupils will return from the holidays between Lower and Upper Sixth with their UCAS applications all but complete.

While the formal deadline is in January, the School aims to have all applications in with universities before Half Term in the Michaelmas Term. There was never anything to be gained from dragging the process out and the pandemic has served only to increase the value of the earlier application. It seems likely that universities will try to hold to existing interview timetables while switching to a virtual selection process. Any Stoic required to attend an interview can expect personalised assistance from their Tutor and the applications team; the School may also make use of external consultants in this field from time to time but there is more than sufficient in-house experience and expertise. For full details of the application process, see the UCAS website (www.ucas.com).

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

Universities Outside the UK

Every year the number of Stoics applying to universities abroad increases and the School has a wealth of resources to offer here as well. Stoics have gone on to study all over the world including The Netherlands, Spain, Italy, South Africa and New Zealand. The United States is a perennial favourite and the Sixth Form Team is on hand to advise anyone making a US application, with specific preparation for SAT and ACT tests also available.

Oxbridge and other Elite Applications

Elite Academic Admissions Advisor: Victoria Lee-Stevens
Deputy: Paul Griffin

When all your fellow applicants are outstanding, how can you make yourself stand out?

At Stowe we recognise that the competitive landscape for applications for the most contested higher education places is changing. What used to characterise an Oxford and Cambridge application is increasingly required for applications to all the most academically challenging institutions and courses. Our strategy is to encourage the most academically able to act as if applying to Oxbridge in their Lower Sixth year, so that they are either able to do so, or have a sufficiently high-quality application to meet the requirements of their first-choice university.

Universities like St Andrews, Imperial and Durham now have offer rates of less than one in five, the sort of competition formerly localised to Oxford and Cambridge. Applicants must be able to boast a stellar exam profile; they will be dedicated and have spent time perfecting their applications. Standing out as academically capable is of paramount importance. Requirements are clear that students need to have a suite of As and A*s to meet the threshold for entry. They must also demonstrate that they are a good fit for an environment which will require independent learning and resilience.

Qualities of a Successful Applicant

Knowledge Base: Every candidate must be able to present a convincing academic case; an exceptional exam result profile is essential. While academically selective universities publicly maintain that they have no minimum GCSE requirement, a credible Oxford or Cambridge candidate would be expected to have eight or more GCSEs at A*/9/8 with nothing less than an A/7. GCSEs are not a deciding factor in university applications, and we will identify and encourage pupils who do not meet this requirement but are noted as exceptional by their teachers. Pupils in science subjects need to be aiming for A*s; the requirements of humanities are similar, although some offers are lower (a mixture of As and A*s).

Personality: Education and tuition at Oxbridge is predicated on a system of tutorials or supervisions. These are one-on-one or one-on-two sessions whereby the teaching fellows and their students maximise the learning afforded by small group sizes being taught by world experts. At interview, Tutors want to be reassured that the students whom they will be teaching are of a sufficient academic calibre and are an appropriate intellectual and interpersonal match. Candidates are expected to process information quickly, deconstruct and evaluate arguments and to build effective responses. This demands a voracious appetite for knowledge and is achieved through exposure to the broadest possible spectrum of the intended subject. Although the structure of learning at other universities differs from Oxbridge, the requirements for other highly selective institutions mirror them. Pupils need to evidence how they study independently, at pace, and through high volumes of work.

Motivation: All candidates are passionate and enthusiastic. However, while passion can be misdirected and enthusiasm superficial, motivation is innate. A successful candidate will demonstrate a deep-seated motivation, both in their written work and interview. Interviewers are adept at identifying candidates whose motivation is genuine and who have the eloquence and confidence to express it.

Potential: If the UCAS form records a candidate's academic past, the Oxbridge interview points the way to the future: interviewers will want to know how much further a candidate could take their learning. Interviews will test their ability to think independently and move an intellectual argument forward.

Academically Elite Applications at Stowe

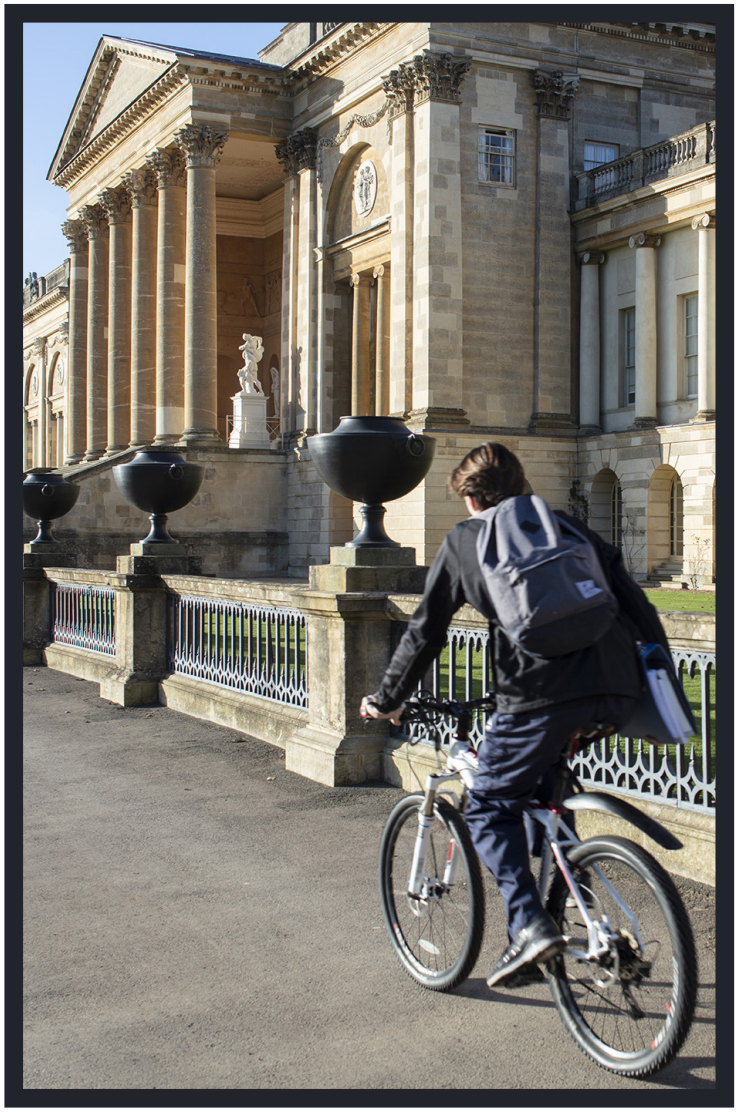
We have a team of mentors and Heads of Department who will support Stoics prepared to demonstrate commitment, drive and purpose whilst drafting PS and UCAS submissions, reading for admissions tests and preparing for interviews. From an early stage, candidates must accept responsibility for their application and drive the process. We will assist rather than replace candidates in their application: we will not do the job for them, and we cannot generate momentum or drive where it is absent. After the Michaelmas Half Term, Lower Sixth pupils are invited to attend critical thinking lessons as well as physics and maths aptitude testing preparation where relevant. Tutors will assist them in their UCAS applications; departmental clinic time will be assigned to discussing any additional reading or practical engagement with STEM subjects and interview practice will be provided.

Careers Education and Guidance

Head of Futures: Dr Gordon West
Careers and International Universities Advisor: Luciane Guntner

Careers (Futures) Education forms a continuous thread throughout a pupil's time at Stowe.

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



Careers Exploration
The present programme of investigation and research takes pupils through 'Unifrog', a careers and higher education profiling programme. This programme helps to provide clear guidelines to assist the choice of an appropriate higher education pathway. 'Unifrog' provides a report that encourages personal exploration into appropriate university courses and can also be used to investigate apprenticeships.

Careers Events
During the two years spent in the Sixth Form a number of events are on offer which have been designed to help with career planning. They include access to the Careers Advisor, a series of seminars on diverse career fields, and participation in a full Careers and Higher Education Week at Stowe.

Careers Experience Courses
Those at Stowe prior to the Sixth Form are expected to undertake one week of career-related work experience in the Summer Holiday between the Fifth and Sixth Form years. This is invaluable in bringing realism to thinking about the world of work and is increasingly looked upon by employers and university admissions as evidence of maturity and motivation. We encourage the Sixth Form to build a portfolio of work experience and the Careers Advisor can help with contacts using a large database of Old Stoic alumni. Currently we use 'Unifrog' to log details of work experience conducted, and this online resource also provides a CV-building tool.

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

The Careers Advisor and Head of Futures are available throughout the year to give tailored individual guidance on higher education, universities, career pathways and apprenticeships throughout the year.

Sixth Form Careers Programme

Lower Sixth Form

Michaelmas Term

- Career-related work experience follow-up.
- Careers Fair - Old Stoics & other employers.
- 'Unifrog' Careers and Higher Education profiling update.

Lent Term

- Tutors discuss Higher Education options with pupils.
- Preparation for UCAS Apply.
- Parents' Meeting with teachers and Careers Staff at start of first Exeat to discuss academic progress.
- Higher Education/university entrance and Open Day briefing for parents.
- Regular use of university research programmes and UCAS websites.

Summer Term

- Advice on writing the UCAS Personal Statement.
- Attend university Open Days.
- Independent projects.
- Registration on UCAS Apply.
- Career-related work experience.

Upper Sixth Form

Michaelmas Term

- UCAS Applications (from mid-September).
- Parents' Meeting with Tutors and Careers Staff at the start of the first Exeat to discuss applications.
- Sponsorship/bursary for Higher Education discussed where relevant.
- Opportunities for LNAT (Law) and UKCAT (Medicine) aptitude tests at external centres.
- Early applications to US universities to be completed by 1 October with all remaining US applications completed by 1 December.
- Oxbridge, Medicine, Dentistry and Veterinary Medicine deadline (15 October).
- All remaining university applications to Tutors by 15 October.
- BMAT (Medicine) and Oxford aptitude tests (ELAT, HAT, and TSA) in School (15 October).
- Interviews at universities and provisional offers of places. Practice interviews available for those called by universities.

Lent Term

- Final UCAS deadline (15 January).

Summer Term

- Tutorial advice on post A Level results strategy. A Level results advice document provided.
- Reply to UCAS offers (dates vary).
- A Level exams.
- Cambridge STEP exams.

Art

Head of Department: Daniel Scott
Exam Board & Course Code: OCR H601

Our A Level course is broad and flexible, giving pupils the opportunity to explore a wide range of media and techniques.

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

Drawing is fundamental to the course and we do expect pupils to have achieved a high grade at GCSE. If they have not completed an Art GCSE course, or equivalent, we would expect to see a folder of work at interview.

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

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

In terms of entry to further education, an OCR A Level is accepted by all university courses, as well as by all Art Foundation courses, which will normally provide the best route to developing your chosen path within Art and Design. Career guidance forms a significant part of our work with our Upper Sixth pupils each year, and we give focused help with portfolio preparation and Art School interviews. Each term, the Watson Art School levies a charge to cover the use of specialist materials, canvases etc.

The OCR Art A Level specification requires pupils to follow a lively and experimental skills-based course in the Michaelmas Term. As the year progresses, pupils will have more time for the personal development of ideas, but they will also continue to learn new techniques and processes throughout the year. There will be time dedicated to contextual themes, which will help to prepare our pupils for their Personal Investigation essay in the Upper Sixth year. With a linear specification we have more time to extend individual projects and create ambitious work. We will have time to spend longer on larger or more detailed drawings, paintings, prints or sculpture and use more involved techniques to produce outcome pieces. Although all pupils' work will be marked internally and regular feedback will be given, there will be no formal assessment by OCR in the Lower Sixth year.

In the Upper Sixth, pupils will work on their 'Personal Investigation' which is the assessed coursework unit. The essay on a related contextual theme is included in this project and is given a separate mark for the first time under the new specification. The Personal Investigation will make up 60% of the total A Level, the other 40% will be awarded for the exam or 'externally set task' unit. This will follow the same structure as the old A Level, with an 'early release' examination paper at the beginning of the Lent Term. The controlled assessment of 15 hours duration will take place after the Easter holidays.

All Sixth Form pupils study life drawing throughout their course in order to make sure their observational drawing skills remain sharp and their output remains fresh.

Required minimum GCSE grade entry level: Art 6

Biology

Head of Department: Louise Carter
Exam Board & Course Code: AQA 7402

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

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

The facilities and technical support in the Science Department are excellent and the grounds of Stowe provide a handy resource for the study of biological ecosystems. Extensive use is made of modern equipment, much of it linked to computer technology. You will study in a caring atmosphere in which individual skills are nurtured. Through the Biomedical Society, pupils will be able to meet and work with leading biologists from across the broad spectrum of the subject.

A Level pupils in Biology will attend a four-day field course, usually at a coastal university or Field Studies Council field station. A third of the cost of this course is borne by the School but parents are expected to contribute the remaining two-thirds (£250 currently).

The Department has undertaken biological expeditions to South Africa, Honduras, Mozambique, Indonesia and Namibia.

Choosing Biology
A grade 7 or higher in Biology GCSE is required to embark upon the A Level course. It is possible to combine a number of subjects with Biology, though experience shows that the best results are achieved when Biology is studied alongside another Science or Mathematics. The column system Stowe offers allows a wide variety of subject combinations which include Biology.

AQA Biology A Level (7402)
The A Level Biology specification is divided into eight areas of core content which is subdivided into key teaching topics. Biology A Level is a linear course spanning over the two years of study.

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

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

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

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

Year Two

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

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

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

Required minimum GCSE grade entry level:
Biology 7 or Double Award Science 7-7

Business

Head of Department: William Freeman
Exam Board & Course Code: Edexcel 9BU0

Business aims to give pupils a broad understanding of how businesses function effectively.

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

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

Pupils will develop an understanding of:

Theme 1: Marketing and People
- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Theme 2: Managing Business Activities
- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

Theme 3: Business Decisions and Strategy
- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change
- Expansion

Theme 4: Global Business
- Globalisation
- Global markets and business expansion
- Global marketing
- Multinationals

Paper 1: Marketing, People and Global Businesses

Paper 2: Business Activities, Decisions and Strategy

Paper 3: Investigating Business in a Competitive Environment

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

Skills Needed and Requirements
The finance and accounting parts of the course have a very significant amount of numeracy within them, so it is expected that pupils who start the course will have at least a grade 5 in GCSE Mathematics. You must be confident with your ability to read and manipulate sizeable amounts of numerical data.

A good Business pupil is able to apply theories of management to a particular situation. The more subtle one's grasp of the situation and the more one has a feel for potential opportunities and threats, the better.

Required minimum GCSE grade entry level: English 5, Mathematics 5

Although our minimum entry grades above are a 5, you should be mindful that many Russell Group Universities now require a 6 in these subjects for entry on all types of Business degrees.

Business BTEC

Head of Department: William Freeman
Exam Board: Pearson

The BTEC Level 3 National Extended Certificate in Business is a qualification made up of three mandatory units (Exploring Business, Developing a Marketing Campaign, and Personal and Business Finance) and one optional unit (Recruitment and Selection Process).

Unit 1: Exploring Business
Unit 1 is internally assessed and subject to external standards verification.

Pupils will develop an understanding of:
- The features of businesses, stakeholders and communication
- Business organisation and objectives
- The external environment
- The different types of market
- Innovation and enterprise

Unit 2: Developing a Marketing Campaign
Unit 2 is assessed by a task set and marked by Edexcel and completed under supervised conditions.

Pupils will develop an understanding of:
- The principles and purposes of marketing
- The rationale behind a marketing campaign
- How a marketing campaign is planned

Unit 3: Personal and Business Finance
Unit 3 is assessed by a two hour written test with pupils working under exam conditions with formal invigilation.

Pupils will develop an understanding of:
- Money, payment systems and personal finance
- The financial sector
- Accounting
- Sources of finance
- Cash flow forecasts and break-even
- Financial statements and ratios

Unit 4: Recruitment and Selection Process
Unit 4 is internally assessed and subject to external standards verification.

Pupils will develop an understanding of:
- Effective recruitment and selection

Pupils will undertake:
- A recruitment activity

Pupils will reflect upon:
- The recruitment and selection process and their individual performance in the recruitment activity

Combinations
The BTEC Level 3 National Extended Certificate in Business can be studied alongside other Level 3 qualifications such as A Levels or other BTEC Nationals as part of a larger programme of study. They are all designed for Post-16 Level 3 study for those wishing to go on to further or higher level study of the sector or directly into employment. The qualification attracts the same UCAS points tariff as an A Level and is widely recognised by universities (including the Russell Group) and employers.

Skills Needed and Requirements
The Finance and Marketing units of the course have numeracy within them, where pupils will need to be able to manipulate and interpret data; so it is expected that pupils who start the course will have at least a grade 4 in GCSE Mathematics.

Extended writing is part of the assessment criteria for all parts of the course; so it is expected that pupils who start the course will also have a grade 4 in GCSE English Language.

The BTEC Level 3 National Extended Certificate in Business is a suitable study route for all pupils who have a genuine interest in learning about the business sector.

Chemistry

Head of Department: Dr Alexandra Waine
Exam Board & Course Code: OCR H432

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

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

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

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

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

The Chemistry Department
The Chemistry Department at Stowe is lively, friendly and very successful. The Department's great strength in teaching lies in the effective combination of modern and traditional teaching methods.

The Department occupies the top floor of the well-equipped Worsley Science Centre. There are six teaching laboratories, each with its own adjacent lecture room equipped with a large demonstration bench and fume cupboard. The Department is extremely well served with technical help from a full-time Technician and two Laboratory Assistants.

The Course
The Department follows the linear OCR A Level in Chemistry A (H432) which comprises of six modules:
Module 1: Development of Practical Skills
Module 2: Foundations in Chemistry
Module 3: Periodic Table and Energy
Module 4: Core Organic Chemistry
Module 5: Physical Chemistry and Transition Elements
Module 6: Organic Chemistry and Analysis

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

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

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

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

Paper 3: Synoptic covering all modules.
One hour and 30 minutes. Weighting 26%.

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

Required minimum GCSE grade entry level: Either Chemistry 7, or Double Award Science 7-7, as well as Mathematics 7

Classics

Head of Department: James Sheppe
Latin Exam Board & Course Code: OCR H443
Classical Greek Exam Board & Course Code: OCR H444

Latin and Classical Greek are included in this guide for convenience under the joint heading of 'Classics' since their specifications, content and utility beyond School are, not surprisingly, very similar. However, to be clear, Latin and Classical Greek are separate subjects and choices.

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

A Level
The A Level examinations have also adapted to the new ways of studying the languages; for example, prose composition from English into Latin or Greek is now optional. Nevertheless, notwithstanding the minimum grades stated below, A Level Latin and Greek will appeal primarily to those who have gained at least a grade 8 at GCSE and who enjoy a rewarding challenge.

The Four Components
The A Level specifications for Latin and Classical Greek share a common structure, comprising four components; two linguistic and two literary:

01: Unseen Translation
This component is a language paper worth 33% of the total A Level. Candidates are tested with an unseen translation into English of narrative prose drawn from the Historians Livy and Xenophon (for Latin and Greek respectively). There is also a passage of verse for translation and scansion: the Latin verse unseen will be taken from the poet Ovid, and the Greek verse unseen from the tragic playwright Euripides.

02: Prose Composition or Comprehension
This component is worth 17%. The first option is to translate a passage from English into Latin or Greek. The alternative is to answer comprehension and grammar questions, together with some translation, from a prose passage. In Latin this will be taken from any author who does not feature on the list of set texts for the literature papers, and in Greek from one of the many writers of rhetoric.

03: Prose Literature
This component is worth 25%. Candidates will read two or three selections from original classical texts, including elements in English translation. For Latin this might be a powerful speech by Cicero, or part of Tacitus' fascinating narrative of stirring battles on the frontier of the empire or the struggle for the imperial throne in his 'Histories' or 'Annals'. In Greek you might read Thucydides' account of the heroic events at Pylos in 425 BC, parts of Plato's 'Apology' of Socrates or excerpts from Xenophon's tales of Eastern adventure.

04: Verse Literature
This component is also worth 25%. Candidates will read two or three selections from original classical texts, including elements in English translation. For Latin we may look at Virgil's wonderful epic, the 'Aeneid', some very modern love poetry by Propertius and Tibullus, or delve into the mythological world of Ovid. In Greek we may read Homer's famous account of Odysseus' travels or Sophocles' dramatic tragedy of Antigone's impossible choice between loyalty to her dead brother or to the State, together with some very rude comedy by Aristophanes to lighten the tone.

Subject Combinations
Latin makes an excellent combination with almost any other A Level. Traditionally English, Modern Languages, History and Mathematics are common co-choices, but anything from Art to Chemistry can also be a successful combination. Greek A Level is usually available by special arrangement in any of the four columns and should thus be able to be taken with any other subject.

University and Careers
Many universities in the UK and abroad provide a broad range of excellent classical courses that also encompass Archaeology and Ancient History. In addition, Latin and Greek A Level can establish firm foundations for undertaking a degree in, for example, Law, Philosophy or Theology.

There is no doubt that a Classics degree is still regarded very highly by employers. Classicists tend to enter as broad a spectrum of careers as any other arts graduates, ranging from Accountancy, Business, Law, the Armed Forces, Government Departments and the Media to professional Sport and Music.

Required minimum GCSE grade entry level:
Latin 7 or Greek 7

Computer Science

Head of Department: Ebo Acquaah
Exam Board & Course Code: OCR H446

"Those who can imagine anything, can create the impossible."

Alan Turing

Pupils opt to study A Level Computer Science for different reasons:

- Most want the option to study Computer Science itself at university. The OCR A Level gives you a very good grounding in the subject, and also some insight into what Computer Science really is - and whether it will be a subject you will enjoy.
- Some plan to study Mathematics, Engineering, Physics, Chemistry, or Biology at university, and have heard that many such degrees now involve writing programs. To have learned programming to A Level standard provides a good synergy with these courses.
- Some enjoy programming as a hobby and would like the opportunity to learn more advanced skills, like object oriented programming.

"At its heart lies the notion of computational thinking: a mode of thought that goes well beyond software and hardware, and that provides a framework within which to reason about systems and problems."
(CAS - Computer Science a Curriculum for Schools)

Programming is a big part of this course. At GCSE we teach the popular Python language, but at A Level we switch to the C# language, using professional software development tools, frameworks, and techniques. C# is less forgiving than Python but, so far, all of our pupils have reported that, very quickly, they have appreciated the advantages of C# and really enjoy using it.

Initially, we continue with the 'Procedural' style of programming with which pupils who studied GCSE Computing will be familiar, but by the second term we learn a whole new programming 'paradigm' - object-oriented programming. In the Upper Sixth the A Level project gives pupils further opportunity to master their programming skills using C#. This provides the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so.

A Level Computer Science is about much more than just programming: we also learn about hardware, networks, low-level logic and high-level design, data structures, relational databases and algorithms. This enhances your capacity for thinking creatively, innovatively, analytically, logically and critically.

We are often asked, "Do you need to study A Level Mathematics to do Computer Science?". The answer is no, unless you plan to study Computer Science at degree level, in which case you are strongly advised to study A Level Mathematics. The Computer Science A Level does not require you to know any of the A Level Mathematics syllabus, although most pupils who enjoy programming are good at Mathematics and we would expect a strong grade for GCSE Mathematics.

OCR A Level Computer Science involves two final year exams of two hours and 30 minutes, each comprising 40% of the final grade. The other 20% of the final grade comes from an extended computing project - typically developing a substantial application over the course of nearly a year. Many pupils find the project one of the most enjoyable parts of the course. There is a lot of work involved and pupils are expected to work on their projects over the Summer holidays between Lower and Upper Sixth. Previous and current projects include; an occupancy warning system for Biffa waste bins; digitising board games like Draughts and Backgammon; a differential equation solver; a golf events/scoring system; an accounting system and a system for the School Shop at Stowe. Most pupils come up with the idea for the project themselves, though the teaching staff will make suggestions if required.

Required minimum GCSE grade entry level: Computer Science 7 or Mathematics 8, or equivalent. Individual cases with a different profile will be considered, with an additional requirement of a video or one-to-one interview.

Creative Digital Media Production BTEC

Head of Department: Emma Ackroyd
Exam Board: Pearson

Complex problem solving
Critical thinking
Creativity
People management
Co-ordinating with others
Emotional intelligence
Judgement and decision making
Service orientation
Negotiation
Cognitive flexibility

World Economic Forum list of skills needed to thrive.

The BTEC in Creative Digital Media Production builds the skills listed above to help learners prepare for life beyond School. Combining the knowledge and skills from media theory with a practical approach, pupils build knowledge and apply it in a range of situations. Assessment is spread through the two years with a combination of internally and externally assessed units.

Choosing Creative Digital Media Production
This course will suit learners who like to work collaboratively, enjoy the application of theory, are interested in the media and are willing to produce industry standard media artefacts. Learners will thrive on this course if they are prepared to work on creating portfolios, respond to briefs with originality, perform high-quality primary and secondary research, plan efficiently, stick to deadlines and analyse existing media with insight. The structure of the course suits candidates who prefer to be assessed regularly rather than sit big terminal exams.

The subject is wholly relevant to the contemporary world. The ubiquity of mobile phones and 4G or 5G allows modern users access to media products 24 hours a day. Modern consumers need to be media savvy critical thinkers and accomplished media producers. This course helps learners critique the media, think critically about it, be curious and healthily sceptical in their consumption and skilful in their media creation. Many leading universities provide undergraduate and/or postgraduate courses in Media Studies, in addition apprenticeships at institutions such as the BBC or Sky are equally exciting opportunities. Pupils studying Media go on to a wide range of universities and other institutions. The course sits well alongside courses such as Art, Design, Engineering, Film Studies, Literature, Politics, History and many more.

Pupils taking Creative Digital Media Production go on to a very wide range of careers. Every business today has someone to think about their communications and every business has a media presence.

The Course
Pupils follow a modular course across two years and will be entered for the BTEC in Creative Digital Media Production.

Pupils study four units:

Unit 1: Representation in the Media
Externally Assessed

Unit 8: Responding to a Commission
Externally Assessed

Unit 4: Pre-production Portfolio
Internally Assessed

Unit 11: Learners Create a Fiction Radio Show
Internally Assessed

Recommended minimum GCSE grade entry level: English Language 5 or English Literature 5

Design

Head of Department: Martin Quinn
Exam Board & Course Code: Edexcel 9DT0

"Design is a plan for arranging elements in such a way as best to accomplish a particular purpose."

Charles Eames

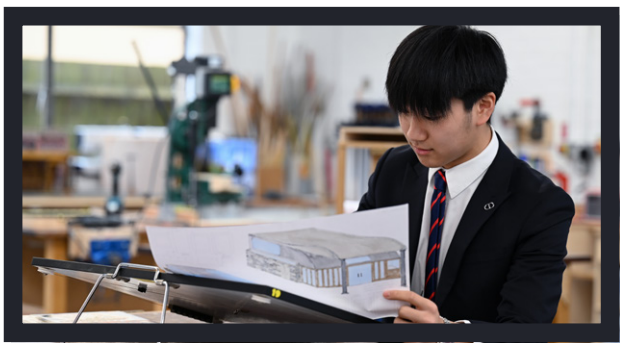
Design and Technology (Product Design)
Thinking about design can be daunting, but not thinking about it can be disastrous and will have a detrimental effect on society as everything we use now, or will be using in the future, will have to be designed.

Design pupils will be taught how to be creative, experimental and to take risks and have fun, in order to develop skills that will allow them to solve the design problems they will tackle.

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

We welcome pupils who have a background via GCSE (or other recognised qualifications) in any design-related discipline, and we are also willing to consider pupils who have not studied the subject before but show a passion for design in any area (this is done through a portfolio and interview). It should be noted that the course is quite demanding of your time but very rewarding.

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



The Design Department at Stowe will be offering the Pearson Edexcel Level 3 Advanced GCE Specification. It is structured as follows:

Component 1:
Principles of Design and Technology
50% of the total A Level

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

Content Overview

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

Component 2:
Independent Design and Make Project
50% of the total A Level

Pupils are given the opportunity to apply the skills they have acquired and developed throughout this course of study to research, design and make a commercially viable product that will be fully evaluated.

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

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

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

Required minimum GCSE grade entry level:
Design 6, or other design related discipline 6

Drama and Theatre Studies

Acting Head of Drama: Laura Parker
Exam Board & Course Code: AQA 7262

Drama and Theatre Studies pupils learn to become young practitioners of this practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

A Level Drama and Theatre Studies offers pupils the opportunity to study Drama as an academic subject. The course comprises close study of a wide range of texts that have been selected to represent significant drama through the ages and plays that have been selected to represent 20th and 21st Century drama. The AQA course promotes balance between theory and practice, as pupils are encouraged to apply their theoretical understanding to become imaginative and independent theatre-makers.

AQA A Level Drama and Theatre Studies is a creative, experimental subject with ample opportunity to explore and develop work in a wide range of theatre styles and techniques. The course also requires high level essay writing and analytical skills. Performance is fundamental to the A Level course and a grade 5 or above at GCSE Drama is an excellent preparation. Pupils who have not completed a Drama GCSE course, or equivalent, are expected to discuss suitability at interview.

Pupils enjoy regular trips to see seminal plays, new writing and to attend theatre conferences, gaining an insight into all aspects of Theatre Production, Writing, Directing, Acting and Design. Pupils are also expected to visit theatres during School holidays such as The National Theatre, The Royal Court and The Old Vic or to watch live or recorded screenings, such as NT On Demand, to develop contextual awareness through experiencing a range of historical and contemporary theatre.

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

Component 1: Drama and Theatre
40% of the total A Level

What is assessed:
- Knowledge and understanding of drama and theatre
- Study of two set plays
- Analysis and evaluation of live theatre makers

How it is assessed:
- Written exam: Three hours
- Open book

Component 2: Creating Original Drama (practical)
30% of the total A Level

What is assessed:
- Process of creating devised drama
- Performance of devised drama (pupils may contribute as Performer, Designer or Director)

Devised pieces must be influenced by the work and methodologies of one prescribed practitioner.

How it is assessed:
- Working notebook
- Devised performance

Component 3: Making Theatre (practical)
30% of the total A Level

What is assessed:
- Practical exploration and interpretation of three extracts each taken from a different play.
- Methodology of a prescribed practitioner must be applied to extract 3.
- Extract 3 is performed as a final assessed piece (pupils may contribute as Performer, Designer or Director).
- Reflective report analysing and evaluating theatrical interpretation of all three extracts.

How it is assessed:
- Performance of extract 3
- Reflective report

Required minimum GCSE grade entry level:
Drama 5, or other drama related discipline 5

Economics

Head of Department: Anthony Ashfield
Exam Board & Course Code: AQA 7136

Economics tries to identify how firms and whole economies should operate if they are to maximise output, profits and welfare.

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

Economics (AQA)
Theoretical models are used to simplify the real world in order to gain a better understanding of key issues. For a thoughtful pupil, Economics provides an invaluable tool for analysing a wide variety of problems faced by governments.

Lower Sixth

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

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

Upper Sixth

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

The National and International Economy II
Developments in the UK will be seen in the context of the globalisation of the world economy. Assessment of the effectiveness of current Government policy and alternative courses of action will be considered.

Combinations, Skills Needed and Requirements
A good economist is able to use abstract theories and apply them to everyday problems so that real-world policies can be sensibly evaluated. Pupils with an arts background have an advantage in terms of being able to write fluently about policies and problems.
A grade 6 in GCSE English is strongly recommended and competence in a Social Science subject such as Geography or History must also have been demonstrated.

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

Mathematics
It is generally true that pupils coming from a mathematical or science background tend to have a strong ability in terms of understanding the basic theory, and this is especially important as the course will be becoming slightly more mathematical than that taught in previous years. Mathematical marks will count for 20% of the A Level grade. Those with less than a grade 6 at GCSE Mathematics are likely to struggle significantly.

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

Required minimum GCSE grade entry level:
English 6, Mathematics 6

Engineering BTEC

Co-ordinator of Engineering: Sam Williams
Exam Board: Pearson

This practical and applied course is designed for pupils who are interested in a career in the engineering sector.

The Pearson BTEC Level 3 National Extended Certificate Engineering qualification addresses a broad range of engineering specialist areas. This course combines well with A Levels in Mathematics, Physics and Design, but may also provide a good alternative for pupils whose GCSE profiles may mean that they struggle to gain access on to the A Level Science courses. The BTEC qualification, equivalent to a full A Level, is fully recognised by Higher Education providers and accepted, in combination with A Levels or other BTECs, for admission to a range of degree courses in the engineering and STEM sectors.

Pupils taking this qualification will study the following units:

Engineering Principles
This unit will develop your mathematical and physical scientific knowledge and understanding, to enable you to solve problems set in an engineering context. You will explore and apply the algebraic and trigonometric mathematical methods required to solve engineering problems. The mechanical problems you will encounter cover static, dynamic and fluid systems. The electrical and electronic problems you will encounter cover static and direct current (DC) electricity, DC circuit theory and networks, magnetism, and single-phase alternating current theory.

Delivery of Engineering Processes Safely as a Team
In this unit, you will examine common engineering processes, including Health and Safety legislation, regulations that apply to these processes and how individual and team performance can be affected by human factors. You will learn the principles of another important process, engineering drawing, and develop two-dimensional (2D) Computer-Aided drawing skills while producing orthographic projections and circuit diagrams. Finally, you will work as a team member and team leader to apply a range of practical engineering processes to manufacture a batch of an engineered product or to safely deliver a batch of an engineering service.

Engineering Product Design and Manufacture
In this unit, you will examine what triggers changes in the design of engineering products and the typical challenges that engineers face, such as designing out safety risks. You will learn how material properties and manufacturing processes impact on the design of an engineering product. Finally, you will use an iterative process to develop a design for an engineering product by interpreting a brief, producing initial ideas and then communicating and justifying your suggested solution.

Computer-Aided Design
In this unit you will use CAD software and hardware to produce 2D and 3D drawings. You will acquire the skills to produce models of products, editing and modifying these, and exploring materials and their properties. You will output a portfolio of drawings, for example orthogonal, 3D shaded or solid model, and detail view drawings, to an international standard.

BTEC Engineering Elective
In addition to the Extended Certificate, we are offering the Pearson Level 3 National Certificate in Engineering as a one-year Elective in the Lower Sixth. This programme will offer pupils the opportunity to gain an Engineering qualification that is equivalent to an AS Level alongside three other full A Levels.

On this course pupils will study two out of the four units previously outlined:

- Engineering Principles
- Delivery of Engineering Processes Safely as a Team

Recommended minimum GCSE grade entry level: Mathematics 6, and Physics 6 or Double Award Science 6-6

English as a Second Language (ESL)

Head of Department: Jessica Reinhold

This course provides pupils with an excellent opportunity to refine their written, analytical and comprehension skills, which in turn helps to improve their achievement in other A Level subjects.

Overview
International Sixth Form pupils who have not completed a GCSE in English as a First Language prepare for a relevant English Language qualification (either IELTS, C1 Advanced or TOEFL) in their Lower Sixth year until they reach the necessary level to fulfil the English Language entry requirements for their chosen universities. This is compulsory.

C1 Advanced Content

Paper 1: Reading and Use of English
One hour 30 minutes
Reading (50 marks)/Use of English (28 marks)
This paper consists of eight parts. Passages are taken from a variety of sources, including fiction, newspapers and magazines and sections consist of a range of task types including multiple choice, word transformations, cross-text multiple matching, open cloze, and gap-fill.

Paper 2: Writing
One hour 30 minutes (40 marks)
- Part 1: An essay question based on stimulus material (20 marks)
- Part 2: Candidates choose one of the following tasks: an email/letter, a report, a proposal or a review (20 marks)

Paper 3: Listening 40 minutes (30 marks)
This papers consists of four parts. Extracts are based on interviews, radio broadcasts, presentations, talks and everyday conversations and task types include multiple choice, sentence completion and multiple matching questions.

Paper 4: Speaking 15 minutes (30 marks)
This component consists of four parts including a discussion, a collaborative task, an interview with the examiner and a short talk based on stimulus materials.

Results for each section are converted into a scaled score out of 200.

IELTS (International English Language Testing System)

Test Format:

Paper 1: Listening Four sections, 40 items, 30 minutes

Paper 2: Reading Three sections, 40 items, 60 minutes

Paper 3: Writing Two tasks, 60 minutes
- Task 1: Analysis of data (in a graph, table, chart) or description of a process or diagram
- Task 2: Essay question based on an argument, opinion or problem

Paper 4: Speaking Three parts, 11-14 minutes

Results for each section are reported on a nine-band scale.

TOEFL (Test of English as a Foreign Language for US university applications)

Test Format:

Paper 1: Reading 60 minutes
Three-four passages, 12-14 questions each

Paper 2: Listening 60-90 minutes
Four-six lectures, six questions each

Paper 3: Speaking 20 minutes
Six tasks: two independent and four integrated

Paper 4: Writing 50 minutes
One integrated essay task and one independent essay task

The examination is marked out of a total of 120: results for each section are converted into a scaled score out of 30.

Aims
On completion of one of the above courses, pupils should be able to:
- Produce clear, detailed texts on a wide range of subjects and develop a complex argument on a topical issue.
- Understand a wide variety of complex texts on both concrete and abstract topics.
- Write well-structured texts using an appropriate style, expanding points of view with supporting arguments and showing controlled use of organisational patterns, connectors and cohesive devices.
- Develop the key skills necessary for undergraduate study in English.

English Literature

Head of Department: Nicola Borman
Exam Board & Course Code: Edexcel 9ET0

The A Level English Literature course comprises the close study of a wide range of literary texts.

Successful candidates usually enjoy reading sophisticated literature and discussing their ideas with others. They are likely to have a high grade in English Language at either IGCSE or GCSE and a further high grade in English Literature.

Candidates at Stowe are entered for the linear Edexcel A Level (9ETO) qualification in English Literature. We start the year with close attention to the honing of the skills for close reading and analysis. The course includes four components.

Component One: Drama
30% of the total A Level
Assessed by written examination lasting two hours and 15 minutes. Pupils study:

- One Shakespeare play and one other drama from either tragedy or comedy.
- Critical essays related to their selected Shakespeare play. Pupils' preparation is supported by a critical anthology of essays on their selected Shakespeare play and the wider generic conventions of tragedy and comedy.

Component Two: Prose
20% of the total A Level
Assessed by written examination lasting one hour.
Pupils study:

- Two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.

Component Three: Poetry
30% of the total A Level
Assessed by written examination lasting two hours and 15 minutes. Pupils study:

- Poetic form, meaning and language.
- A selection of post-2000 specified poetry.
- A specified range of poetry from: either a literary period (pre or post 1900) or a named poet from within a literary period.

Non-Examination Assessment (Coursework)
20% of the total A Level
Pupils write one comparative essay of 2,500-3,000 words based on two texts of their choice, as agreed by their teacher. Pupils must undertake extensive independent research, and their essays will be informed by literary criticism, critical theory, and contextual knowledge. This aspect of the course will be directed, but not taught, by teachers, and is completed in the Upper Sixth year. As this is a two-year course, pupils are expected to work on their coursework during the Summer between their Lower Sixth and Upper Sixth years.

In total, candidates study eight texts for this qualification (a Shakespeare play, one other play, two poetry texts, two prose texts and a further two texts of their own choice). Please note that teachers are encouraged to choose texts about which they are passionate and in which they have a particular expertise. This means that different classes may study different texts, depending on which teachers they have.

The Senior Literary Society
All Sixth Form English Literature pupils at Stowe are members of the Literary Society. In addition to the range of distinguished guests, the Literary Society also stages annual events such as the National 'Poetry by Heart' competition, Burns' Night, day trips to academic conferences, writing workshops, joint events with other Departments, and at the end of the academic year, a Leavers' Dinner.

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

Academic Extension Classes and Oxbridge
For those Sixth Form pupils who wish to extend their knowledge beyond the confines of the classroom, there are weekly academic extension classes, which explore a range of genres and periods. In the Michaelmas Term we join forces with the History Department to look at significant moments through the lenses of literature and history. Pupils wishing to apply for Oxbridge or to Russell Group universities are also offered specific tuition in preparation for and making these applications.

Required minimum GCSE grade entry level:
English Literature 6 or English Language 6

Film Studies

Head of Department: Emma Ackroyd
Exam Board & Course Code: WJEC A670QS

"The first step - especially for young people with energy and drive and talent, but not money - the first step to controlling your world is to control your culture. To model and demonstrate the kind of world you demand to live in. To write the books. Make the music. Shoot the films. Paint the art."

Chuck Palahniuk (author of 'Fight Club' and award-winning journalist)

The Film Studies A Level course covers the close study of a wide range of film texts, together with a component of practical coursework. Successful candidates enjoy engaging in close textual analysis, discussing new ideas and debating theory. They also enjoy the creative process when producing their own scripts, storyboards and films. A high grade in English Language or Literature GCSE is desirable as this is primarily an essay-based subject. Pupils do not need prior practical film making experience.

Choosing Film
Film Studies is a rigorous, academic subject that combines theoretical analysis, contextual understanding, critical debate and practical production. Learners develop analytical and creative skills, communication, teamwork and problem solving. They also improve their ability to work independently, developing their ability to self-reflect.

The subject is wholly relevant to the contemporary world. Films have a powerful overt and covert influence on our lives; encoding key messages, themes, values and ideologies. They are 'the modern art form' and as such, deserve to be studied closely. Film Studies combines learning about culture and society with exploring ideology, narrative, auteur theory, and the effect of advances in film-making technology.

Many leading universities provide undergraduate and/or postgraduate courses in Film Studies. Pupils studying Film apply to a wide range of universities, including many leading Russell Group Universities. Some courses are theoretical, whereas others are more practical courses. Pupils studying Film at A Level may go on to choose a wide range of courses and careers including, but not limited to, Media Studies, PR, Advertising, Journalism, Education, Art, Drama and English. Film Studies can be taken with any combination of subjects. It works well alongside A Levels in English, Art, Business, Economics, Politics, and Religious Studies. Pupils also take it with subjects like A Level History, Drama, Geography and Sciences to demonstrate a breadth of study and an understanding of contemporary issues.

The A Level Course
Pupils follow a linear course across two years and will be entered for the WJEC Film Studies A Level. Examinations take place at the end of the Upper Sixth year. The exams consist of two papers alongside a practical component as follows:

Component 1: Varieties of Film and Filmmaking
Written exam: Two hours 30 minutes
35% of the total A Level
Topics: Classical and New Hollywood, American Independent and Mainstream Since 2005, British Film Since 1995

Component 2: Global Filmmaking Perspectives
Written exam: Two hours 30 minutes
35% of the total A Level
Topics: Global Film, Documentary, Film Movements (Silent Cinema and Experimental)

Component 3: Making a Short Film or a Written Script and Digital Storyboard
Production non-exam assessment
30% of the total A Level

The AS Level Course
Film Studies is also available at AS Level as an elective. The AS is studied across two years with learners taking the terminal exams at the end of the Upper Sixth. The exams consist of two papers alongside a practical component as follows:

Component 1: American Film
Written exam: One hour 30 minutes
35% of the total AS Level

Component 2: European Film
Written exam: One hour 30 minutes
35% of the total AS Level

Component 3: Making a Short or Written Script and Digital Storyboard
Production non-exam assessment
30% of the total AS Level

Required minimum GCSE grade entry level:
English Language 5 or English Literature 6

French

Head of Department: Fanny Leluan
Exam Board & Course Code: AQA 7652

A Level French gives pupils the opportunity to develop and deepen their awareness and understanding of the language.

This course will increase pupils' knowledge of the French-speaking world through the study of the language in its cultural, literary and social context. One of the most important aspects of this course is the opportunity to develop informed opinions and detailed knowledge of the Francophone world.

The specification has been designed to be studied over two years. All pupils studying A Level French will have a weekly one-to-one speaking lesson with one of our French Assistants, in addition to group lessons.

Course Content
Four main themes are covered at A Level.

1. **Aspects of French-Speaking Society: Current Trends**
- The Changing State of the Family
- The Digital World
- The Role of Volunteering

2. **Aspects of French-Speaking Society: Current Issues**
- Positive Aspects of Multiculturalism
- Marginalized Populations and Poverty
- Criminality

3. **Artistic Culture in the French-Speaking World**
- The Notion of Heritage in French Culture
- Contemporary Music
- Cinema

4. **Aspects of Political Life in the French-Speaking World**
- Politics and Youth
- Protests and Strikes
- Immigration

These areas of study form the basis for conversation, comprehension and translation. In addition, pupils study one literary text 'No et moi' and one film 'La Haine' in the Upper Sixth. As part of Paper 2, pupils write two essays, one on the film and one on the text, as part of the final assessment at the end of the course.

A Level linguists also complete an individual research project (IRP) that is discussed in their speaking exam. Pupils are given a 55-minute slot weekly to develop their presentation and speaking skills with our French Assistant.

As at GCSE, the four skills (listening, reading, speaking and writing) are assessed.

Assessment

Paper 1: Listening, Reading and Translation
Written exam: Two hours 30 minutes (100 marks)
50% of the total A Level
- Translation into English; a passage of a minimum of 100 words (10 marks)
- Translation into French; a passage of a minimum of 100 words (10 marks)

Paper 2: Writing
Written exam: Two hours (80 marks in total)
Two essays (one on the book, one on the film)
20% of the total A Level

Paper 3: Speaking
21-23 minute exam (with 5 minutes preparation)
30% of the total A Level
Discussion of a sub-theme with the discussion based on a stimulus card (five-six minutes). The pupil studies the card for five minutes at the start of the test (25 marks). Presentation (two minutes) and discussion (nine-ten minutes) of individual research project (35 marks).

Required minimum GCSE grade entry level: French 7

Geography

Head of Department: Francesca Elliott
Exam Board & Course Code: OCR H481

The study of many contemporary issues and the development of a sense of environmental responsibility combine to make Geography one of the most relevant and popular subjects for young people today.

The great breadth of Geography as an academic subject is one of its real strengths and has made it an effective bridge between the Sciences and Humanities. The study of Geography in the Sixth Form has changed considerably over the years. A more rigorous, imaginative and theoretical syllabus has emerged, through which one can gain a greater and more relevant understanding of the landscape and humanity's occupation of it.

GCSE grades of 9-6 are normally the expected requirement for admission to the A Level course. Studying Geography at A Level will not only improve your understanding of the world in which you live, it will also enable you to develop important skills, including literacy, numeracy and ICT skills. This will stand you in good stead in any academic or working environment.

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

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

The OCR A Level course is detailed below.

Physical Systems (01)
One hour 30 minute written paper
22% of the total A Level (66 marks)
- Landscape Systems (Coasts)
- Earth's Life Support Systems
- Geographical Skills

Human Interactions (02)
One hour 30 minute written paper
22% of the total A Level (66 marks)
- Changing Spaces: Making Places
- Global Connections (Migration and Power & Borders)
- Geographical Skills

Geographical Debates (03)*
Two hours 30 minute written paper
36% of the total A Level (108 marks)
- Climate Change
- Hazardous Earth
- Geographical Skills

Investigative Geography (04/05)*
Non-examination assessment
20% of the total A Level (60 marks)
- Independent Investigation

*Indicates inclusion of synoptic assessment.

Required minimum GCSE grade entry level: Geography 6

German

Head of Department: Alice Tearle
Exam Board & Course Code: AQA 7662

In this course pupils will increase their knowledge of the German speaking world through the study of the language in its cultural, literary and social context.

A Level German gives pupils the opportunity to develop and deepen their awareness and understanding of the language. The specification has been designed to be studied over two years. The suggestions below relating to content for year one and content for year two are based on the knowledge that the course will generally be taken over two years.

The level of language required at A Level is different from GCSE as it is more sophisticated, thus allowing for greater depth and subtlety of language. As at GCSE, the four skills (listening, reading, speaking and writing) are assessed. To feel confident and cope with German at A Level, you must achieve at least a 7 at GCSE.

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

Course Content
Four main themes are covered at A Level. Pupils may study all sub-themes in relation to any German-speaking country or countries.

1. **Aspects of German-Speaking Society**
- The Changing State of the Family
- The Digital World
- Youth Culture

2. **Multiculturalism in German-Speaking Society**
- Immigration
- Integration
- Racism

3. **Artistic Culture in the German-Speaking World**
- Festivals and Traditions
- Art and Architecture
- Cultural Life in Berlin, Past and Present

4. **Aspects of Political Life in the German-Speaking World**
- Germany and the European Union
- Politics and Youth
- German Re-unification and its Consequences

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

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

Assessment

Paper 1: Listening, Reading and Translation
Written exam: Two hours 30 minutes (100 marks)
50% of the total A Level
- Translation into English; a passage of a minimum of 100 words (10 marks)
- Translation into German; a passage of a minimum of 100 words (10 marks)

Paper 2: Writing
Written exam: Two hours (80 marks in total)
20% of the total A Level

Paper 3: Speaking
21-23 minute exam (with five minutes preparation)
30% of the total A Level
Discussion of a sub-theme with the discussion based on a stimulus card (five-six minutes). The pupil studies the card for five minutes at the start of the test (25 marks). Presentation (two minutes) and discussion (nine-ten minutes) of individual research project (35 marks).

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

Required minimum GCSE grade entry level: German 7

History

Head of Department: Paul Griffin
Exam Board & Course Code: Edexcel 9HI0

History is primarily about curiosity and argument. It involves studying the past and reaching conclusions about it.

Overview
During your A Level History course, you will be concerned with all aspects of human activity: politics, economics, society, religion, ideas and culture. You will examine how things have changed, why they have changed and with what results. You will be asked to research information, assess its merits and communicate your own opinions. You will both defend and criticise the views of others. You do not need to have studied History at GCSE but, being an essay-based subject, you will need to have a good foundation in written English.

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

Studying History at A Level
Your study will combine engaging teaching and extensive independent research. A range of assignments will be set, with extended writing, making up a large proportion of the work completed. The School Library has an excellent History section and the Department has its own stock of relevant titles.

Course Specifics
The Department offers two clear programmes at A Level. Pupils are given a choice of whether to follow an early modern or modern pathway with the Edexcel Exam Board.

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

Minimum Required Grade
We would expect A Level Historians to begin their course with a minimum of a grade 6 at GCSE History. If GCSE History is not taken, grades in comparable subjects, such as English, could also demonstrate the required level.

Course Summaries

Early Modern
- Unit 1: England 1509-1603
- Unit 2: Luther 1515-1555
- Unit 3: England 1399-1509
- Unit 4: Coursework Investigation

Modern
- Unit 1: Britain 1918-1997
- Unit 2: USA 1955-1992
- Unit 3: British Empire 1763-1914
- Unit 4: Coursework Investigation

A Level Units

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

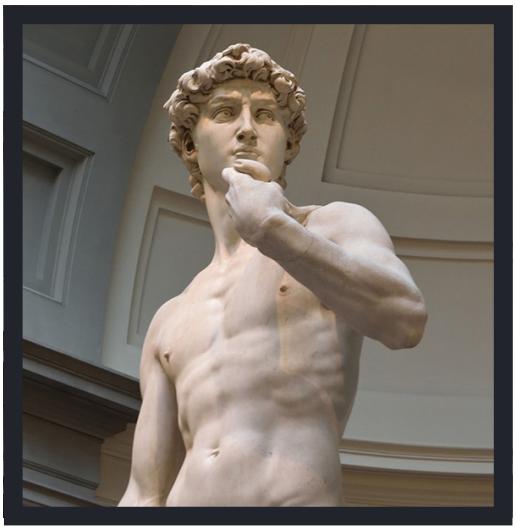
Unit 2: Depth Study
Each Unit 2 option is focused on depth, requiring more detailed knowledge and understanding of the topic, and over a shorter time period. The content is organised into four key topics.

Unit 3: Themes in Breadth with Aspects in Depth
This option comprises two parts: the Aspects in Breadth focus on long-term changes and contextualise the Aspects in Depth, which focus in detail on key episodes.

Unit 4: Coursework
The purpose of the coursework is to enable pupils to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment. We offer a selection of titles, with the current options being: Thomas Cromwell, Mary I, the Women's Suffrage Movement, the Vietnam War, the Holocaust, the Legacy of the British Empire and the Partition of India.

Required minimum GCSE grade entry level: History 6, or other essay writing subject 6, if History is not taken

History of Art



Acting Head of Department: Paul Griffin
Exam Board & Course Code: Edexcel 9HT0

History of Art is studied at A Level at Stowe, which makes for the ultimate backdrop to a comprehensive engagement with the subject.

Understandably, few pupils will have much prior knowledge of the subject and none is expected. Provided you are committed to hard work, this new visual language offers a fresh understanding of beauty in all its artistic manifestations: from works considered in the classroom, to those viewed in a museum context, to those we will encounter abroad.

Qualifications
Given the demand for essay writing, at least a 6 is expected in GCSE English Language for entry to this course. We expect a strong commitment to independent study as well as a willingness to engage critically and intelligently with objects in order to gain the fullest enjoyment from this fascinating subject.

Course Aims
We aim to show what an exciting academic discipline Art History continues to be in our own image-saturated culture. We consider the materials, styles and techniques of artists while situating art and architecture in its social and historical context. Political, religious and cultural history are all crucial frames through which works are considered on our course, in addition to the visual analysis of works themselves. The study of art in both its historical and contemporary forms provides a crucial knowledge of world civilisations, not to mention visual and analytical tools that can be applied in many walks of life. Coming to terms with how images and objects shape our social and political identities is our daily task and one that serves to enrich all those who choose to engage with global culture today. This course allows you to develop particular strengths and interests, encourages lifelong learning and provides access to higher education and university degree courses in Art History and related subjects, as well as careers in the art world and beyond.

Course Requirements
Weekly preps are set; both visual exercises and essays, together with note-taking and class discussion. You are also expected to visit galleries and museums and to read and research widely in your own time.

Visits Abroad
Paris, Florence, Rome, Venice and New York are just some of the cities we have visited in the past.

Pearson Edexcel Level 3 Advanced GCE

Paper 1A: Visual Analysis
Pupils in their first year study the visual language of art throughout history, to equip them with the tools to analyse three previously unseen works in the exam. Stowe itself serves as much as an object of study as a backdrop in this phase of the course.

Paper 1B: Themes
Pupils will consider how both Nature and Identities have helped to shape the production and reception of works in both Western and non-Western contexts throughout history.

Paper 2: Periods
With the requirement for two periods of in-depth study, pupils will consider the Renaissance in Italy (1420-1520) as well as Modernism in Europe (1900-1939). These topics are studied over two years.

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

Course Value
This subject is considered a full academic A Level by universities and because of its breadth and cross-curricular requirements, it is welcomed as a highly-regarded Humanities subject, one that complements both Arts and non-Arts subjects. Past pupils report that the vital critical, visual and essay skills which one acquires on this course have helped them tremendously in their university careers and beyond. Equally importantly, they have enjoyed the subject and welcomed the opportunity to travel and see works of art at first hand. There is no doubt that two years spent in the study of Art History furnishes both concrete and intangible skills that only boost pupils' academic profiles.

Required minimum GCSE grade entry level: English Language 6, or other essay writing subject 6

Mathematics

Head of Sixth Form Mathematics: Sophie Penrhyn-Lowe
Mathematics Exam Board & Course Code: Edexcel 9MA0
Further Mathematics Exam Board & Course Code: Edexcel 9FM0

Learning Mathematics is not just about memorising techniques and formulae, it teaches you thinking skills that will last a lifetime.

Mathematics is the most popular A Level nationally and at Stowe, being either necessary or preferred for many degree courses in a variety of subject areas. The skills learnt will be useful for those wishing to study Sciences (laboratory and social), Medicine, Architecture, and Economics, and is essential for those considering courses in Mathematics, Statistics or Engineering. However, the main reason to choose Mathematics in the Sixth Form is because you have enjoyed the subject at GCSE.

Mathematics A Level
Mathematics is one of the most challenging A Level courses, which is one reason why it is so widely valued. Experience tells us that a grade 8 or 9 at GCSE/ IGCSE is crucial for success in A Level Mathematics. Even then, some pupils find its content and algebraic intricacy extremely demanding. Therefore, success at Mathematics will only come with mastery of key GCSE skills and a strong work ethic from day one.

Pupils will learn about completely new subject areas such as calculus and logarithms. The ideas of proof, problem solving and logical reasoning are key to Mathematics and play a greater part in the A Level course than they did at GCSE.

The A Level consists of three papers worth 100 marks each. Two of the papers are Pure Mathematics, and the last one is Applied Mathematics (Mechanics and Statistics). All three papers contribute a third of the overall grade and are two hours long.

After the first year of teaching, pupils will have covered the content of an AS Level qualification which is roughly half the content of an A Level and less challenging. Pupils who do not pass the end of first year internal exam will have the opportunity to sit the AS Level paper at the end of the Upper Sixth.

Required minimum GCSE grade entry level: Mathematics 8

Further Mathematics A Level
We offer Further Mathematics at both AS and A Level. Pupils opting for either course should be strong Mathematicians. The minimum expectation is (alongside a motivated enthusiasm for the subject) a high grade 8 or 9 at GCSE and experience of some extension Mathematics, such as OCR Additional Mathematics or AQA Level 2 Certificate in Further Mathematics, is desirable.

A Level Further Mathematics is another complete A Level and has to be taken in conjunction with Mathematics A Level. Pupils must start Lower Sixth with four A Levels if one is Further Mathematics. Pupils will be working through the Further Mathematics AS content in the first year. In the Upper Sixth the pupils will then focus on the more challenging Further Mathematics content. Anyone wanting to study Mathematics beyond the Sixth Form, or Physics, Engineering and Chemistry at Oxbridge, should be seriously considering Further Mathematics.

The Further Mathematics exams consist of four papers, each worth 25%, tested in one hour 30 minutes. We follow the Edexcel specification for Mathematics and Further Mathematics A Level.

Required minimum GCSE grade entry level: Mathematics 8, preferred 9

Other opportunities within the Mathematics Department
Pupils entering the Sixth Form who have not achieved a grade 4 or above at GCSE are required to retake their Mathematics GCSE during the Lower Sixth year. Regular classes are provided so that the specification content can be thoroughly revised. These classes are usually very small and pupils benefit greatly from the individual attention.

High attaining pupils and curious Mathematicians are encouraged to compete in the UKMT Maths Challenges and Olympiads, and to take part in meetings of the Maths Society: 'The Gaussian Group'. In addition to this, a weekly advanced mathematics preparation course is offered to Sixth Formers who are aspiring to Mathematics and strongly mathematical courses at Oxford, Cambridge and other top institutions.

Music

Director of Music: Emma Bryden
Exam Board & Course Code: WJEC 1660QS

Our inclusive and highly popular A Level course opens up the world of music to pupils.

Through developing transferable listening and analytical skills alongside an in depth exploration of different musical eras, pupils will receive a strong foundation upon which to build at a Conservatoire or University.

The WJEC course explores a wide range of music including The Development of the Symphony, Musical Theatre and 20th Century Composers.

It is advisable for pupils wishing to take this A Level to be at least Grade 6 standard on one instrument before embarking upon the course. Pupils are recommended to be Grade 5 standard in Theory so to fully engage with this course. Pupils may also simultaneously prepare for Grade 8 Theory (TCL) during the course should they wish.

In the second year of study, pupils may specialise in Performing or Composing. The specialist component is then weighted at 35% of the final mark.

Performing Music (35% or 25%)
Pupils can perform music in any style, and can perform either as a soloist or part of an ensemble. Any instrument and/or voice combinations are acceptable as part of a performance lasting a minimum of ten to twelve minutes or six to eight minutes for non-specialists. The performance occurs in the Spring Term of the second year of study, in front of a visiting examiner. An audience of the pupil's family and peers may also be present should they wish.

Composing (35% or 25%)
Pupils compose three pieces lasting eight to ten minutes, or two pieces lasting four to six minutes for non-specialists. One composition must be to a brief set by Eduqas. For specialists, one of the two additional compositions must relate to an area of study other than the Western Classical Tradition.

Appraising (40%)
This unit assesses pupils' knowledge of musical elements and contexts. Pupils study 'Symphony 104' by Haydn as part of the Western Classical Tradition and look at the development of the symphony. For Musical Theatre, pupils explore the works of Stephen Schwartz, Andrew Lloyd-Webber, Richard Rogers, Stephen Sondheim, Leonard Bernstein and Claude-Michel Schönberg. Pupils sit a two hour and 15 minute paper. All A Level pupils are given regular performance opportunities with specialist coaching.

Required minimum GCSE grade entry level: Music 7, Grade 5 on one instrument. Grade 5 Theory may be considered in place of GCSE Music.

Music Technology

Director of Music: Emma Bryden
Exam Board & Course Code: Edexcel 9MT0

Ever wanted to learn how Music is recorded, or how your favourite songs are made?

With the opening of the Chung Music School in 2014, the School has invested heavily in the latest industry-standard software and equipment available to enjoy all aspects of Music Technology. It includes 'The Stringer Recording Studio' - a state-of-the-art recording studio, multiple live performance spaces, and the latest in professional sequencing and production software (Pro Tools, Logic Pro and Cubase).

This subject is ideal for those who wish to follow a degree course in Music Production or Pop and Jazz Music, or for those who have an interest in popular music and its production.

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

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

Component 1: Recording (20%)
Pupils will learn and use a variety of Music and Music Technology skills in order to produce a recording of one song out of a choice of ten provided by Edexcel. The song will be between two and two and a half minutes in length. The recording must use a minimum of five instruments; three compulsory and two additional instruments. This component is externally assessed.

Component 2: Technology-Based Composition (20%)
Pupils will create one technology-based composition lasting two and a half minutes in length, outlined by a set brief published by Edexcel. The composition will include synthesis and sampling, as well as the integration of MIDI and audio.

Component 3: Listening and Analysing (25%)
Pupils will sit a 90 minute listening examination where they will be presented with various commercial recordings, and then tested on their knowledge of recording and production techniques, and principles of sound and audio technology. They will also be examined on the history of recording and production technology.

Component 4: Producing and Analysing (35%)
A written and practical examination of two hours and 15 minutes. Pupils will use their knowledge and understanding of editing, mixing and production techniques and apply this to unfamiliar materials provided by Edexcel. Stoics will correct and then combine the audio and MIDI materials to form a completed mix, which may include creating new tracks or parts from the materials provided. There will also be an essay, worth 16 marks, focusing on a specific technique or piece of equipment.

Required minimum GCSE grade entry level: Music 7, proficiency in a principal instrument and/or experience of DJ/Music Production lessons. Grade 5 Theory may be considered in place of GCSE Music.

Physics

Head of Department: Paul Thompson
Exam Board & Course Code: OCR H556

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

Physics is crucial to understanding the world around us, the world inside us, and the world beyond the stars. It is the most basic and fundamental science. In Physics, we study the universe on a grand scale - from black holes and supernovae, to the world of quantum mechanics, particle interactions and processes within the nucleus.

Physics challenges our very intuition - with relativity bending the rules with regards to time and space. Technologies we now take for granted, such as lasers, computers, MRI scanners, memory foam mattresses and the internet, were all invented by Physicists (often with no practical objective in mind).

Some may ask - what is the point? A Physicist responds that knowledge is the point. It is the end goal. It is what drives us, what motivates us and what inspires us to delve deeper into the universe than ever before.

Physicists are problem solvers. Their analytical skills make Physicists versatile, adaptable, and desirable in so many careers. Physicists bring a broad perspective to any problem. They develop the ability to consider problems from a variety of situations and are not bound by context. This incentive thinking makes Physicists excellent Journalists, Lawyers, Financiers, Doctors, Engineers, Computer Scientists, Astronomers, and Researchers.

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

"Physics is, hopefully, simple. Physicists are not."
Edward Teller

A Level is one of the most enjoyable times to study Physics. It is complicated enough to be an intellectual challenge, but still possible to visualise. At Stowe, we follow the OCR Physics A curriculum which provides a fascinating introduction to Advanced Level Physics, while retaining the Newtonian mechanics that is the basis of so much around us.

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

First Year
Module 1: Development of Practical Skills in Physics
Module 2: Foundations of Physics
Module 3: Forces and Motion
Module 4: Electrons, Waves and Photons

Second Year
Module 1: Development in Practical Skills in Physics
Module 5: Newtonian World and Astrophysics
Module 6: Particles and Medical Physics

The final examinations consist of three papers:

Paper One: Modelling Physics (37%)
Content - Modules 1, 2, 3, and 5
Written exam - Two hours 15 minutes

Paper Two: Exploring Physics (37%)
Content - Modules 1, 2, 4 and 6
Written exam - Two hours 15 minutes

Paper Three: Unified Physics (26%)
Content - Modules 1 to 6
Written exam - One hour 30 minutes

Required minimum GCSE grade entry level: Either Mathematics 7 with Physics 7, or Double Award Science 7-7

Politics

Head of Department: Simon Cole
Exam Board & Course Code: Edexcel 9PLOA

From Brexit to alternative truth, politics is becoming increasingly divisive. If you want to understand why, then this is the A Level for you.

A Level Government and Politics explores ideologies and compares the democratic performance of different political systems. The Edexcel course offers a broad range of exciting and stimulating topics including political philosophy and comparative political science. It has been divided into three components.

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

Component 2: UK Government and Optional Political Ideas
Component 2 looks at the British Constitution, Parliament, Prime Minister and relations between institutions as part of the study of Government. The optional ideology of choice will be Ecologism which includes study of ecocentric and anthropocentric approaches alongside key thinkers such as EF Schumacher, Murray Bookchin and Carolyn Merchant.

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

Assessment
The A Level is assessed in three examinations at the end of year two. Paper 1 is two hours and is worth 84 marks. 60 marks are allocated to UK Politics and 24 marks are allocated to Ideologies. Paper 2 is the same as paper 1 with 60 marks allocated to UK Government and 24 marks allocated to the Optional Ideology. Paper 3 is also the same structure, with 24 marks allocated to comparative questions and 60 marks allocated to pure US Government and Politics. Candidates are required to answer questions worth 30 marks and 24 marks for Components 1 and 2. Component 3 consists of 30 mark and 12 mark questions.

Combinations, Skills Needed and Requirements
Politics can be studied with other Humanities and Social Sciences, such as Economics, History and Geography. Politics may also be chosen by those who are primarily scientists but who are looking for a broadening, third subject. The most important skills for success in Politics are literacy, writing, reading, critical thinking, analysis and evaluation. Pupils who take an interest in the contemporary news are also at an advantage. At least a grade 6 at GCSE is required in English or a Humanities subject. Politics is an extremely popular university course. Politics is also highly regarded for those pupils considering studying Law at university. Political Scientists then progress to a wide variety of management careers.

Required minimum GCSE grade entry level: English 6, or other essay writing subject 6

Psychology

Head of Department: Aidan Harvey-Craig
Exam Board & Course Code: AQA 7182

Psychology is an excellent subject to study because it not only teaches a number of transferable skills, it also gives an insight into the way people think and behave.

Choosing Psychology
Psychology is the science of mind and behaviour. This is the subject for anyone interested in understanding what drives our thoughts and actions - from genes and hormones to group dynamics and early relationships. Underpinning everything is a range of scientific research methods and data analysis techniques. These are used to take an objective, scientific look at questions such as: what is the difference between sadness and clinical depression? How do we recall memories? Is there a biological basis to attraction? It is a fascinating science with cutting-edge research and real-world applications.

The A Level course is a two-year course, designed to be rewarding in its own right while also serving as an introduction to an increasingly popular degree subject.

What topics will you study?
We use the AQA exam board. Below is an indication of what is covered in the course:

- **Social influence**
  Conformity and obedience to authority, minority influence and social change.

- **Memory**
  Models of encoding and retrieving memories, issues with eyewitness testimony.

- **Attachment**
  Early attachment relationships and later adult functioning.

- **Approaches in Psychology**
  The psychodynamic, learning, humanistic, cognitive and biological approach to explaining behaviour.

- **Biopsychology**
  The central nervous system and endocrine system.

- **Psychopathology**
  Explanations and treatments for mental disorders such as obsessive-compulsive disorder (OCD) and depression.

- **Relationships**
  Attraction, virtual relationships and parasocial relationships.

- **Schizophrenia**
  Diagnosing schizophrenia, biological and psychological explanations and treatments.

- **Aggression**
  Biological and social psychological explanations of human aggression, institutional aggression and media influences on aggression.

- **Research methods**
  Experiments, observations, correlations and self-report methods.
  Analysis of quantitative and qualitative data including the use of statistical tests.

- **Issues and debates in Psychology**
  Gender and culture, free will and determinism, nature-nurture debate, holism and reductionism, ethics.

Assessment
There are three exams, each account for one third of the A Level. The three exams last two hours and are worth 96 marks each. The exams consist of multiple choice, short answer and extended writing questions.

Careers
Studying Psychology at university can give a whole host of exciting career options, including:

- Business and Finance
- Marketing and PR
- Law
- Human Resources
- Social and Welfare professions
- Education
- Clinical Psychology
- Neuroscience

Required minimum GCSE grade entry level: Biology 6 or Double Award Science 7-6; Mathematics 6, English Literature 6 or English Language 6

Religious Studies

Head of Department: Francesca Holloway
Exam Board & Course Code: Edexcel 9RS0

This course will enable pupils to reflect on and develop their values, opinions and attitudes in the light of their studies.

The Religious Studies A Level at Stowe offers three areas of study: Philosophy and Religion, Religion and Ethics and a study of Islam. All three units are fully assessed through three externally-examined papers.

A Level Religious Studies facilitates enquiry into, and develops insightful evaluations of, ultimate questions about the purposes and commitments of human life, especially as expressed in philosophy, ethics and religion. It develops transferable skills for progression to higher education - pupils will use ideas from a range of approaches to the study of religions and beliefs in order to research and present a wide range of well-informed and reasonable arguments, which engage profoundly with moral, religious and spiritual issues. This will enable pupils to make a smooth transition to the next level of study.

The value of Religious Studies as an Academic Subject
The course provides pupils with the opportunity to explore and engage with the ideas of some of the most historically significant philosophers and thinkers. They are also taught to apply these ideas to a range of contemporary issues, broadening their critical thinking skills. Finally, pupils have the opportunity to explore the key teachings and practices of Islam, and its significance in the modern world.

A Religious Studies A Level is a comprehensive and respected qualification. It equips pupils with a range of skills including critical thinking, writing, argument and research. It serves as an excellent starting point to a variety of degrees and careers.

Paper 1: Philosophy of Religion (9RS0/01)
Written examination: Two hours
33.33% of total A Level (80 marks)

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

Paper 2: Religion and Ethics (9RS0/02)
Written examination: Two hours
33.33% of total A Level (80 marks)

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

Paper 4: Study of Religion (9RS0/4A-4F)
Written examination: Two hours
33.33% of total A Level (80 marks)

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

Content Overview
Religious beliefs, values and teachings; sources of wisdom and authority; practices that shape and express religious identity; social and historical developments; works of scholars; religion and society; primary texts.

Required minimum GCSE grade entry level: Religious Studies 6, or other essay writing subject 6

Spanish

Head of Department: Julio Morales-Shearer
Exam Board & Course Code: AQA 7692

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

The language used at A Level is more sophisticated than that which is used at GCSE and all four skills (listening, reading, speaking and writing) are assessed. In order to cope with studying Spanish at A Level, all learners must have achieved at least a 7 at GCSE.

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

Course Content
Four main themes are covered at A Level. Pupils may study all sub-themes in relation to any Spanish-speaking country or countries.

1. **Aspects of Spanish Speaking Society**
- Modern and Traditional Values
- Cyberspace
- Equal Rights

2. **Multiculturalism in the Hispanic World**
- Immigration
- Integration
- Racism

3. **Artistic Culture in the Hispanic World**
- Modern Day Idols
- Spanish Regional Identity
- Cultural Heritage

4. **Aspects of Political Life in the Hispanic World**
- Today's Youth, Tomorrow's Citizens
- Monarchies and Dictatorships
- Popular Movements

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

Assessment

Paper 1: Listening, Reading and Translation
Written exam: Two hours 30 minutes
100 marks
50% of the total A Level

Translation into English; a passage of a minimum of 100 words (10 marks).

Translation into Spanish; a passage of a minimum of 100 words (10 marks).

Paper 2: Writing
Written exam: Two hours
80 marks in total
20% of the total A Level

Either one question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions, or two questions in Spanish on set texts from a choice of two questions on each text.

Paper 3: Speaking
21-23 minute exam (with five minutes preparation)
30% of the total A Level

Discussion of a sub theme with the discussion based on a stimulus card (five-six minutes). The pupil studies the card for five minutes at the start of the test (25 marks).

Presentation (two minutes) and discussion (nine-ten minutes) of individual research project (35 marks).

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

Required minimum GCSE grade entry level: Spanish 7

Sports Science

Head of Department: Victoria Dias
Exam Board & Course Code: AQA 7582

Sports Science is well established at Stowe, with a very experienced Department of Teaching Staff.

Requirements for A Level Candidates:

- A minimum of Grade 7 in GCSE Sports Science/ PE - if pupils achieve a grade 6, this will be at the discretion of the Head of Department and will be based on exam performance. If pupils have not studied PE at GCSE level, we will accept a Grade 7 in Biology or 7-7 in Double Award Science
- A high level of sporting ability (minimum A team school level) in one sport, with the expectation of collecting video footage as evidence of performance
- A deep interest in sport in its broadest sense

Candidates will study the following areas:

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

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

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

Examination Assessment (70%)

Paper 1
Two hour theory paper, 35% of the total A Level. Factors affecting participation in physical activity and sport;

- Section A: Applied Anatomy and Physiology
- Section B: Skill Acquisition
- Section C: Sport and Society

Paper 2
Two hour theory paper, 35% of the total A Level. Factors affecting optimal performance in physical activity and sport;

- Section A: Exercise Physiology and Biomechanics
- Section B: Sport Psychology
- Section C: Sport and Society and Technology in Sport

Non-Exam Assessment (30%)
Pupils are assessed as a performer or coach in the full-sided version of one activity (15%). Candidates will also complete coursework (15%) in which they analyse, understand and correct areas of weakness in their performance by applying the physiological and psychological aspects learned in the theory side of the course. There is an expectation for pupils to collect video evidence of their sports performance in their chosen activity and submit this to the Head of Department by February Half Term in the Upper Sixth year.

Careers
Many of our pupils go on to study a sports-related degree at top universities, for example Bath, Loughborough and Exeter. Due to the broad nature of the subject, there are many potential career opportunities such as sports scientist, physiotherapy, sports business and management, sports participation, professional teaching/coaching, media, sports marketing, or as an elite performer.

Required minimum GCSE grade entry level: Sports Science/PE 7 or Biology 7, Double Award Science 7-7

Sport BTEC

Head of Department: Victoria Dias
Exam Board: Pearson

As an alternative to A Level Sports Science, Stowe is offering a BTEC Sport qualification.

BTEC Extended Certificate
Equivalent to one full A Level, completed across two years. Consists of four units.

Year 1

Unit 1: Anatomy and Physiology - Exam
Studying the skeletal, muscular, cardiovascular and respiratory systems, in addition to the energy systems.

Unit 6: Sports Psychology - Internally Assessed
Pupils will learn about the different psychological factors that underpin a successful sports performance.

Year 2

Unit 2: Fitness Training and Programming for Health, Sport and Wellbeing - Exam
Pupils will learn about lifestyle choices and nutrition for sports performance. They will also study training methods and how to plan a training programme effectively.

Unit 3: Professional Development in the Sports Industry - Internally Assessed
Pupils will explore career and job opportunities in the sports industry and build practical experience of recruitment and jobseeking skills.

Assessment
Units are either internally or externally assessed. BTEC qualifications now include written exams, not just internally moderated coursework.

Candidates receive two chances to sit exams in both January and May/June. Exams contain shorter style questions than A Level equivalents and the grade boundaries tend to be lower.

Unit weighting for both Year 1 and Year 2 is around two-thirds exam based and one-third coursework.

Combinations
The BTEC Level 3 Nationals can be studied alongside other Level 3 qualifications such as A Levels or other BTEC Nationals. They are all designed for Post-16 Level 3 study for those wishing to go on to further or higher level study in the sports sector or directly into employment. The qualification attracts the same UCAS points tariff as the A Level qualification and is widely recognised by universities (including the Russell Group) and employers.

Skills Needed and Entry Requirements
There are no GCSE entry requirements for this course, but an enthusiasm for and interest in sport is essential.

The BTEC Level 3 Extended Certificate in Sport is a suitable study route for all pupils who have a genuine interest in learning about the sports sector.

Programme of Electives

Deputy Head (Academic): Dr Julie Potter

Although the primary evidence for university admissions will be the three A Level or BTEC grades, they will also continue to look for evidence of academic ambition and extension beyond this. Therefore, we also recommend that Sixth Form pupils who are studying three subjects complete either an Extended Project Qualification (EPQ) or another enrichment elective, in addition to their three main subjects. A number of these electives are also examined and carry UCAS points, which for some universities will be accepted as part of an admissions offer.

Extended Project Qualification

The EPQ carries the same UCAS weighting as half a full A Level and provides the possibility for pupils to pursue an area of particular interest. It involves a significant amount of independent study and can take the form of either an extended essay of 5,000 words or an artefact with a written report. Universities and employers welcome it because it indicates genuine academic interest and commitment as well as an ability to reflect and work independently. Those taking an EPQ are allocated a designated supervisor who will help the pupil through the learning process.

Classroom-Based Study

This involves being registered and in a supervised classroom for three study periods. It is designed to provide a very quiet and controlled working atmosphere for those who prefer more structure in their study time.

AS Film Studies

A two-year course which includes a practical assessment in the form of a short film or screenplay (20% of the final marks) and an essay based theory paper (80%). Modules include Hollywood films; modern US films; British films; non-English films. It will be of particular interest to arts and humanities pupils who are interested in media but also may provide an interesting contrast for those following more traditional science programmes.

Core Mathematics

AQA Certificate Level 3 Mathematical Studies

The Core Mathematics course is all about pupils engaging with meaningful mathematical problems to increase their confidence in using mathematics, whether in work, study or life. The aim is to equip pupils for the mathematical demands of other courses, higher education and employment. We acknowledge that A Level Mathematics is not suitable for everyone and so Core Mathematics provides an alternative option, working with mathematics that can be applied on a day-to-day basis. Choosing Core Mathematics will help pupils develop their quantitative and problem-solving skills. It also helps pupils to understand how to interpret solutions in the context of the problem, understand risk and probability and how to manage their personal finances by studying tax and insurance, mortgages and loans and savings and investments.

The content of Core Mathematics is pitched at a higher level than GCSE. Questions in Core Mathematics are typically more descriptive, or text based and require pupils to mine each question for relevant data and information so that they can generate an appropriate solution. Assessment takes the form of two 90-minute exam papers. Anyone who has passed GCSE Mathematics will be able to take Core Mathematics as an elective.

AS Mathematics

A two-year course with an entry requirement of grade 6 or higher in GCSE Mathematics. It is appropriate for strong mathematicians who do not wish to take the full A Level but who would benefit from some mathematics to support their university applications. This course would typically suit those taking Science A Levels, or those wishing to pursue a degree course requiring some mathematical ability e.g. Psychology. Two thirds of the content is Pure Mathematics. The AS course is not generally accepted in support of Physics or Engineering at university, which require the full A Level. As AS Mathematics is the first year of the full A Level course, pupils who have achieved a grade 6 or 7 at GCSE may struggle with the demands of the qualification.

AS Further Mathematics

A two-year course designed for A Level mathematicians who would like further extension. Pupils wishing to take this elective should have achieved at least a grade 8 in GCSE Mathematics and it must be taken in conjunction with A Level Mathematics.

Institute of Leadership and Management Qualification

This course, available to CCF Cadets only, consists of two modules: Understanding Leadership, and Leading and Motivating a Team. It leads to a civilian recognised Level 3 qualification awarded by the Institute of Leadership and Management. The course will be delivered in lessons and in CCF activity time, and combines practical and essay writing skills.

PreMed

PreMed is a one-year course, available to all those interested in pursuing a career in medicines, dentistry, veterinary, health care or biomedical based science. The programme has two strands: first, a Biomedical based EPQ, taught and supported by a subject specialist; and second, a series of taught sessions on a range of topics designed to pique pupils' interest, embracing human anatomy, virology, epidemiology and parasitology. The course makes extensive use of PBL (Problem Based Learning, a method widely used by leading medical schools) to develop the skills and knowledge base required by the next generation of health care professionals. The guidance, skills development, and biomedical extension available on this course makes PreMed a must for all those hoping to follow this most competitive route of undergraduate study.

LAMDA

A LAMDA exam is the speech and drama equivalent of a music grade and just like music grades the exams culminate at grade 8. There are additional charges for this elective, which is taught by peripatetic Staff. There are different entry levels but those who have not taken these courses previously would be looking to start at level 3, which is equivalent to grade 6, 7 and 8 (Bronze medal, Silver medal and Gold medal). The exam requires a performance which may consist of a monologue or a duologue, or a recital of a poem, or a piece of prose, or a presentation on any chosen subject.

Preparation for Advanced Level Musicians (PALM)

This recognises the significant hours of additional music practice required by those taking advanced music grades or diplomas in one or more instruments. Pupils choosing this elective will be supervised in the Chung Music School.

English as a Second Language

International pupils without a GCSE qualification in English as a First Language at the appropriate level, will be required to complete the Cambridge Advanced English Language course in preparation for application to UK universities. This new course replaces the former IELTs qualification.

AS/A Levels in Additional Foreign Languages

Pupils have the opportunity to pursue a further A Level course in their native or additional foreign language, including Chinese, Russian, Italian, or possibly other languages. The A Level examination can be completed at the end of the Lower or Upper Sixth Form. Taught lessons are not provided within the curriculum, they are arranged at extra cost through the Department of Additional Foreign Languages (AFL). The advantages for pupils are significant: developing proficiency in their native language to aid future opportunities, as well as the possibility to achieve an excellent, additional A Level result which carries UCAS points accepted at most UK universities.

International pupils who are bi-lingual and who wish to study German, French or Spanish are strongly encouraged to choose their language as one of their three, or four, A Levels within the curriculum.

Engineering BTEC

Engineering BTEC as an elective will be delivered through Stowe's partnership with the UTC in Silverstone on Thursday afternoons. It is a largely practical and coursework based course which is equivalent to an AS Level. It is well-regarded by universities for those seeking entry on to a broad range of Engineering degree courses. The BTEC is likely to be attractive to pupils who wish to gain this Engineering qualification in addition to their three A Level programme, but may also be very helpful to those who have a keen interest in Engineering but who struggle to access Mathematics and Physics A Levels. *Please see the separate page for details of the Extended Level 3 BTEC course (A Level equivalent).*

Higher Education Destinations of Stoics

Stowe University Destinations 2023

Class of 2023 Higher Education Destinations
144 out of 166 (87%) secured a course at their first-choice university.
67% of Stoics secured a place at a QS Top 200 ranked course.
50% of Stoics attending UK HEIs accepted places at Russell Group universities.

Degree Subjects	
Business and Management	42
History and Arts	35
Accounting and Finance	26
Science and Technology	23
International Studies and Politics	16
Sport and Health	13
Fashion and Design	10
Environmental and Nature	9
Psychology	5
Law and Social Sciences	4

International University Destinations
Chulabhorn Royal Academy (CRA), Princess Srisavangavadhana College of Medicine (PSCM), Thailand
University of York, Toronto, Canada
University of Radboud, Netherlands
Queens University of Charlotte, North Carolina
Glion Institute of Higher Education (QS ranking 5th for Hospitality and Leisure)
Lomonosov Moscow State University, Law Department (QS ranking 80th for Law)
University of Austin, Texas (QS ranking 58th)
University of Chicago (QS ranking 11th)
Harvard University, Massachusetts (QS ranking 4th)
Williams College, Massachusetts
University of California, Santa Barbara (QS ranking 29th as a university)
University of Virginia
Southern Methodist University, Dallas
Syracuse University

UK University Destinations (number per university)	
Oxford Brookes University	23
Newcastle University	18
University of Exeter	18
Durham University; UCL (University College London); University of Reading	7
City (University of London); University of Bristol	5
Cardiff Metropolitan University; Loughborough University; Royal Holloway (University of London); University of Bath; University of Leeds	4
Brunel University London; King's College London (University of London); Queen Mary (University of London); University of Manchester; University of the Arts London	3
Birkbeck (University of London); Cardiff University; Heriot-Watt University; London School of Economics and Political Science (University of London); Northumbria University; Newcastle University; Swansea University; University of Edinburgh; University of Lincoln; University of Liverpool; University of Westminster (London)	2
Aberystwyth University; Aston University; University of Birmingham; Goldsmiths (University of London); Hartpury University; Lancaster University; Leeds Beckett University; Manchester Metropolitan University; Regent's University London; Royal Agricultural University; SOAS (University of London); University of Cambridge; University of East Anglia (UEA); University of Hull; University of Kent; University of Leicester; University of Nottingham; University of Plymouth; University of St Andrews; University of Surrey; University of Warwick; University of York	1

We are Change Makers

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