

To all pupils due to enter the Sixth Form at Uppingham (and their parents)

Some pupils find the process of choosing Sixth Form subjects straightforward; their abilities, interests and enthusiasms focus on particular disciplines. For others, choosing just a few subjects, after studying a broad range to GCSE, can be difficult. If this is the case for you, don't worry. Sound advice is at hand and the decision is probably not irrevocable.

This prospectus is designed to give you an idea of the content of syllabuses in individual subject areas, and to help you to think about the best options for you, given your aptitude and inclinations. It also contains information about Careers and Higher Education.

Motivation is critical at Sixth Form level, so you must be happy with the choices ultimately made, since the grades you finally achieve will determine your path in Higher Education.

Do consult widely with your parents and teachers. There is a great deal of experience available to help you to make the best possible choice.

Richard O'Donoghue
Assistant Head: Sixth Form

Ben Cooper
Deputy Head Academic

November 2016

Subjects Offered

Ancient History (1)
Art
Biology
Business (2)
Chemistry
Classical Civilisation (1)
Design & Technology
Drama & Theatre
Economics (2)
English Literature
French
Geography
German
Greek
History (3)
History of Art
Latin
Mandarin
Mathematics
Maths & Further Mathematics (4)
Music (5)
Music Technology (5)
Philosophy & Theology
Physics
Politics
Spanish
Sport / Physical Education (6)
Textiles (7)

The School reserves the right to:

- Limit numbers if some courses are oversubscribed;
- Withdraw courses that attract little or no interest.

Notes:

- 1 Ancient History and Classical Civilisation are not normally taken together.
- 2 Business and Economics are not normally taken together.
- 3 History: specify either “Modern” or “Early”.
- 4 Mathematics and Further Mathematics represents a choice of two subjects.
- 5 Music and Music Technology are not normally taken together.
- 6 Sport is offered as the BTEC Extended Certificate or A level PE.
- 7 Textiles is offered as a specialism within Art and should not be taken alongside Art A level.

The Sixth Form Curriculum

Introduction

The study in depth of specialist subjects is at the heart of the Sixth Form curriculum at Uppingham. The courses we offer are rigorous and intellectually demanding, and we offer a great deal of flexibility so that each Sixth Former can follow a programme suited to his or her interests and aptitudes. All subjects require pupils to organize their time effectively and develop an appreciation of the value of hard work.

We have, along with most schools, considered the alternatives to A levels. The International Baccalaureate is admirable in many ways, but requires all pupils to continue with certain subjects and is still regarded by some university tutors as a less suitable preparation for higher education. The Cambridge Pre-U courses are of more interest; their structure is very similar to the new A levels and we now offer Pre-U courses in Chemistry, Design Technology, History of Art, Philosophy & Theology and Physics, in preference to A levels in those subjects. We also offer one BTEC certificate, in Sport.

The structure of A levels from September 2017

From September 2017, all A level courses are linear in structure: the exams are taken at the end of the second year. There are no modular exams taken in the Lower Sixth. The same is true of the subjects where the Pre-U is offered in preference to A level. School exams in the Summer Term of the Lower Sixth year, and mock exams in the Upper Sixth, provide valuable indicators of progress.

Academic requirements

The demands that Sixth Form subjects make are considerable. You need to be mature and well-organised, and start working as soon as you enter the Sixth Form. Higher education places are increasingly competitive, and the reference the School provides on the UCAS form has to be based primarily on your performance in the Lower Sixth year, assessed by School exams towards the end of that year.

For these reasons there is a minimum standard we require from pupils joining the Sixth Form: at least six full B grades at GCSE. We would normally also expect you to have achieved at least a B grade at GCSE in the subjects you wish to study in the Sixth Form, although A*/A grades at GCSE would be a better indication of suitability for a Sixth Form course.

This tariff is applied in your best interests. Those who achieve less than this may struggle to perform well in the Sixth Form at Uppingham. In most cases only A* or A grades at GCSE indicate that you are likely to gain A*-C grades at A level in that subject.

In addition to our general tariff for Sixth Form entry, there are some subject-specific requirements:

- **Mathematics** requires at least an A grade, preferably an A*, at GCSE
- **Biology, Physics** and **Chemistry** require at least an A grade, preferably an A*, at GCSE, or for those pupils who have taken double award Science, at the very least AA. An A grade in Maths GCSE is also required. Pupils opting for **Physics** should also take Maths in the Sixth Form.
- **A level PE** requires either an A in Biology GCSE or AA in double award Science, owing to the significant scientific content of that course.

The Sixth Form Curriculum – continued

Choosing Subjects: Number of subjects

Most Uppinghamians study four subjects in the Lower Sixth and three subjects in the Upper Sixth. This enables you to choose your final three subjects with the benefit of a year's experience, and allows you to explore a wider range of subjects before committing to your final choice of three.

If you drop a subject at the end of the Lower Sixth, you will have developed valuable intellectual skills from your year of study, and positive references from that subject will be used to support your UCAS application. Pupils who are considering applying to universities in the US or Europe should certainly study four subjects.

In the Lower Sixth, studying four subjects represents 20 hour-long lessons in a weekly timetable of 30 periods, and is sufficiently academically challenging whilst allowing time for extra-curricular activities.

Some pupils may hope to start **five Lower Sixth subjects**. The most common case when taking five subjects is successful is when a pupil takes Mathematics and Further Mathematics, along with three other subjects.

It is also possible to start with four Lower Sixth subjects and continue with all four subjects in the Upper Sixth.

In some cases **three Lower Sixth subjects** might be more appropriate. Housemasters and Housemistresses are well qualified to offer advice here, and Mrs Nunn will be able to offer further advice to those pupils who receive learning support.

Pupils wishing to start either three or five Lower Sixth subjects should discuss their plans both with their Housemaster/mistress and with the Assistant Head: Sixth Form.

Choosing Subjects: Combination of subjects

The best advice is to choose the subjects you are best at and enjoy the most.

Some pupils will wish to choose contrasting subjects (for example French, Spanish, Biology, Maths); others will prefer to specialise (History, Philosophy & Theology, Politics, Economics, or Physics, Chemistry, Biology, Maths). We aim to accommodate choices made by the deadlines outlined later in this document, and in practice can usually accommodate later requests. We will review all options requested, and counsel any pupil whose options may be inadvisable. A further review of individual options will take place in the light of GCSE outcomes.

Some universities are reluctant to offer places to pupils who have chosen a number of what they term "soft" subjects: those subjects with significant practical rather than academic content. This should not overly influence most pupils, but those who aspire to places at the most competitive universities should ensure that they choose all, or mostly, strong 'academic' subjects. These pupils and their parents should consult the Assistant Head: Sixth Form to discuss their choices carefully.

For the vast majority of university courses it will not matter which subjects are studied, as long as there is appropriate academic content. Most pupils have no clear idea of their eventual career aspirations at this stage. Very few degree subjects have specific subject requirements, but some common ones are listed in the following table and the Assistant Head: Sixth Form, Mr O'Donoghue, can advise on individual subjects and courses.

The Sixth Form Curriculum – continued

Pre-U

The Pre-U qualification is an alternative to A level developed by Cambridge International Examinations. We are offering Pre-U instead of A level in Chemistry, Design Technology, History of Art, Philosophy & Theology and Physics. The Pre-U is linear (like the new A levels): it is a two year course and the exams are taken at the end of the Upper Sixth.

Pre-U is graded differently. It has three bands (Distinction, Merit and Pass) with three levels in each band (D1, D2, D3; M1, M2, M3; P1, P2, P3). Universities generally make offers based on exam grades, but there is also a UCAS points tariff that enables different grades to be compared. The tariff for A level, Pre-U and BTEC grades is shown below.

BTEC

For September 2017 we are offering one BTEC: the Extended Certificate in Sport. This is the equivalent in size to one A level, with an option of extending to a Diploma in Sport, which is the equivalent of two A levels. The nature of the qualification takes the emphasis away from examination assessment and instead is a combination of assignments, tasks and written examinations.

A final grade can be awarded at:

- Distinction* - equivalent to A* grade at A Level.
- Distinction – equivalent to A grade at A level.
- Merit – equivalent to C grade at A level
- Pass – Equivalent to E grade at A level.

The UCAS tariff allows for a comparison between A level, Pre U and BTEC grading:

A level	Pre-U	BTEC Extended Certificate	UCAS Tariff
A*	D1, D2	Distinction*	56
	D3		52
A		Distinction	48
	M1		44
B	M2		40
	M3		36
C		Merit	32
	P1		28
		Pass	16

Parents or pupils who wish to discuss the Pre-U or BTEC further should consult the Deputy Head Academic or Assistant Head: Sixth Form.

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Architecture	Mathematics and/or Art may be preferred or required. Physics and/or DT may be preferred. Contact Mr O'Donoghue for more information.
Business Studies	Business A level is not essential
Classics	Oxbridge will require Latin and Greek A Level
Computing courses	Mathematics and a science. Further Mathematics may be required for the most competitive courses.
Drama	English and Theatre Studies preferred
Economics/Finance	Mathematics often essential; Further Mathematics sometimes preferred (and strongly preferred by Cambridge)
Engineering	Physics, Mathematics required (Further Mathematics for Oxbridge)
European Studies	Language required
Geology / Earth Sciences	One of Chemistry or Physics; Mathematics also preferred
Law	No specific subjects required, although the highest grades will be essential and subjects should be strongly 'academic'.
Mathematics	Further Mathematics usually required and certainly by Oxbridge.
Modern Languages	At least one language (and two often preferred for the most competitive courses).
Medicine / Dentistry	Chemistry required; Biology required. Mathematics or Physics may be required. Further Maths is not accepted as a separate subject by some medical schools. Some require/prefer candidates to complete three A levels at a single sitting (ie an A level taken early would not be accepted). Medical schools vary: see www.medschoolsonline.co.uk
Product Design (Art and Design)	Mathematics, DT, Physics preferred
Psychology	Some courses require Mathematics; Biology preferred in some cases.
Sciences	Mathematics often required (Further Mathematics required for Oxbridge)
Veterinary Science	Chemistry, Biology and one other science/Mathematics subject required. Consult individual websites: some specify all three subjects.

The Sixth Form Curriculum – continued

Extended Projects

EPQ co-ordinator: Miss J Stevens

In the Sixth Form, pupils may opt to take the Extended Project Qualification (EPQ). This stand-alone qualification carries the value of half an A level and gives the opportunity for pupils to extend their studies beyond the confines of their individual subjects. The course is designed to develop both research and analytical skills, and requires a great deal of self-motivated, independent work, all of which are attributes that will be crucial for university level studies. The culmination of the process takes the form of a 5,000 word, academically structured dissertation allied with a presentation and question and answer session.

Universities have welcomed the EPQ positively, and it provides focus for both personal statements and entrance interviews, enabling pupils to demonstrate their ability to tackle university style work to a high level.

The EPQ is taken in addition to the normal Sixth Form workload and therefore requires a high degree of self-motivation.

Timetable for choosing

Please return the choices form to the Assistant Head: Academic Management (Mr P J Nicholls) by **Wednesday 11th January 2017**. If you receive this information after that date, please send it as promptly as possible.

For the present Upper Fifth pupils and their parents there will be an opportunity to discuss these matters with the heads of the academic departments, at a special meeting on **Sunday 8th January 2017**. There will be an introductory talk in Chapel at 5.30pm for parents and pupils, followed by an opportunity to discuss individual subjects with the heads of academic departments until 8pm.

For pupils (and their parents) joining Uppingham in the Lower Sixth there will be a similar event on **Sunday 12th March 2017**. The choices event will take place between 2.30pm and 4pm, and will begin with a brief introductory talk at 2.30pm. If pupils wish to change their subject choices as a result of this meeting – or for any other reason, such as mock results – we will do our best to ensure that such a change is possible.

The Sixth Form Curriculum - continued

Higher Education

Assistant Head: Sixth Form: Mr R J O'Donoghue

Mr O'Donoghue and the Careers & Higher Education library are situated in the Thring Centre. University prospectuses are available for reference, along with specific information for subjects and courses.

Lower Sixth

The guidance for helping Sixth Formers make decisions over their future beyond Uppingham begins in November when they participate in the 'Centigrade' questionnaire. This looks at aptitudes, preferences and abilities and is externally processed and results in a report that lists the possible appropriate courses and institutions. While this is only a part of the 'narrowing down' process that is the basis of so much of HE choice, almost all of those who participate find it to be extremely useful, and it can reveal unexpected areas of expertise and courses not previously considered. Towards the end of term a specialist organisation comes in to give a presentation on what to consider when making decisions over universities etc. This should give the Lower Sixth Form some food for thought to discuss with their parents over the Christmas holiday.

A higher education briefing is held after Christmas for parents to be clear about the UCAS, Oxbridge, overseas universities and alternatives to higher education options and procedures. The pupils are given a general introduction to higher education as a year group by RJOD and in the following weeks are seen individually by the Head of Sixth Form to discuss their current plans and help prompt them in the right direction to further their research or decision-making.

The 'HACC' group (highly academic and competitive courses) is formed early in the Lent term, for those who have early deadlines for their UCAS forms, principally pupils aspiring to Oxbridge, potential medics and vets.

A higher education and careers conference is held in the second half of the Lent term for pupils, addressed by speakers from universities and representatives of a variety of careers.

Over the Summer Term pupils are expected to narrow their course choice down to one or two potential options. In the second half of the term there is a programme of activities, including talks from specialist organisations and university admission tutors to help focus and guide the Lower Sixth and continue to build momentum towards a decision.

In June UCAS comes online to receive registrations for the following year. Pupils start to register, fill in the forms and prepare their personal statements. Some dedicated time is set aside in the final weeks of term for this, with guidance offered by academic departments, tutors and Housemasters/mistresses, as well as the Assistant Head: Sixth Form.

Most universities host open days in June and July which pupils can attend.

During the summer holidays pupils are encouraged to embark on relevant work-experience, get to the final draft of their personal statements and work on their UCAS forms.

Upper Sixth

UCAS forms can be submitted from the beginning of September. The forms are submitted through the Housemasters/ Housemistresses to the Assistant Head: Sixth Form who reviews and processes each of them.

The deadline for Oxbridge/Medical/Veterinary/Dentistry applications is 15th October. The absolute final deadline for all other applications is 15th January. The optimum time for completing UCAS forms is between early September and mid-October.

The Sixth Form Curriculum – continued

A booklet detailing all that the UCAS process entails, what happens on exam results day etc is sent to parents. There is an increasing trend of pupils re-applying to university post-A level, and support is available via the Assistant Head: Sixth Form.

Oxbridge

Oxbridge co-ordinator: Mr C M Brown

After Christmas in the Lower Sixth year, pupils whose GCSE results suggest they are capable of aspiring to Oxbridge, will be invited to join the HACC group (along with others whose HE ambitions require specific preparation, such as medics and vets). This group will meet several times in the Lent term, learning about the Oxbridge process, admissions, interviews etc.

At the same time, academic departments offer additional classes, seminars, challenges (such as the Olympiads in the sciences). During the Lent term pupils should begin to focus on a specific subject, and will have a teacher appointed as their mentor to guide them in their wider reading and thinking.

In the Summer Term more time is set aside for departmental Oxbridge seminars and potential candidates should be doing a great deal of reading by this point. University and college choices should also be settled at this stage or at the latest by the beginning of the Michaelmas term in the Upper Sixth. The HACC Reading Party, which takes place in the first week of the summer holiday, specifically aims to encourage and facilitate the approach required of aspiring Oxbridge candidates.

In the Upper Sixth Michaelmas term candidates continue to work with their mentors, individually and in small groups. Some will have pre-interview admissions tests. The OU Oxbridge Conference enables pupils to hear from OUs currently at Oxbridge or who have graduated recently. Mock interview exchanges are held with several local schools, including Oakham.

Careers in the Sixth Form

Head of Careers: Mr D P Lovering

The Careers and Higher Education library, situated in the Thring Centre, stocks a wide variety of resources for researching careers and university courses.

Following the careers education programme in the Lower School, a number of careers seminars and activities take place throughout the Lower Sixth year (including information on career taster days, online resources and gap years).

Members of the Careers Department are present at the HE briefing which is held after Christmas for parents, and at the HE and Careers conference for pupils in March.

Pupils have the option of a career guidance interview with the School's careers adviser, Mrs Tracy Palmer.

The School has excellent links with the armed forces and regular presentations and interviews are held with the Careers Liaison Officers from the Army, Navy and RAF.

At the beginning of the Upper Sixth pupils are also required to produce a CV which can be kept up to date with details of work experience undertaken.

The Sixth Form Curriculum – continued

Work Experience

Work shadowing and experience is highly recommended and pupils are actively encouraged to seek such experience in their holidays. This experience is vital for certain careers and courses (including medicine and veterinary science) and useful for others, particularly if the subject is not taught at school, for example surveying and engineering.

There is a growing network of OUs who are willing to help pupils with their careers in terms of advice, guidance, mentoring or experience. The Development Office has a database of more than 7000 OUs and with an interactive website, OUs are being encouraged to agree to offer work experience or mentorship to young OUs or sixth formers.

Feedback to Parents

In the Sixth Form for those who have a one-to-one guidance interview where an action plan is appropriate, parents and Housemasters/Housemistresses are sent a copy of the plan so that all parties can assess and review the actions agreed together.

The Head of Careers and the Careers Adviser work closely with the Housemasters/Housemistresses to ensure that pupils are provided with all the information, support and guidance they need. Parents are welcome to contact them with any questions.

Further help

All e-mail prefixes are followed by uppingham.co.uk

General advice

Mr R J O'Donoghue	Assistant Head: Sixth Form	rjod@	01572 820739
Mr B Cooper	Deputy Head Academic	bc2@	01572 820604
Mr C M Brown	Oxbridge co-ordinator	cmb@	01572 820780
Mr D P Lovering	Head of Careers	dl@	01572 820738
Mrs T A Palmer	Careers Adviser	tap@	01572 820738
Miss J Stevens	EPQ co-ordinator	js1@	01572 820691

Subject choice process

Mr P J Nicholls	Assistant Head: Academic Management	pjn@	01572 820776
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Subject information

Heads of Departments' contact details are found in the individual subject sections.

Richard O'Donoghue
Assistant Head: Sixth Form

Ben Cooper
Deputy Head Academic

Ancient History

OCR A level in Ancient History (H407)

Whilst the Greeks and Romans may at first seem distant and enigmatic, the social and political upheavals that took place in the ancient world continue to resonate in the modern era. The world's first Democratic state, conflict between East and West, world religions and the philosophy of empire all have their origins in the ancient past. The study of Ancient History enables pupils to examine the significant historical events that shaped the world around us and how the legacies of the Greeks and Romans have affected today's society.

Ancient History offers access to the Greek and Roman worlds through a wealth of sources and requires pupils to engage analytically with both the primary evidence and the interpretations of modern historians. Pupils will apply historical methodology to formulate ideas about the past and learn to assess the reliability, significance and value of literary, material and archaeological sources.

Alongside gaining a deeper insight into the history of the Greek and Roman worlds, studying A level Ancient History enables pupils to develop a variety of skills that are highly sought after by universities and employers. Studying ancient sources encourages analytical and reasoned thinking, as well as the ability to use a variety of evidence to answer complex questions. Pupils will also develop an ability to understand and make connections between diverse materials in order to both discuss and write thoughtfully about their ideas.

There are a wide range of Ancient History and Classical degrees on offer at university without the need to study an ancient language, and many courses, for instance at Cambridge, Durham and Bristol, allow pupils to take up Latin and Greek even if they have not studied it before. Ancient History is an excellent complement to Greek or Latin for those thinking of applying for Classics. It can also be combined with a wide range of subjects and would be especially useful for anyone wishing to pursue History, Politics or another humanities subject at university.

Those who study Ancient History have followed a wide range of higher education and career paths. A degree in Ancient History or a Classical subject can lead almost anywhere, from City Finance to Law, from Education to the Intelligence Services, from PR and Marketing to Politics and the Diplomatic Service. Ancient History would also support an application for courses in History, Philosophy, Literature and other humanities. The ability to understand and discuss the nuances of another culture and deal with complex source materials are increasingly important skills in the modern world.

Should I have studied Classical Civilisation or Latin at GCSE?

There is no need to have studied a Classical subject at GCSE and no knowledge of Latin or Greek is required.

What is the difference between Classical Civilisation and Ancient History?

The aim of both Ancient History and Classical Civilisation is to develop an understanding of the ancient world but each subject gains access to this understanding in a different way. Whilst Ancient History is designed to give pupils an insight into the significant historical events of the ancient world and their consequences, Classical Civilisation places a greater emphasis on exploring the cultures of Greece and Rome through their ideas, artwork and literature.

What is the difference between Ancient History and Early/Modern History?

All historical subjects require pupils to apply historical methodology to their study of the past and the main differences are in the period being explored. Ancient History can cover a broad timeline, with topics ranging from the Persian Wars in the early Fifth Century BC to the Roman Empire, which continued well into the late Fifth Century AD. With over a millennium of history to choose from, Ancient History is an

Ancient History – continued

exciting subject in its own right and can be studied alongside Early/Modern History, with many universities offering degrees that combine the study of all these periods.

What is studied in A level Ancient History?

The aim of the A level course is to offer a broad and detailed understanding of both Greek and Roman history with a Period Study and a Depth Study for each. There are two examination papers taken at the end of the Upper Sixth that combine to give an overall A level grade. One examination paper will cover the Greek Period and Depth Study; the other will cover the Roman Period and Depth Study.

Period Study

The Period Study is designed to allow pupils to engage with the unfolding narrative of a substantial period of Greek and Roman history, covering around seventy five years, so that they can identify, assess and evaluate change both in the short and long term.

Greek Period Study: The Persian Wars and their aftermath in the Fifth Century BC is one of the most significant and dramatic periods of Western history. The resistance of small, independent city states in Greece against the mighty Persian Empire is a narrative that has resonated with countless generations from the ancient world to the modern day. It is the age of Leonidas and his three hundred Spartans who held the pass at Thermopylae for several days against an army of perhaps one hundred thousand, and the victory of an outnumbered Athenian navy against the Persian fleet at Salamis. But was this a victory for freedom against despotism, or were the Greeks merely terrorist states striking against those who would bring peace to a troublesome land? What followed the Greek defeat of Persia was a descent into the Peloponnesian War that plagued the Greek world for decades and brought into conflict two opposing ideologies, creating a period marked by bloodshed but also by a flourishing of cultural achievement.

Roman Period Study: After the breakdown of the Roman Republic in the First Century BC following a series of brutal civil wars, Gaius Octavius became the most powerful man in the Roman world. He took the name Augustus and became the first Emperor of Rome, a political shift that would have monumental repercussions for future generations, even up to the modern day. At its height, the Roman Empire covered 5 million square kilometres and held sway over 70 million people, 21% of the world's population at that time. The Julio-Claudian dynasty he established would produce four more Emperors and their lives were full of drama and intrigue – Game of Thrones was inspired in part by this period of history, which perhaps gives a flavour of their antics. From Tiberius' sinister behaviour in his palace on Capri, to Gaius Caligula making his favourite horse a priest, from Claudius' conquest of Britain to secure his hold on power to the infamous madness of Nero, the story of these Emperors is in parts fascinating, terrifying and shocking.

Depth Study

The Depth Study focuses on a coherent short time span that encourages pupils to engage with the complexity of factors that influenced events. There are several options for the Depth Study, from the Rise of Macedon and Alexander the Great to the politics and growth of Sparta or Athens in the Greek world, and from the breakdown of the Republic to the rule of the Flavian Dynasty or the conquest and ruling of Britain in the Roman world. The Depth Study will be chosen depending on teacher expertise and pupil interest.

Trips and Talks

The Senior Classics Society regularly holds talks by lecturers from universities such as Cambridge, Oxford, KCL and Leicester as well as an annual "Symposium" for pupils studying any Classical subject in the Sixth Form, where Upper Sixth pupils give presentations on a topic of their choice whilst also enjoying a Roman and Greek inspired meal. There are also opportunities to attend study days and trips to museums such as the British Museum in London, the Fitzwilliam Museum and the Faculty of Classics Cast Gallery in Cambridge. The department also arranges trips abroad to Classical sites in Italy and Greece.

S P Broadbent
Head of Classics
(spb@uppingham.co.uk)

Art

Edexcel Fine Art (9FA0) Edexcel Textile Design (9TE0)

From 2015 the Art Department has run an A level (reformed) course. This means that the first year of the course will comprise a 'carousel' of specific areas such as sculpture, ceramics, printmaking and painting. This portfolio will then provide an excellent suite of work for further study and provide for the pupils a foundation of skills on which to build their final year programme of study.

Our A Level Art and Design specifications offer a range of titles and specialisms that:

- Enable pupils to develop a wide range of skills and techniques, together with an in-depth knowledge and understanding of Fine Art
- Embrace the current and emerging technologies including animation and games design, moving image and 3D digital design, as well as the traditional routes of art such as drawing, painting and sculpture.

In addition we will be running a separate **Art Textiles** A level. Students having learned good textiles skills in Design Technology as well as those new to the subject will switch to an Art A level rather than the more industrial/technical curriculum in DT. This course will offer students the opportunity for in-depth study of garments/fashion, soft furnishings, printed and dyed textiles, textile installation, expressive textiles and digital textiles.

The aims of the courses

The aim and learning outcomes for this qualification are to encourage pupils to develop:

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

Art offers pupils an opportunity to fully develop and explore their chosen specialism(s) whilst expanding their knowledge, understanding and skills in a range of specialist areas.

Pupils will develop a deep understanding of their chosen specialism and the ability to critically evaluate their own work and the work of others. Pupils are able to tailor their course to fit their individual needs, choices and aspirations in order to follow their route through to Higher Education.

Art – continued

What kind of pupil is this course suitable for?

- Pupils who wish to undertake further studies in art, craft and design, usually at an art college or university.
- Pupils who are looking to take up careers for which an art background is relevant. These might include education, advertising, publishing, architecture, museums, theatre or art gallery work.
- Pupils who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond this level.
- Pupils who are also studying Design Technology (AS and A2) towards a career, and would benefit from a broader aesthetic approach to compliment and strengthen their portfolios.

Assessment summary

Component 01: Personal investigation (60% of A level)

- Work presented for assessment draws on topics from across the qualification relevant to the title being followed.
- The assessment is completed over the duration of the course.
- Assessment evidence consists of responses to internally set and negotiated assignments and personal starting points, including practical work, supporting studies and a personal study comprising a minimum 1000 words of continuous written prose.
- Work must not be added to or altered once submitted for assessment.
- All work must be submitted at the end of the course prior to internal assessment.

Component 02: Externally set task (40% of A level)

- The externally set assignment theme and starting points will be released each year on 1 February.
- The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks).
- Students must not access their work outside of assessment time.
- All work must be submitted at the end of the course prior to internal assessment.

S N Jarvis

Director of the Leonardo Centre & Head of Art
(snj@uppingham.co.uk)

Biology

Biology AQA (7402 A level)

Biology is a diverse subject which encompasses many different specialities. This is reflected in the broad range of topics within the A level course.

Pupils start by looking at cells and the biochemistry of reactions that occur within them, as well as how cell activities are controlled by their DNA. Moving from the microscopic level, pupils look at the functioning of whole organisms, examining human and some plant systems, as well as the behaviour of organisms in response to changes in their environment. The interactions of organisms will be studied in the ecology topics within the A level, including our compulsory residential Field Trip.

There are also sections within the course on diseases, including HIV and cancer, and how the body defends itself from attack. Modern DNA technology such as gene therapy and DNA fingerprinting are also investigated.

Lessons in Biology are a combination of practical work, lectures, tutorials, debates and facilitated-learning sessions. The department's resources include living and preserved organisms, a greenhouse, an environmental project laboratory, departmental laptops and access to a good range of up to date books and journals. These are complemented by the latest laboratory equipment and specialist microscopes.

Course overview

Section 1: Biological molecules

Section 2: Cells

Section 3: Organisms exchange substances with their environment

Section 4: Genetic information, variation and relationships between organisms

Section 5: Energy transfers in and between organisms

Section 6: Organisms respond to changes in their internal and external environments

Section 7: Genetics, populations, evolution and ecosystems

Section 8: The control of gene expression

A level candidates sit three 2-hour papers on all the course material.

The new A Level courses

The new A level course has been developed in consultation with higher education institutions and aims to produce greater development of practical skills and numeracy. There is ongoing assessment in the form of core practicals which all pupils must complete and a greater emphasis has also been placed on mathematical analysis of data. These skills will also be assessed in written papers taken at the end of the course.

Course requirements

You will need a good basic knowledge of Science and Maths, with at least an A grade in both at GCSE. You do not need to combine A level Biology with Maths or another science but many pupils find it helpful to study at least one other scientific subject in combination with Biology.

For many Biology degrees or related subjects there is a requirement to have at least one other science. For Vet and Medicine courses these requirements should be researched carefully and applicants often require Chemistry as well. Pupils applying to university for medicine, veterinary science or dentistry are given specialist advice in terms of both work experience and the entry process.

Biology – continued

Why study Biology?

The core skills developed during the Biology course include rigour, research, experimentation and practical skills, collection of data, analysis of data, IT skills, evaluation, and both oral and written communication skills. Therefore it is a stepping-stone to challenges and rewards both at and beyond university. In the Biological Sciences genetics, biotechnology, physiotherapy, psychology, nursing, dentistry, veterinary science, medicine, pharmacology, and even game reserves are destinations. Otherwise many pupils use their skills in non-related fields such as the financial arena.

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Business

Edexcel GCE A Level (9BSO)

The course is less theoretical than economics and involves studying in some detail how today's businesses carry out their various functions. The course also looks at how outside influences affect business and in turn how businesses react to them.

What is Business?

Business is an eclectic subject drawing upon a variety of disciplines and subject areas to help develop decision making skills in pupils. Essentially, it is a study of the business environment on the one hand (such influences as the law, government policy and global economic trends) and the internal organisation and dynamics of business on the other.

The latter involves focusing on the four key functional areas of: marketing, human resource management, operations management, and accounting and finance and constitutes the major part of the syllabus. Much of the teaching on this course is pupil-centred, including case studies, factory and office visits where possible and computer presentations.

What skills does a pupil need to bring to this subject?

Like many subjects at A level, Business requires a combination of literacy and numeracy skills and therefore some mathematical ability is required. A general interest in current affairs (of all kinds) is extremely helpful.

Experience has shown that performances in GCSE English Language and Mathematics provide a reasonable guide to likely A level performance.

What is the difference between Economics and Business?

This is a frequently asked question. In many ways they are similar, for example both subjects study the efficient running of organisations and systems. Business focuses on the effective execution of a business idea, what makes a business succeed or fail as well as the external factors that can have an influence, such as the level of competition or the economic environment. Economics investigates decision making from an economic efficiency angle, trying to solve the economic problem of scarcity, as well as the management of the economic performance in relation to inflation, unemployment, economic development and poverty to name a few. In short, Business is structured, logical and factual, and Economics leans towards the conceptual, abstract and theoretical.

It is possible to benefit from studying both, and very occasionally pupils at Uppingham do study both subjects. However, because there is significant overlap of content between the two we recommend pupils do not study them in combination and it should be noted that some universities do not recognise the two as different subjects.

Business fits in well with subjects such as Languages, Geography, Mathematics, History and English. For example, modern linguists sometimes take either Economics or Business as a third or fourth subject.

Business Units:

The department follows Edexcel's linear course:

Lower Sixth: Marketing & People
 Managing Business Activities
Upper Sixth: Business Decisions & Strategy
 Global Business

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Chemistry

Pre-U Certificate in Chemistry (Principal) 9791

Chemistry is the central Science, sitting between Physics and Biology and overlapping with both. It is the study of elements and compounds, the composition of all materials and their properties; we think both on a small scale about the interactions of atoms and electrons, and on a larger scale about a huge variety of reactions. Chemistry's application in modern society, be it in the design of new medicines, the creation of novel materials for developing technologies or the evolution of energy sources, is pivotal to the world we now live in, making this classical subject both contemporary and exciting.

Chemistry is a highly respected subject that supports all the other sciences and complements very different subjects like History, Languages and Classics. Some Arts and Language-oriented pupils choose Chemistry as their very different 'complementary' subject to show their strength in analytical thinking, problem solving, and numeracy. The Pre-U course is very similar to the new A levels starting in 2015 but has the added advantage of being designed in collaboration with universities; equipping pupils with the skills required to make a success of their studies at university is a bonus of this well-respected course.

Most importantly, studying this subject will genuinely change the way you look at the world, as well as develop transferable problem-solving and analysis skills that you will value throughout your life.

Chemistry at Uppingham

The Uppingham Chemistry department is extremely well equipped, with five large practical laboratories covering the ground floor of the new Science Building, opened in 2014. We carry out a lot of practical work through the Sixth Form, varying from Organic Chemistry to Transition Metal Chemistry through volumetric analysis and kinetics.

Five teachers in the department, including experienced examiners, teach up to Pre-U. There is a popular programme of lectures, seminars and Oxbridge preparation groups outside lessons which Sixth Form Chemistry pupils are welcome to attend, all of which have helped pupils enjoy success in national competitions such as the Cambridge Chemistry Challenge and the Chemistry Olympiad. Cutting-edge Chemistry research is being carried out in the laboratories of top universities within 100 miles of Uppingham - Warwick, Cambridge, Leicester, Oxford, Nottingham: we have strong links with some of these departments, and we lay on visits and lectures for our pupils.

There are almost equal numbers of boys and girls studying Chemistry in the Sixth Form here, usually in three or four sets across two timetable columns. The entry recommendation for the Pre-U course is that pupils have at least two As in Science GCSEs of any type (separate Chemistry GCSE or IGCSE is not needed) and at least an A in Maths. It is not necessary to study L6th Maths to succeed at Pre-U Chemistry, but to take a Chemistry-related subject any further than Pre-U, L6th and probably U6th Maths is needed.

What does Pre-U Chemistry lead to?

Chemistry is a highly relevant and valuable subject for pupils with aspirations in Mathematics, Engineering, and Physics. Good grades in A level/ Pre-U Chemistry are essential for pupils aiming to study: medical-related degrees such as medicine, veterinary science, dentistry and pharmacy; chemical industry-related degrees such as chemistry, chemical engineering and materials science; biotech-related degrees such as biology and biochemistry and related courses such as forensics and geology. A well-established alternative to A level, Pre-U Chemistry encourages pupils to develop their understanding through the depth and rigour of the course, providing frameworks that allow pupils to tackle material they would otherwise consider beyond them; it is both empowering and engaging.

A sound chemical education also promotes powers of analytical thinking valuable to those seeking careers in areas such as law, accountancy, banking and journalism. Chemistry is therefore a good subject in preparation for a vast choice of careers, respected for its balance of practical skills, theoretical knowledge, abstract reasoning and creative design.

Chemistry – continued

The structure of the course

Similar to the new A levels starting in 2015, the Pre-U course is linear, culminating in four papers in the summer of the Upper Sixth. There is no coursework but one paper assesses practical skills carried out in lesson time. The syllabus is designed to promote insight into chemical processes and relationships over the following five main sections of the course:

1 Physical chemistry

This section illuminates the structure of atoms and molecules and the forces between them, introducing new 'eye-opening' ideas that dispel the simplifications of GCSE and build a rigorous, truer picture of atoms and what their electrons are up to. In studying the reasons why chemical reactions occur and practicing a wide variety of calculations on how fast and how far reaction go, pupils start to understand many of the chemical phenomena they have previously encountered but never fully explained.

2 Inorganic chemistry

By exploring the diversity of the elements within the Periodic Table, pupils can finally understand how and why different types of bonds form, and thereafter understand why certain materials behave as they do. Trends within the Table are investigated as is the colourful and varied world of transition metal complexes.

3 Organic chemistry

Through an increased understanding of the relationships between families of organic molecules, pupils investigate the three-dimensional nature of organic reactions, developing their creativity in designing synthetic routes to valuable target molecules. Practical organic synthesis experience is gained in the laboratory making aspirin, for example, and learning about the structures of explosives and dyes, while green chemical principles are emphasised throughout, mirroring developing industrial processes.

4 Analysis

This topic explores techniques such as mass spectroscopy and NMR used in modern research laboratories for investigating molecules, enabling the investigation of many relevant and complex molecules whilst encouraging robust analytical approaches to unknown structure determination.

5 Practical skills

Practical work is engaged with at all stages of the two-year course, instilling an understanding of the relationship between experimental findings and the development of scientific theories. A practical investigation is also encouraged, building an appreciation of the experimental process as a whole and the joys of novel research.

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Classical Civilisation

OCR A level in Classical Civilisation (H408)

Classical Civilisation is the study of the ancient Greek and Roman worlds in all their richness and diversity. These ancient cultures spread artwork, literature and ideas that remain central to our understanding of the modern world. From high politics to low comedy and from monumental architecture to performing arts, the thoughts and achievements of the ancient world continue to impact on our lives. These connections make the Greeks and Romans uncannily familiar but also highlight the fascinating differences between our lives and theirs.

Classical Civilisation enables pupils to access and gain an understanding of the ancient world through a wealth of sources. Pupils will learn to interpret Greek and Roman artwork, to analyse their literature, to examine the archaeological remains they have left and to think critically about their thoughts and beliefs as well as how these have influenced the modern world. Whether it is assessing the Greek concept of beauty in art, examining Roman ideas about love, or deciding if there is such a thing as a just war, Classical Civilisation encourages pupils to engage with questions that matter.

Alongside gaining a deeper insight into the culture of the Greek and Roman worlds, studying A level Classical Civilisation enables pupils to develop a variety of skills that are highly sought after by universities and employers. Studying ancient sources encourages analytical and reasoned thinking, as well as the ability to use a variety of evidence to answer complex questions. Pupils will also develop an ability to understand and make connections between diverse materials in order to both discuss and write thoughtfully about their ideas.

There are a wide range of Classical degrees on offer at university without the need to study an ancient language, and many courses, for instance at Cambridge, Durham and Bristol, allow pupils to take up Latin and Greek even if they have not studied it before. The scope of Classical Civilisation is such that it would complement any other subject and almost any discipline can be accessed through the lens of the ancient world, from Modern Languages, History, Philosophy and Theology, and English Literature through to Mathematics, the Sciences and Economics.

Those who study Classical Civilisation have followed a wide range of higher education and career paths. A degree in a Classical subject can lead almost anywhere, from City Finance to Law, from Education to the Intelligence Services, from PR and Marketing to Politics and the Diplomatic Service. Classical Civilisation would also support an application for courses in History, Philosophy, Literature and other humanities. The ability to understand and discuss the nuances of another culture and deal with complex source materials are increasingly important skills in the modern world.

Should I have studied Classical Civilisation or Latin at GCSE?

There is no need to have studied Classical Civilisation for GCSE and no knowledge of Latin or Greek is required.

What is the difference between Classical Civilisation and Ancient History?

The aim of both Classical Civilisation and Ancient History is to develop an understanding of the ancient world but each subject gains access to this understanding in a different way. Whilst Ancient History is designed to give pupils an insight into the significant historical events of the ancient world, Classical Civilisation places a greater emphasis on exploring the cultures of Greece and Rome through their ideas, artwork and literature.

What is studied in A level Classical Civilisation?

The aim of the A level course is to offer a broad and detailed understanding of various aspects of the ancient world, covering the cultures of both Greece and Rome across a wide historical period. There are three examination papers taken at the end of the Upper Sixth that combine to give an overall grade.

Classical Civilisation – continued

The World of the Hero (40%)

This module focuses on the core concept of heroism in the ancient world and pupils will study two of the most significant works of literature ever produced in the Western world:

Homer's Iliad: The first known work of Western literature, Homer's Iliad is an epic tale of love, loss, glory and death set against the tumultuous background of the Trojan War. With a cast of gods, kings, peasants, and priests, the narrative is driven by the wrath of Achilles, the greatest fighter in the Greek army. When he rebels against the overbearing arrogance of Agamemnon, leader of the Greeks, Achilles' anger leads to tragedy for all whom it touches, even his closest friend, and we are left to question whether war can ever be glorious. Homer set his poem in the world of Bronze Age Mycenaean culture, some four hundred years before his own time. Despite this, it provides a crucial insight into the culture and values of ancient Greece, especially as it was regarded as the greatest work of all time for hundreds of years after its completion.

Virgil's Aeneid: Over seven hundred years after the composition of the Iliad, a Roman poet called Virgil sat down to create an epic to rival Homer's work. His people had become the dominant force in the Mediterranean but such wealth and power had led to the breakdown of the Roman Republic, which tore itself apart in a series of civil wars. The emergence of the first Emperor, Augustus, had brought peace to the Roman world but established a dictatorial regime that would last for half a millennium. Against this backdrop, Virgil began working on his epic narrative. He aimed to tell the story of the Romans' founding father, Aeneas, a refugee from the Trojan War who suffered a long sea voyage and another terrible battle in order to bring his people safely to Italy and establish the bloodline that would eventually produce the founders of Rome itself. Virgil not only combines an adventurous quest through strange lands with a thrilling tale of military struggle, but also asks key questions about justice, violence, freedom and the price of peace that still resonate today.

Culture and the Arts (30%)

Greek Art: The impact of Greek art on the cultural output of the Western world is enormous. In this module pupils will examine a wide range of artistic styles including vase painting, free-standing and architectural sculpture as well as the cultural and historical context of their production. From the marble friezes of the Parthenon and Temple of Zeus at Olympia to free-standing bronze sculptures such as the Delphic Charioteer, and the black-figure vases of Exekias, these are the works of Archaic and Classical Greece that have influenced artists for over two millennia.

Beliefs and Ideas (30%)

Love and Relationships: Ideas about love and relationships can reveal the key concepts that sit at the heart of any culture's beliefs and ethics. This module explores what the Greeks and Romans thought about love and about the relationships between men, women and their families. Pupils will study a range of sources from the high philosophy of Plato's concept of ideal love, to the intense desire described by the poet Sappho in her songs, and the ribald humour of Ovid's advice on how to conduct an affair in the stuffy atmosphere of Rome's nobility. By investigating ancient attitudes to love and relationships it is possible to see just how similar, and different, we are today.

Trips and Talks

The Senior Classics Society regularly holds talks by lecturers from universities such as Cambridge, Oxford, KCL and Leicester as well as an annual "Symposium" for pupils studying any Classical subject in the Sixth Form, where Upper Sixth pupils give presentations on a topic of their choice whilst also enjoying a Roman and Greek inspired meal. There are also opportunities to attend study days and trips to museums such as the British Museum in London, the Fitzwilliam Museum and the Faculty of Classics Cast Gallery in Cambridge. The department also arranges trips abroad to Classical sites in Italy and Greece.

S P Broadbent

Head of Classics

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Design & Technology

Cambridge International Pre-U Certificate in Art and Design (9837)

Design and Technology is an interdisciplinary subject designed to be pupil-focused. GCSE Design and Technology or Art would provide a suitable basis for Pre-U work. Pupils should have drawing ability and a strong interest in designing, modelling, making and evaluating products, and an interest in the processes and products of design and technological activity. The course will develop skills and understanding that are applicable to careers in Design, Manufacturing or Business. Art might usefully be studied in conjunction with Design Technology by those who intend to follow a career in a Design field, in order to allow them to develop a strong portfolio for presentation to Higher Education institutions.

Pupils are given a range of start points throughout the first year in order to develop their portfolio skills. In the second year they will work more independently on a major project and an extended essay.

Aims

To develop pupils' knowledge, curiosity, understanding, skills and application for designing and making products. Product design encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose, satisfy needs, enhance our daily lives and give pupils the opportunity to demonstrate their design and technology capability. To encourage pupils to work independently and self-directed through a range of tasks and to encourage flexibility in their approach to design.

Component 1: Portfolio

This is a coursework component that involves the production of a portfolio where candidates explore a range of exploratory activities. The focus of the assessment is the journey that the candidate has made, and not resolved outcomes. The portfolio must comprise a substantial body of work or a number of smaller relevant pieces, supported by appropriate sketchbooks/journals/study sheets. Supporting work can include research, observation, exploration, analysis and evaluation of working practices, ideas and contexts of related designers and creative practitioners. The outcome, which does not have to be fully resolved, can be in two and/or three dimensions, across a range of materials or media, or could focus on a particular discipline. Quality of work is more important than quantity, provided that the selection in the portfolio exemplifies the journey the candidate has made.

Component 2: Critical and Contextual Study

The critical and contextual study is a written essay of 3000–3500 words with relevant illustrations. The focus of the study is an aspect of design that the candidate is interested in. The focus of the critical and contextual study is expected to evolve through ideas generated by candidates during the first year of the course. With guidance from the teacher, candidates develop their own focus and title for their individual study. The focus and title of the study may relate to work the candidate has produced for Component 1 or Component 3 but this is not a requirement.

Component 3: Project

The project involves development of a sustained piece of studio practice culminating in a fully resolved piece or body of work. The 'starting point' for the Project is set by the exam board.

The starting point, usually a single word or phrase, for example 'Interlocking', is selected so that it can be interpreted in any number of ways. The final piece or body of work can be in two and/or three dimensions, across a range of materials or media, or it can focus on a particular discipline specified in the syllabus content. Work may be submitted in a range of formats, including sketchbooks, drawings, compositional studies, design sheets, lens-based outcomes, samples, test pieces, prototypes, large-scale studies, notes, presentations and models.

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Drama & Theatre

AQA Drama & Theatre (7262)

Our A level Drama and Theatre offers students the opportunity to explore drama as a practical art form, in which ideas and meaning are communicated to an audience through choices of form, style and convention.

Students will:

- create, perform and respond to drama and theatre
- develop the creativity and independence to become effective theatre makers
- explore the relationship between theory and practice in a range of theatrical styles and periods and historical, social and cultural contexts
- learn how relevant research, independent thought and analysis of live theatre production can inform decision making in their practical work and put this understanding into practice
- experience the ways in which theatre makers collaborate to create theatre.

The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

The subject content for A level Drama and Theatre is divided into three components:

- 1 Drama and theatre
- 2 Creating original drama
- 3 Making theatre

For the practical components students choose to work as performers, designers (design students may choose lighting, sound, set, costume or puppets) or directors.

Assessments

Component 1: Drama and theatre

- Knowledge and understanding of drama and theatre
- Study of two set plays, one chosen from List A, one chosen from List B
- Analysis and evaluation of the work of live theatre makers

Assessment:

- Written exam: 3 hours
 - Open book
 - 80 marks
 - 40% of A level
-
- Section A: one question (from a choice) on one of the set plays from List A (25 marks)
 - Section B: one three part question on a given extract from one of the set plays from List B (30 marks)
 - Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (25 marks)

Drama & Theatre - continued

Component 2: Creating original drama (practical)

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer, designer or director)
- Devised piece must be influenced by the work and methodologies of one prescribed practitioner

Assessment:

- Working notebook (40 marks)
- Devised performance (20 marks)
- 60 marks in total
- 30% of A level

This component is marked by teachers and moderated by AQA.

Component 3: Making theatre (practical)

- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
- Methodology of a prescribed practitioner must be applied to Extract 3
- Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts

Assessment:

- Performance of Extract 3 (40 marks)
- Reflective report (20 marks)
- 60 marks in total
- 30% of A level

This component is marked by AQA.

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Economics

OCR H460

The Economics curriculum seeks to equip pupils with a strong understanding of the world in which they live and tries to broaden their outlook wherever possible. It aims to do this through a variety of teaching methods and topics. Many of the topics are abstract and theoretical which provide the pupil with a flexible approach to everyday issues such as global shortages, inflation, unemployment, taxation and economic management.

What is Economics?

The course looks at basic economics principles, including the theories of demand, supply, costs, inequality, national income determination, money, international trade and finance. It also considers the British economy, especially current economic affairs, focusing on such matters as inflation, privatisation, employment, growth, the European Union, government policies. The above principles will be used as analytical tools.

Economics is often simply defined as the study of how the limited resources of our finite world are divided in order to produce the goods and services that satisfy our seemingly unlimited wants and needs. It is the study of dealing with the basic economic problem of scarcity.

What skills does a pupil need to bring to this subject?

Like many subjects at A level, Economics does require a combination of literacy and numeracy skills, but the Economics syllabus does not contain any A level Mathematics. However, the ability of a mathematical brain to appreciate conceptual and abstract ideas does help when dealing with the heavily theoretical elements of the Economics course. A general interest in current affairs (of all kinds) is extremely helpful.

Experience has shown that performances in GCSE English Language and Mathematics provide a reasonable guide to likely A level performance.

What is the difference between Economics and Business?

This is a frequently asked question. In many ways they are similar, for example both subjects study the efficient running of organisations and systems. Economics investigates decision making from an economic efficiency angle, trying to solve the economic problem of scarcity, as well as the management of the economic performance in relation to inflation, unemployment, economic development and poverty to name a few. Business focuses on the effective execution of a business idea, what makes a business succeed or fail as well as the external factors that can have an influence, such as the level of competition or the economic environment. In short, Business is structured, logical and factual, and Economics leans towards the conceptual, abstract and theoretical.

It is possible to benefit from studying both, and very occasionally pupils at Uppingham do study both subjects. However, because there is significant overlap of content between the two we recommend pupils do not study them in combination, and it should be noted that some universities do not recognise the two as different subjects.

Economics fits in well with most subjects, whether Arts, Science or Social Science subjects. For example, many Mathematics, Politics and English pupils opt for Economics and modern linguists sometimes take either Economics or Business as a third or fourth subject.

English Literature

Edexcel 9ETO

The English Literature course covers a range of literary texts, including the chance to consider more contemporary works, giving the opportunity to display analytical skill through both examination answers and a limited amount of coursework.

English continues to be a popular A level subject because it is not beyond anyone who really wants to do it. Independent motivation, the desire to succeed and a willingness to enjoy literature in all of its forms are vital elements in this. Results have consistently shown that the gifted pupil will achieve the coveted top grades while a relatively average pupil can also achieve impressive results and someone who thinks they will struggle may be agreeably surprised by what they can manage through sheer determination and development over the course.

For those who enjoy reading it is a natural extension of that most pleasurable of occupations and the method of teaching and study will be based on discussion, which enables pupils to expand and develop their knowledge, ideas and opinions about both life and literature. It is important therefore that, along with a love of reading, you are confident and willing to participate in discussion, to extend your views and express them with confidence in small groups of your peers. However, you will need some sound and accurate language skills, too.

After GCSE

A level focuses entirely on literature; you avoid the complexities of doing two subjects and the range of reading is broader. A level concentrates much more on the expression of your own views and a willingness to be open to the contrasting opinions and interpretations of others, both in discussion and your wider reading. You will not only extend your knowledge of literature but also learn that a variety of views and interpretations can be equally valid, it is less about the 'right' answer than an openness to new ideas, for example, comparing the modern relevance of texts with the impact they may have had at the time they were written. Therefore historical and social context, as well as literary theory, is a key feature of study at this level.

Texts and Assessment

You will read and study a number of different texts which will include prose, poetry and drama: a minimum of eight texts at A level, with some emphasis on pre-1900 literature and the analysis of unseen pieces and coursework.

Component 1: Drama (2 hour 15 minute open book examination)

- one Shakespeare play (Tragedy or Comedy)
- a selection of specified critical essays on the chosen Shakespeare play
- a second play from the Tragedy or Comedy collection

Component 2: Prose (1 hour open book examination)

- two thematically linked novels, at least one of which will be pre-1900

Component 3: Poetry (2 hour 15minute open book examination)

- an unseen poem together with poetry from the studied contemporary collection
- a range of poetry from a specified literary period or named poet

Component 4

- Coursework (2,500 – 3,000 words in length, worth 20% of final marks) based on a free choice of two texts (not studied for Components 1,2 or 3)

English Literature – continued

Literary events

There will be a variety of opportunities to take part in during the course: theatre and cinema visits, lectures and workshops.

How does English fit into a Sixth Form portfolio?

English goes well with any subject. It can offer a complementary approach to other areas of study, such as Languages, Theatre Studies, Classics, Politics, History and History of Art, as it provides similar opportunities for the exercise of analytical and essay writing skills, as well as further insights into social and cultural attitudes. Equally, it can offer a stimulating perspective on other subjects, as it will help further your understanding of the world around you while providing you with skills applicable to other academic disciplines.

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French (see entry under Modern Languages)

Geography

OCR (H481)

“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the geographer’s skills and foresight to help us learn about the planet — how we use it and how we abuse it.” Michael Palin

Geography acts as an excellent bridging subject between the arts and the sciences. It involves the use of techniques and information from each and widens appreciation of one’s own surroundings, as well as of world events and places. Geographers traditionally enter a wide range of careers, from computing to urban planning, from retailing and advertising to architecture and the forces. It is a subject, which produces people with a high level of literacy, numeracy and reporting skills, an ability to collect data, a problem-solving mentality and high level computing skills.

Under the governmental A level reforms in 2016, Geography is now taught as a linear subject at A level, with first examination in Summer 2018.

The OCR (H481) course is an exciting course for pupils, whether as a foundation for further study or as a contribution to the understanding of the world in which they live. It addresses the elements and processes, which are specific to Geography and their relevance to contemporary issues and challenges. It also promotes a wide range of geographical skills including using statistics to analyse data.

The course is split into four main units:

Physical Systems (worth 22% overall)

Through this topic, pupils will gain a strong appreciation and awareness of geographical skills associated with physical geography. This is split into two modules:

Landscape System: involves a study of one of three landscape systems (coastal landscapes, glaciated landscapes or dryland landscapes). At Uppingham we will be studying glaciated landscapes. Pupils will learn about some of the most important geomorphological forces which have changed the surface of our planet for millions of year.

Earth’s Life Support Systems: this studies the major support systems of the earth (the carbon and water cycles). The inter-relationships between the land, oceans and atmosphere help pupils to understand the processes, characteristics and impacts on these landscapes and cycles, which shape them over time and create a number of global issues and contestation.

Human Interactions (worth 22% overall)

This involves the study of two major units:

Changing Spaces, Making Places: this involves starting from the local place and moving outwards to the regional, national and global scale in order to understand the interconnections and dynamics of place. Pupils will investigate how shifting flows of people, money and resources are shaping places, whilst economic changes are contributing to a landscape of haves and have nots.

Global Connections: This comprises of options such as global migration, trade, human rights and power and borders. Pupils will also learn a range of geographical skills associated with human geography.

Geographical Debates (worth 36% overall)

This unit takes some of the most dynamic issues the planet faces and encourages pupils to engage with, reflect on and think critically about them. Learners will gain a deep understanding of their two chosen topics (Climate Change and Hazardous Earth) exploring the interactions between people and the environment.

Independent Investigation (worth 20% overall)

In this non-examined assessment, pupils will use their geographical skills to collect, analyse, interpret, evaluate data and evidence and to construct arguments and draw conclusions. Competence in using

Geography - continued

geographical skills will be developed during study of the content and through residential fieldwork trips. Pupils will spend 4 days in the Lake District learning key skills for their independent investigations and also collecting primary data.

Through studying this A level, pupils will develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global. They will apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of Geography. They will develop as critical and reflective learners and be able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.

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German (see entry under Modern Languages)

Greek

OCR A level in Classical Greek (H444)

The ancient Greek world has had a profound impact on modern life; from democratic politics to medicine and mathematics, from literature and art to philosophy and religion, the reach of Classical Greek culture is enormous. The A level Greek course combines the intellectual challenge of the language with the study of the history and civilisation of ancient Greece through its literature.

Alongside developing an understanding of an incredibly influential culture, the A level course enables pupils to develop a variety of skills that are highly sought after by universities and employers. Studying the language encourages analytical and reasoned thinking, as well as the ability to solve complex problems. Reading and discussing the literature of the ancient Greek world reinforces these analytical skills whilst also developing an ability to understand and write thoughtfully about texts from a foreign culture.

If taken with Latin it provides a thorough grounding in the Classics and is particularly useful for those wishing to apply for Classics at Oxbridge. Greek is also an excellent complement to courses in Modern Languages, History, Philosophy and Theology, and English Literature. Indeed, Greek A level can be taken alongside any other course including Mathematics, the Sciences and Economics, subjects for which the ancient Greeks provided much of the early foundations.

Greek is a highly regarded subject and those who study it have followed a wide range of higher education and career paths. A degree in Classics can lead almost anywhere, from City finance to Law, from Education to the Intelligence Services, from PR and Marketing to Politics and the Diplomatic Service. Greek would also particularly support an application for courses in History, Philosophy, Literature and Languages. The ability to understand and discuss the nuances of another culture is an increasingly important skill in the modern world.

What is studied in A level Greek?

The aim of the A level course is to develop pupils' understanding of the Classical Greek language and the values and society of the ancient Greek world through its literature. There are four examination papers taken at the end of the Upper Sixth, two for the language element and two for the literature, each worth a different percentage of the overall A level grade.

Unseen Translation (33%) and Prose Composition/Comprehension (17%)

Pupils will build upon their GCSE knowledge and deepen their understanding of already familiar grammatical features and vocabulary. They will study passages in both prose and verse to develop their linguistic skills and practise translating both Greek to English and English to Greek.

In the Unseen Translation paper, candidates will translate a passage of unseen prose and a passage of unseen verse into English. For the unseen verse passage, there is a prescribed author from whose works the passage will be selected so pupils can become familiar with their typical style and meter.

In the Prose Composition/Comprehension paper, candidates will either translate a short passage of English into Greek or answer comprehension, translation and grammatical questions on an unseen prose passage.

There is a set list of grammatical features for both language papers.

Prose Literature (25%) and Verse Literature (25%)

Pupils will study two prose and two verse texts in depth, translating and analysing them for their literary content, as well as learning about the society and values of those who produced them. Knowledge of this historical context will be supported by reading further sections of the texts in English.

The prescribed texts may be selected from a variety of genres and authors including Herodotus, Plato, Thucydides, Plutarch and Xenophon for the Prose Literature paper and Homer, Sophocles, Euripides and Aristophanes for the Verse Literature paper.

In both examinations, candidates will be required to translate a section from the set texts, critically analyse the texts' literary style and demonstrate their understanding of the wider context of the texts. Pupils will be well prepared for all parts of these exams, having studied the set texts in depth for two years.

Trips and Talks

The Senior Classics Society regularly holds talks by lecturers from universities such as Cambridge, Oxford, KCL and Leicester as well as an annual "Symposium" for pupils studying any Classical subject in the Sixth Form, where Upper Sixth pupils give presentations on a topic of their choice whilst also enjoying a Roman and Greek inspired meal. There are also opportunities to attend study days and trips to museums such as the British Museum in London, the Fitzwilliam Museum and the Faculty of Classics Cast Gallery in Cambridge. The department also arranges trips abroad to Classical sites in Italy and Greece.

S P Broadbent
Head of Classics
(spb@uppingham.co.uk)

History

Edexcel 9HI01

There is a choice between two periods of History:

History (modern)

This is a course which offers pupils the chance to study history of significant events in British and European History from the 17th Century to the Modern era of the 19th/20th Centuries.

The course would suit those who want to follow on from the GCSE Modern World course but the pupil will deal with topics further back in History and in greater depth and breadth. An appealing component of the course is the coursework as we encourage a free choice of modern topic and place an emphasis on independent research. This approach to coursework is an excellent preparation for university work.

History (early)

This is the option which covers English medieval and early modern history. Pupils study colourful and significant events in English history, ranging in time from the rise of the Anglo-Norman Kingdom in the 11th Century through the Crusades era to the Tudor (16th) Century. The coursework option covers the period 1200-1485 and there is a choice of topics.

This course is traditionally popular with pupils who have enjoyed the Modern World GCSE course but would like now to study an entirely different period of History.

History (modern)

- 1 Britain 1625-1701: Conflict, Revolution, Settlement (Civil War, Restoration and 1688 Revolution)
- 2 Russia in Revolution 1894-1924
- 3 Germany 1871-1990; United, Divided and Reunited
- 4 Coursework; a free choice of topic. One essay of 3,000-4,000 words

History (early)

- 1 The Crusades 1095-1204
- 2 Anglo-Saxon England and the Anglo-Norman kingdom 1053-1106
- 3 Rebellion and Disorder under the Tudors, 1485-1603
- 4 Coursework 1200-1485 (as above)

Sixth Form History is for anyone who finds the past and current affairs fascinating. You do not need not have studied History at GCSE. Enthusiasm and a keen sense of enquiry are the best qualifications for entry to the course.

History at this level rewards effort as much as ability, and pupils of all ability levels should be encouraged to consider it.

History is a useful and popular subject – both at university level and with employers, because of the skills at the heart of historical pupilship – research, analysis and communication. Historians dominate the higher levels in the Institute of Directors, and they constitute many of Britain's top journalists, to take but two examples.

History – continued

Overall, the skills the History Department seeks to instil at this level are ones that are basic to a successful career in many different fields:

- Analysis: The ability to organise material, coming to terms with sometimes complex events and ideas.
- Research: The ability to find information, using primary and secondary sources. There is a well-stocked History section in the School Library and an outstanding departmental one as well.
- Evaluation: The ability to make judgements on the available evidence, developing an empathy with the people and periods under review.
- Communication: The ability to present – both orally and on paper – well-constructed argument, based on research, analysis and evaluation.

T P Prior

Head of History

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History of Art

Cambridge Pre-U 9799

You need not have studied Art at GCSE nor be able to draw or paint at all to take History of Art in the Sixth form, as there is no practical element. This course is entirely academic, and requires essay writing skills.

If you are interested in gaining a cultural understanding of the architecture around you, or wish to know about the paintings and sculptures you see in art galleries, then this course could be for you. We will be looking at works of art over several thousand years and learning about their context and how to analyse them.

Cambridge Pre-U is an exciting academic qualification for sixth formers launched by Cambridge University in 2008. The Pre-U in Art History equips pupils with the skills they need to make a success of their undergraduate studies. It also gives them the ability to undertake independent and self-directed learning and to think laterally, critically and creatively and communicate effectively.

There are four exams at the end of the two year course.

Analytical Studies

We will be studying 36 named major works of art and architecture in depth, from ancient civilizations to the contemporary, analysing their composition, colour, technique as well as their wider context. The exam will include a selection of colour photos, each with a question attached. You will have to answer three questions from a choice of six.

Examination: 1½ hours = three x 30 minute answers.

Historical Studies

We will be studying two areas in depth. Each will last a term. These will be:

Man the Measure of All Things: The Early Italian Renaissance 1400 -1500

This will include artists such as Masaccio, Fra Angelico, Donatello, Botticelli and Michelangelo, the architects Brunelleschi and Alberti as well as the themes of the age, such as humanism, patronage and portraiture. We will also go to Florence and Rome at Easter to see the works of art face to face.

The Shock of the New: Art and Architecture in Europe and the USA in the 20th and 21st Centuries.

We will be looking at the beginnings of the Modern era with Cubism, Futurism, Fauvism, Expressionism and moving on through Surrealism to Abstract Expressionism and Pop Art in the US. We will also study the two giants of 20th century art, Picasso and Matisse as well contemporary names. Le Corbusier, Gropius and Mies van der Rohe, the originators of Modern architecture and their legacy will be examined, through to Post Modernism, Hi-Tech and the architecture of the present day.

Examination: 2¼ hours = three x 45 minute answers.

Thematic Topics

Landscape: this is a topic we will study in the second year, exploring the many issues and debates that surround the representation of nature and landscape within clear and contextual frameworks. This will include looking at classical landscapes, industrial and rural landscapes, landscapes of the imagination as well as named artists such as Constable, Turner, Monet, Pissarro and Ansel Adams

Examination: 2¼ hours = three x 45 minute answers.

History of Art – continued

Personal Investigation

This takes the form of a written assignment of around 3000 words and is a piece of independent study. It provides candidates with the opportunity to apply skills and knowledge acquired, to a topic of their choice. A proposal of 500 words is submitted by October of the Upper Sixth year. The chosen topic should look in greater depth at issues, topics, artists and movements which may or may not have been encountered in other papers. The finished personal investigation should then be submitted for external marking by 15th February in Upper Sixth. A 20 minute viva is then conducted by a visiting examiner and marks for the viva contribute to the overall mark for the paper.

The History of Art Department is keen to get you out of Uppingham in order to see the works of art and architecture available in this country, so once a term you will get to galleries usually in London. We also organise a week's trip to Florence and Rome for the Lower Sixth in the Easter holiday.

Many Uppingham pupils go on to study History of Art at University where that degree would lead to the same sort of career as any other Arts subject but more specifically to curatorship, gallery management, arts organisation and publishing. We have Uppinghamians at all the major universities who could provide feedback on their degree courses.

D S R Kirk
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Latin

OCR A level in Latin (H443)

Latin was the language of the Roman Empire, which at the height of its power covered over 5 million square kilometres and held sway over 70 million people, 21% of the world's population at that time. It stretched across modern Europe and beyond, from Britain to the Balkans and Greece, from North Africa and Egypt to the south and even into modern Iraq and Iran. A level Latin combines the study of the language and society of the Roman world through literature that is still regarded as amongst the world's greatest cultural achievements.

Alongside gaining a deeper insight into the language and literature of the Roman world, studying A level Latin enables pupils to develop a variety of skills that are highly sought after by universities and employers. Studying the language encourages analytical and reasoned thinking, as well as the ability to solve complex problems. Reading and discussing the literature of the ancient Roman world reinforces these analytical skills whilst also developing an ability to understand and write thoughtfully about texts from a culture that is both foreign but at the same time has had an enormous impact on the modern world.

If taken with Greek it provides a thorough grounding in the Classics and is particularly useful for those wishing to apply for Classics at Oxbridge. Latin remained the dominant language of European education and diplomacy until the end of the 17th Century and is the basis of many modern languages. It is an excellent complement to courses in Modern Languages, History, Philosophy and Theology, and English Literature. Indeed, Latin A level can be taken alongside any other course including Mathematics, the Sciences and Economics.

Latin is a highly regarded subject and those who study it have followed a wide range of higher education and career paths. A degree in Classics can lead almost anywhere, from City Finance to Law, from Education to the Intelligence Services, from PR and Marketing to Politics and the Diplomatic Service. Latin would also particularly support an application for courses in History, Philosophy, Literature and Languages. The ability to understand and discuss the nuances of another culture is an increasingly important skill in the modern world. The Roman Empire once bound together Europe, the Middle East and Africa, giving such diverse regions a shared cultural heritage.

What is studied in A level Latin?

The aim of the A level course is to develop pupils' understanding of the Latin language and the values and society of the Roman world through its literature. There are four examination papers taken at the end of the Upper Sixth, two for the language element and two for the literature, each worth a different percentage of the overall A level grade.

Unseen Translation (33%) and Prose Composition/Comprehension (17%)

Pupils will build upon their GCSE knowledge and deepen their understanding of already familiar grammatical features and vocabulary. They will study passages in both prose and verse to develop their linguistic skills and practise translating both Latin to English and English to Latin.

In the Unseen Translation paper, candidates will translate a passage of unseen prose and a passage of unseen verse into English. For the unseen verse passage, there is a prescribed author from whose works the passage will be selected so pupils can become familiar with their typical style and meter.

In the Prose Composition/Comprehension paper, candidates will either translate a short passage of English into Latin or answer comprehension, translation and grammatical questions on an unseen prose passage. There is a set list of grammatical features for both language papers.

Latin – continued

Prose Literature (25%) and Verse Literature (25%)

Pupils will study two prose and two verse texts in depth, translating and analysing them for their literary content, as well as learning about the society and values of those who produced them. Knowledge of this historical context will be supported by reading further sections of the texts in English.

The prescribed texts may be selected from a variety of genres and authors including Cicero, Tacitus, Seneca, Livy and Apuleius, for the Prose Literature paper and Virgil, Ovid, Horace and Catullus for the Verse Literature paper. In both examinations, candidates will be required to translate a section from the set texts, critically analyse the texts' literary style and demonstrate their understanding of the wider context of the texts.

Pupils will be well prepared for all parts of these exams, having studied the set texts in depth for two years.

Trips and Talks

The Senior Classics Society regularly holds talks by lecturers from universities such as Cambridge, Oxford, KCL and Leicester as well as an annual "Symposium" for pupils studying any Classical subject in the Sixth Form, where Upper Sixth pupils give presentations on a topic of their choice whilst also enjoying a Roman and Greek inspired meal. There are also opportunities to attend study days and trips to museums such as the British Museum in London, the Fitzwilliam Museum and the Faculty of Classics Cast Gallery in Cambridge. The department also arranges trips abroad to Classical sites in Italy and Greece.

S P Broadbent

Head of Classics

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Mathematics and Further Mathematics

From 2017 A level Maths and Further Maths will become linear courses with all exams being taken at the end of the Upper Sixth year. There is no longer an Additional Further Maths course.

Maths may be taken as one A level with Further Maths being awarded as another A level and combines with a wide variety of subjects. It is a natural choice with Science subjects but also combines well with Design, Business or Geography, for example.

The single A level is entirely prescriptive with two 2-hour exams taken in Pure Mathematics and one two-hour exam taken in a combination of Statistics and Mechanics.

Further Maths is examined by two 2-hour papers in Further Pure Mathematics and then two more 2-hour exams in either Further Pure Mathematics, Statistics, Decision or Mechanics.

With Further Maths, the department plans to teach three exams worth of Further Pure Maths and then offer a specialisation towards the end of the U6th year in either Statistics or Mechanics.

There is no coursework involved in any of the planned courses.

It is assumed that candidates will have a good knowledge of Maths at IGCSE Higher Level but, even so, experience suggests that a grade A or A* at GCSE does not always promise an easy passage to A level. A consistent record of good results in Maths and an enjoyment of the subject are better indicators.

Even the best pupil will find that a lot of private study is necessary. For those on the Further Maths courses in the Lower Sixth who find the commitment too great, it is easy to change to the single course at any time. It is not generally possible to change from single Maths to the double subject after the first few weeks. Further Maths is particularly suited to those who may be considering reading Maths, Engineering or Natural Sciences at university.

J R Farrelly
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Modern Languages

French

German

Spanish

Mandarin

The growing internationalisation of our lives is well documented, but it's not often realised that 75% of the world's population (including many Europeans) has no knowledge of English at all. Modern languages are not merely 'Arts' subjects. Knowledge of one or more languages is never just an end in itself, but a tool with which to do other things, be it in business, law, engineering, music or culture - or as a basis for learning other languages. Both at school and university, languages can be combined with a large number of subjects from all disciplines.

The linear syllabuses in Modern Languages take the pupil on from IGCSE. Pupils move beyond the language needed for brief encounters in a foreign country to that required to understand the concerns and interests of the people, their society, culture (in its broadest sense) and heritage as well as developing and deepening their awareness and understanding of the language. The courses also develop a knowledge of language for business.

The skills of listening and reading, speaking and writing are developed to a level which, for instance, allows the pupil to read newspapers and books, watch TV programmes, and participate in normal conversations. The grammar so far learned is revised and extended; and vocabulary is developed week by week, not least by regular sessions with language assistants. In addition to the focus on speaking the language confidently and coherently, pupils will increase their knowledge of the countries and communities where the language is spoken by their study of a film or a literary work and will develop the ability to write critically about these works in the target language.

An interest in the language and a willingness to contribute in class, and a desire to spend some time in the country ('field work') are, of course, vital. Our experience shows that a top grade at GCSE is usually an important basis for success.

French

French A Level offers the ideal opportunity to develop competence in the language beyond GCSE. The topics visited are geared towards the interests of young adults, and include in-depth studies of a wide variety of sources from literature to film, up-to-date news items and textbooks. In the final year of the linear course you will be expected to read more extensively, including literature, and to have developed valuable transferable skills, such as reading, listening and translation. The detailed study of grammar is a significant component. We also have two native speakers, who extend the cultural knowledge of the country in small conversation classes as part of the compulsory syllabus.

Practical experience of the language will play a large part, and you will be expected to spend some time in France. The department offers a variety of activities in the Sixth Form: Very well established now is the yearly group exchange for the Lower Sixth with the prestigious "Maison d'Education de la Légion d'Honneur" in Paris. Every term, several departmental events are offered to practise your spoken French. As an extension to our DELF/DALF programme in the Upper Fifth top sets, we offer Sixth Form French pupils the opportunity to sit DELF B2 or DALF C1, if they are high achieving, as an additional qualification. Both qualifications are recognised in French-speaking countries for e.g. access to work and university placements.

Modern Languages - continued

German

German is a vitally important language in today's world. It is the language of over 100 million Europeans, the second language of millions of Eastern Europeans, and, with French and English, one of the three working languages of the EU. The value of a language to us is defined primarily by its economic importance to the UK - German is in fact the foreign language most in demand by UK employers. There are numerous reasons for its importance: even disregarding other German-speaking countries, Germany is the world's largest trading nation, and has the most powerful economy in Europe. It is also a fellow-member of G8. Britain has close ties with Germany and the other German-speaking countries. It is the UK's most important trading partner by far, as a glance at the makes of many of the cars on our roads and the ownership of companies in the City of London show. As well as being valuable for business and engineering, German also combines well with the study of music, culture, history and philosophy.

Spending some time in a German-speaking country is, as with all language study, of considerable value and importance. Pupils may wish to use their own contacts, or use the department's links with its partner school in Dresden. Pupils also spend time each week in small conversation groups with the German assistant, and a number of extra-curricular events are on offer each term, including film evenings, theatre visits, dinners, and visiting speakers.

Spanish

Spanish continues to grow in importance, not only in Europe but also globally. With some 390 million native speakers, it is the third most commonly spoken language in the world (after English and Mandarin Chinese) so it comes as no surprise that knowledge of Spanish is a significant asset for job seekers and can open the door to a wide range of careers. A Level Spanish offers pupils the chance to extend their linguistic competence well beyond GCSE level as well as expanding their cultural awareness.

Pupils are strongly encouraged to spend a period of time in a Hispanic-speaking country; individual home-stays or language courses are just two of the options to choose from. Throughout the year numerous departmental events are offered which give the pupils an opportunity to converse in the language and improve on their fluency. Pupils also spend time each week in small conversation groups with the native Spanish assistant. For the top pupils in the Sixth Form there is the opportunity to sit the DELE B1 and/or B2 diploma, an internationally recognised qualification. There are a number of extra-curricular events throughout the year from film evenings, theatre visits, dinners and visiting speakers. There is also a biennial Lower Sixth and Upper Sixth trip to Barcelona in the first week of the October half term.

Modern Languages - continued

Courses and Exams

The A Level Course

The broad topic areas of study for the A Level course relate to the contemporary society and culture (in its broadest sense) of the countries and communities where the language studied is spoken; please note that these are catch-all headings – the content is much more interesting! During the course, pupils will encounter a wide range of media, from the internet to literature.

The following areas of study form the basis of listening and reading comprehension, translation and the stimulus card for the speaking test.

Year One:

- **Aspects of French-speaking / German-speaking / Hispanic-speaking society, e.g.**
Family, different structures and relationships, life, housing, patterns of daily life, equality of opportunity, gender identity, the effects of communication technology on human relationships.
- **Modern World Issues, e.g.**
Eating habits, genetically modified foods, health, addictions, impacts of lifestyle on health, sport and fitness, technology.
- **Aspects of artistic culture, e.g.**
Modern day idols, regional identity, festivals and traditions, art and architecture, cultural heritage or cultural landscape, contemporary media: press, television, radio, cinema, theatre,

Year Two:

- **Law and order, e.g.**
Types of crime, demographics of crime and punishment, cybercrime, crime prevention measures, punishments
- **Aspects of political life in the French-speaking / German-speaking / Hispanic world, e.g.**
Today's youth, tomorrow's citizens, monarchies, republics and dictatorships, popular movements, the right to vote and political commitment, political systems, the impact of politics on the individual and society (education, housing, the environment, employment and migration), the role of the EU.
- **Multiculturalism, e.g.**
Immigration, racism, integration.

The subject matter for the Film and Literature essays is a literary text or a film taken from the list prescribed by the examination board.

The individual research project (IRP) for the speaking test (Paper 3) is based on a subject of personal interest, relating to the countries and communities where the target language is spoken. The students must demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the assessment.

Modern Languages - continued

The A Level Exam

Paper 1 – Listening, reading and writing paper (receptive / comprehension paper)

Listening

Reading

Translation into English

Translation into the target language

2 hrs 30, 50% of total A Level

Paper 2 – Written paper (productive paper)

Critical analysis of two books from the prescribed list OR one book and one film from the prescribed list, in the target language. Recommended length is 300 words per essay.

Section A – set texts

Section B - films

2 hrs, 20% of A Level

Paper 3 – Speaking

Discussion based on stimulus card (5-6 minutes)

Individual research project – IRP - (to include a 2 minute long presentation detailing the title, main areas of research and sources used) to be followed by a discussion on the chosen topic for 9-10 minutes.

21-23 minute exam, including 5 minutes preparation time focussing on the stimulus card.

30% of A Level.

Mandarin

We offer Pre-U Mandarin Chinese in the Sixth form for **non-native speakers**.

The Cambridge Pre-U Mandarin Chinese syllabus equips learners who are learning Mandarin Chinese as a foreign language with the skills to operate in a Chinese environment. The syllabus also provides a stepping stone for university courses in Chinese and Chinese studies. As well as allowing learners to develop their language skills, the syllabus fosters an awareness of Chinese culture and history. The majority of Chinese communities speak and understand Mandarin (Putonghua), the official language of the People's Republic of China (PRC). Therefore, this syllabus only requires knowledge of this language. In writing, simplified characters (Jiantizi), again as prescribed in the PRC, are used. For Romanisation, the standard pinyin system is adopted. The focus of the Listening, Reading and Writing papers is to test contemporary, vernacular Mandarin Chinese.

Cambridge Pre-U Mandarin Chinese has been specifically designed to meet the needs of foreign language learners. A set of topic areas and, unusually for this level, a core vocabulary underpin the syllabus. In order only to assess candidates' ability to read/write Mandarin Chinese where those are the skills being tested, questions on listening and reading passages are written and answered in English. Candidates are encouraged to develop the four skills of speaking, listening, reading and writing. These are supplemented by Chinese-specific skills: accurate identification of roman transliteration (Pinyin), including tones, and the use of a radical-indexed Chinese dictionary.

Native speakers of Chinese are encouraged to take the A level examinations with guidance provided if necessary; these pupils may sit the papers in either Cantonese or Mandarin.

Mrs M A B Davies

Head of Modern Languages

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Music and Music Technology

Pupils are able to take one of two pathways to achieve either an A level in Music, the traditional 'Music' course, or 'Music Technology', a separate A level with a strong technology bias. The former gives an overview of all styles and forms of music, and enables pupils to specialise in performance, composition and history, while the latter course places more emphasis on studio and live recording techniques within the framework of technology based composition and arrangement.

The courses both provide a broad musical education and are essential to those who may wish to go on to read music at university or conservatoire. However, the creative and analytical skills cultivated by the courses mean that they are equally suited to pupils who have a strong interest in the subject (whether as performers, composers, technologists or music historians) who may be planning to pursue other subjects in higher education.

While it is possible to take both Music and Music Technology, as two separate subjects, this is not a course of action that we generally recommend. If unsure which pathway to take, pupils should discuss this with Mr Clements. Pupils for either course should ensure that their choice is clearly communicated to the Assistant Head: Academic Management when subject choice returns are made.

Music

The “traditional” course: Edexcel

The A level Music syllabus offers opportunities to perform, compose, listen to and analyse music in almost equal measure. It is suitable for anyone who has a keen interest in creating and listening to different styles of music and wants to broaden their experience and deepen their understanding of both live and recorded music.

Component 1: (30%)

Pupils are expected to perform for a minimum of eight minutes on any instrument(s) of their choice and/or as a singer; they are allowed to perform as soloists and/or as members of an ensemble. The basic instrumental/vocal standard expected is approx. Grade 6; Grade 7 or 8 standard repertoire is required in order to be able to more readily access the very highest markbands. This performance is recorded towards the end of the course and is marked by the exam board.

Component 2: Composing (30%)

There are two tasks, both part of an externally assessed portfolio. Students write one composition (at candidate's own choice either to a brief provided by the exam board, or to a self-determined brief) and also complete one musical techniques exercise (e.g. chorale harmonisation). The combined length of the submissions needs to be at least six minutes.

Component 3: Appraising (40%)

Candidates study repertoire related to six areas of study:

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

Questions on the examination paper relate to both specific set works, three related to each area of study, and to more contextual listening, again related to the six areas of study. Question types range from short-answer tasks to more extended essays.

All aspects of the course, except for the performing recitals, which are prepared for in individual instrumental lessons, are taught in A level time. Classes are usually split for harmony according to ability, whilst lessons in music history, aural and composition are taught in mixed-ability sets.

Music and Music Technology – continued

Music Technology Edexcel 9MT0

The course explores a range of technological and musical skills, covering three areas of study:

AOS1: Recording and production techniques for both corrective and creative purposes

AOS2: Principles of sound and audio technology

AOS3: The development of recording and production technology

Component 1: Recording (25%)

Students are required to capture, edit, process and mix an audio recording, choosing one of a list of ten songs prescribed by the Board. This is undertaken as coursework, and marked by the Board.

Component 2: Technology-based composition (20%)

Students are required to edit, manipulate and structure sounds to produce a technology-based composition, lasting three minutes. Candidates select one composition brief from the three that are produced annually by the Board. This is undertaken as coursework, and marked by the Board.

Component 3: Listening and analysing (25%)

A written examination, exploring candidates' knowledge and understanding of recording and production techniques and principles, in the context of a series of unfamiliar commercial recordings supplied by the Board. The questions are related to all three areas of study. Questions vary from short-answer tasks to two more extended essay-type questions, one requiring a comparison of two unfamiliar commercial recordings.

Component 4: Production and analysing (35%)

This is a part written, part practical examination, exploring candidates' knowledge and understanding of editing, mixing and production techniques, and is related to Areas of Study 1 and 2. Practical tasks will include editing or manipulating audio and MIDI files and using them to create a final mix, while the written tasks include an essay focussed on a specific aspect of the technological side of the subject.

Candidates wishing to take Music Technology need to have a strong base of science GCSEs and preferably some experience with computer-based recording and studio equipment. A basic piano facility is required as some of the work is based around a MIDI keyboard. An interest in composition is also recommended as this is a discipline common to much of the coursework.

About both courses

Pupils are encouraged to participate in as much music-making as possible, either as performer or technologist. An exceptional number of concerts take place in school, given both by pupils and by outside professionals, and these all add up to the richness and diversity on offer to those studying music at A level.

P M Clements
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Philosophy and Theology

Cambridge International Pre-U 9774

Religious Studies in the Sixth Form has changed enormously over the last few years and is now one of the most intellectually stimulating subjects available. The course offered at Uppingham concentrates on Philosophy and Ethics and explores questions about morality, the nature and existence of an Ultimate Reality, how belief can operate in a secular and scientific world, the ultimate questions of life and its problems.

The Pre-U course is rigorous whilst also keeping with the traditional strengths of the department in Philosophy and Ethics. The course spans a variety of disciplines: philosophy, epistemology, ethics, theology and metaphysics. The breadth of disciplines and range of topics means that the Pre-U course complements many other subjects, whether these are the sciences or humanities. Over two years, pupils develop skills of critical analysis, essay writing, investigative skills and independent research. Frequent debates, discussion and pupil-led studies foster communication skills.

You do not need to have studied Religious Studies before ~ if you have enjoyed English, History or Geography you are probably just as prepared so long as you are keen to develop your Critical Thinking skills. The course encourages wider reading and a detailed study of set texts such as J S Mill, Sartre and Polkinghorne are necessary.

The Course

The Pre-U splits into three papers:

Philosophy of Religion:

This paper is worth 35% of the total marks and focuses on: Arguments for the existence of God; Religious Experience; Miracles; Religion and Science; The Problem of Evil; Life after Death

Ethics:

This paper is worth 35% of the total marks and focuses on: Ethical Theories, Including: Kant, Utilitarianism and Existentialism; Christian Ethics; War and Peace; Abortion and Euthanasia; Environmental Ethics; Business Ethics.

Assessment:

Candidates will sit three exams in the summer of their Upper 6 year in the three topics listed above. There is no coursework.

Higher Education and Career Opportunities

Philosophy and Theology is particularly useful for degree courses in Theology, Philosophy, Politics and Sociology. It helps you develop a wide range of skills and serves as a good grounding for any Humanities or Arts degree. The Ethics content may be particularly attractive to those interested in a career in medicine or law.

The course is a preparation for any career where analysis and communication skills are important. Such careers include teaching, Law, Politics, Journalism and the Media, Personnel management, Psychology, Medicine, Sociology and Social work.

P M Shacklady

Head of Philosophy and Religious Studies

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Sport / Physical Education

Two different Sports qualifications are offered in the Sixth Form.

- **BTEC Extended Certificate in Sport.** This is the equivalent in size to one A level, with an option of extending to a Diploma in Sport, which is the equivalent of two A levels. The nature of the qualification takes the emphasis away from examination assessment and instead is a combination of assignments, tasks and written examinations.
- **A Level Physical Education.** This is a linear course, and the scientific content requires pupils to have obtained either an A grade in Biology GCSE or AA grades in dual award Science GCSE.

Both the A level and BTEC qualifications will credit students with UCAS points suitable for entry into Sports related degrees and non-Sports related degrees.

BTEC Level 3 Extended Certificate in Sport

Course Content

- Unit 1: Anatomy and Physiology (120 GLH)
 - The effects of sport & exercise on the skeletal, muscular, cardiovascular and respiratory systems.
 - The fundamentals of the energy systems.
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being
 - Examine lifestyle factors and their effects on health and well-being
 - The screening processes for training programmes.
 - Programme related nutritional needs.
 - Training methods for different components of fitness.
 - Training programme design.
- Unit 3: Professional Development in the Sports Industry
 - Career and job opportunities in the sports industry
 - Skills audit to inform a career development action plan.
 - Activity: Recruitment processes that lead to a successful job offer.
 - Reflection on performance in recruitment and selection activity.
- *Optional Unit* Choose one from:
 - Unit 4: Sports Leadership – what makes a good leader, the different capacities of this role, and the leadership skills and techniques necessary when leading activities in different roles.
 - Unit 5: Application of Fitness Testing – the requirements of fitness testing and how to safely conduct a range of fitness tests for different components of fitness.
 - Unit 6: Sports Psychology – the psychological dimensions of sport, psychological techniques that can be used to enhance performance.
 - Unit 7: Practical Sports Performance – the skills, techniques, tactics and rules through active participation in individual / team sports.

Assessment

- Unit 1: Anatomy and Physiology (33.5%)
90minute written paper (90 marks) – Externally Assessed

Sport / Physical Education - continued

- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (33.5%)
Case Study written task under supervised conditions (60 marks) – Externally Assessed
- Unit 3: Professional Development in the Sports Industry - Internal Assessment (20%)
Written assignments, class tasks, and practical activities – Internally Assessed
- *Optional Unit* - Internal Assessment (13%)
Combination of written assignments, class tasks, and practical activities – Internally Assessed

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. The overall grading of the BTEC is explained in the introductory section of this brochure.

If there is sufficient demand and staffing availability, it may be possible to take the BTEC Diploma in Sport. This qualification is equivalent to two A levels and would count as two options.

OCR H555 (A level)

Physical Education seeks to provide individual pupils with both knowledge and understanding to enhance their own performance in sport.

Pupils taking A level PE will start with varying ranges of experience and expertise in sport, but will have a common enthusiasm and enjoyment for the subject. The course seeks to develop the skills, knowledge and understanding of all pupils and will require them to be involved in activities within the course to enable them to improve their performance as players, coaches and officials. Most pupils will study the subject without taking it at GCSE.

The course spans a variety of disciplines: physiology, psychology, biomechanics, philosophy, sociology, history and ethics. Over two years, pupils develop skills of critical analysis, essay writing, and independent research. Discussions foster communication skills and the ability to link theory to practice is developed.

A level PE encourages pupils to:

- Develop knowledge and skills in selected physical activities
- Develop the skills of planning, performing and evaluating physical activities
- Foster an understanding of the historical, cultural and sociological factors underpinning sport and PE
- Gain an understanding of the physiological basis of performance in sport
- Develop an understanding of the psychological factors influencing behaviour in sport and learning in PE
- Develop a capacity to explain current trends and issues in global sport
- Develop an ability to link theory to practical performance

A level subject content

- Applied anatomy and exercise physiology, including the muscular-skeletal, cardio-respiratory systems, neuromuscular (and energy systems.) Diet and nutrition and their effect on physical activity and performance, preparation and training methods, (injury prevention and rehabilitation.)
- Biomechanical movement, including biomechanical principles (Newton's laws, force and centre of mass), levers, analysis of movement. (Linear, angular and projectile motions.)

Sport / Physical Education - continued

- Skill Acquisition, including transfer of skills, principles and theory of learning and performance, skill classification, guidance and feedback, (movement memory models).
- Sports Psychology, including personality, attitudes, arousal, anxiety, aggression, motivation and social facilitation. Group and team dynamics, goal setting, (attribution theory, self-efficacy, leadership, confidence and stress management.)
- Sport and Society, including the evolution of sport, and emergence of modern sport in the 21st century. The impact of sport on society and society of sport, (sporting ethics, talent identification, commercialisation, the media.)
- Technology in sport for the performer and spectator including analysis. (Equipment, facilities)
- Coursework: Performance in sport and Evaluation of performance; candidates are required to be assessed in their performance in 1 sport and perform an oral analysis of performance in their sport of another candidate, both at AS and A level.

The three examinations will total 70% of the available marks. Coursework represents 30% of the available marks, and is assessed between September and March.

With an ever expanding leisure industry, and an increase in disposable time, career opportunities in sport are far reaching, providing ample opportunities and challenges for those with an active disposition! This A level also fulfils the entrance requirements for many other non-sports degree courses at University.

Mrs S M Singlehurst
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Physics

Cambridge Pre-U Physics 9792

Studying physics is about attempting to explain the Universe in terms of simple models; a good model explains more than one phenomenon. For example, a wave model can help us to understand sea water, traffic jams, earthquakes, Radio 1 and quite a lot about light but models are not the same as facts. Light is not a wave despite what you are taught at GCSE. We start with many ideas and models familiar from previous years; some we extend to cover more phenomena, others we reject as too simple or simply wrong. By looking at the world in more detail we come up with better models.

Studying Pre-U Physics will teach you a great deal about the Universe and the amazing range of different ways that Nature's building blocks can be put together and interact with each other. It will also teach you to look critically at the world and at our ideas about it. Recognising how these ideas have developed through the ages is an important part of human history.

The course represents how physics is studied and used in the 21st Century. You will develop:

Practical experimental skills	how to use apparatus precisely and accurately
Investigative skills	how to plan to test an idea
Analytical skills	how to turn raw data into a conclusion
Numerical skills	how to make sensible estimates and calculate answers to problems using your models
ICT skills	how to get your computer to do the maths for you, show your data visually and make your work look good
Communication skills	how to put complex ideas across in words, equations and graphs.

Physics is the study of the most fundamental ideas about how the Universe functions; all science rests on this bedrock. Physics is what underpins the technology that drives our modern world. Any career in science, medicine, technology, engineering or IT gains from studying physics. Training in physics and its inherent mathematical modelling skills is increasingly attractive in the financial world; the logical thinking you will develop in order to do physics will enhance almost any career.

You will need to have a good basic grounding in science and maths, ideally with at least an A grade in each of these at GCSE level. Pre-U Physics should not be taken without also taking L6th Maths. There are parts of the course which can only be understood by knowing advanced mathematics, such as calculus, and other areas of overlap, (e.g. mechanics) give significant advantages. It is also important to note that it is extremely difficult to study any physics, astronomy or engineering course at university without Maths A level.

The course is made up of 20 sections; the titles of some of them are familiar from IGCSE, others may mean less to you at this stage:

1	Mechanics	9	Quantum ideas	17	Nuclear physics
2	Gravitational fields	10	Rotational mechanics	18	The quantum atom
3	Deformation of solids	11	Oscillations	19	Interpreting quantum theory
4	Energy concepts	12	Electric fields	20	Astronomy and cosmology
5	Electricity	13	Gravitation		
6	Waves	14	Electromagnetism		
7	Superposition	15	Special relativity		
8	Atomic and nuclear processes	16	Molecular kinetic theory		

Physics – continued

The course is examined linearly with three compulsory written papers and a Practical Investigation. On Section B of the third written paper there is a choice of questions, some focussing on more mathematical topics, others on ones with philosophical aspects. The Practical Investigation will be done in the Lent term of the Upper Sixth once formal course teaching is over, giving you as wide a choice of topic as possible. You will have about three weeks of lesson and prep time to plan, carry out, analyse and evaluate an experimental investigation into almost any topic in physics/ engineering – if it can be done safely without bankrupting the department we will help you do it.

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Politics (Government and Politics)

AQA: Government and Politics

This subject aims to give pupils an understanding of a range of important political principles. This is achieved by studying the political systems of the United Kingdom and the United States. In order to develop a full understanding of the way in which the two systems operate their development is explained and put into context. This could entail, for example, consideration of why the United Kingdom has an uncodified constitution and why the USA has a codified constitution.

These principles would then be assessed in terms of contemporary developments such as the impact of 'Brexit' or the continuation of gun ownership in the United States, which are both constitutional issues. This has obvious benefits in terms of extending a pupil's understanding of the modern world, but pupils will also acquire the ability to think for themselves, to ask and answers questions about the world they live in and to participate in sophisticated debate and analysis about the political systems that they live under. Politics simply cannot be boring when it has such an impact on so many aspects of people's lives.

Some knowledge of current affairs is helpful. If you are not aware that Jeremy Corbyn is the Leader of the Opposition then the subject may not be for you. At the same time it is important to realise that knowledge of current affairs is only a helpful starting point. You do not need to be an expert on political affairs but you should be interested in them. If you like the idea of reading a quality newspaper or following the news in the media this might be a subject that you would find interesting.

You will learn:

- How to develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.
- What the structures of authority and power are within the political system of the United Kingdom, the USA and the EU.
- What the rights and responsibilities of individuals are in order to encourage participation by citizens within society.
- How to develop personal effectiveness through a critical awareness of political events and issues, an empathetic understanding of the main political viewpoints and the skills required to argue a case with relevance and coherence.
- A clear understanding of the theories, motives and values that underpin political processes and governmental decision-making and the role of institutions in resolving conflicts and allocating scarce resources.
- An in depth understanding of the important political ideas/philosophies that have contributed to modern political thought.

Politics can be a useful choice for a wide range of careers. Pupils who choose Politics often also choose Economics and/ or History. However, it also makes an excellent counterpoint to the sciences. We run a varied programme of visiting speakers and trips. Speakers are often very prominent academics or involved in politics themselves. There are visits to Parliament and a trip to the United States as well as the opportunity to attend programmes like Radio 4's "Any Questions."

From September 2017 the new reformed course will consist of three papers and will be examined by a mixture of short-answer questions and essays in June 2019:

- **Paper 1:** Government and politics of the UK (33%)
- **Paper 2:** Government and politics of the USA and comparative politics (33%)
- **Paper 3:** Political ideas – liberalism, socialism and conservatism, and then one from nationalism, feminism, multiculturalism, anarchism or ecologism (33%)

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Spanish (see entry under Modern Languages)

Textiles (see entry under Art)

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