



Sixth Form Academic Courses

Dauntsey's



INTRODUCTION

BY

THE HEAD MASTER

Our Lower Sixth-only courses are explained in this booklet and include a range of options.

Most pupils choose to take the Extended Project Qualification (EPQ), which involves researching and writing an extended essay on a topic of their choosing. Others prefer to take our very own 'Maths for Science' option, which does not lead to a formal qualification but should help pupils with any of the Sciences that they take. We also offer an original Leadership, Sport and Adventure (LSA) course for pupils interested in a more vocational option. International pupils are advised to take the essential IELTS qualification for non-native English speakers as one of their timetabled options, although it can also be taken outside of the normal timetable if necessary. We are also planning to introduce our own 'Dauntsey's Philosophy Course' to this set of options, along with GCSE Greek.

Mark Lascelles

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THE DAUNTSEY'S SIXTH FORM CURRICULUM

The Sixth Form curriculum at Dauntsey's is designed to provide the best possible preparation for life beyond school. Pupils are therefore offered the opportunity for real breadth of study, with a free choice of subjects rather than fixed option columns, as well as considerable opportunity for academic enrichment. Pupils are now also able to study their subjects in greater depth, with the move away from AS exams meaning that learning can be deeper and more coherent than modular courses allow.

The decision not to offer AS exams has been prompted by national changes to A Levels. Since September 2015, AS Levels have been 'decoupled' from A Levels, which means they are separate qualifications and do not count towards the full A Level. A Level courses have been revised to reflect this change, often with more content that will require more teaching time.

Since moving away from AS exams, we have benefited from significant extra time for teaching and learning. We estimate that pupils have gained an extra six weeks or so of dedicated teaching time, which would otherwise have been spent preparing for exams that would not count towards their A Levels. We can use this time to stretch the more able pupils by giving them more opportunity for exploration and learning in depth, as well as to help less gifted candidates to really get to grips with their courses.

This change is also allowing us to offer pupils more choice than ever before of what they study. Almost all will study three A Level subjects plus an additional fourth option from one of our Lower Sixth-only courses. These courses are timetabled for between two and four periods each week, rather than the usual eight, and are examined at the end of Year 12, therefore offering pupils a valuable qualification whilst leaving them plenty of time to focus on their three A Level subjects. A clear exception to the above are those studying Further Maths, who typically take four subjects all the way through to A Level.

Our Lower Sixth-only courses are explained in this booklet and include a range of options. Most pupils choose to take the Extended Project Qualification (EPQ), which involves researching and writing an extended essay on a topic of their choosing. Others prefer to take our very own 'Maths for Science' option, which does not lead to a formal qualification but should help pupils with any of the Sciences that they take. We also offer an original Leadership, Sport and Adventure (LSA) course for pupils interested in a more vocational option. International pupils are advised to take the essential IELTS qualification for non-native English speakers as one of their timetabled options, although it can also be taken outside of the normal timetable if necessary. We are also planning to introduce our own 'Dauntsey's Philosophy Course' to this set of options, along with GCSE Greek.

Please note that, normally, the minimum requirement for a Sixth Form place at Dauntsey's is three Grade 7s and three Grade 6s at GCSE.

Option choices 2022-2023

A very good range of 29 A Level subjects is available at Dauntsey's, as follows:

ART AND DESIGN	HISTORY
BIOLOGY	HISTORY OF ART
BUSINESS STUDIES	LATIN
CHEMISTRY	MATHEMATICS
CLASSICAL CIVILISATION	MATHEMATICS (FURTHER)
COMPUTER SCIENCE	MUSIC
DANCE (4 periods per week)	MUSIC TECH
DESIGN AND TECHNOLOGY	PHOTOGRAPHY
DRAMA AND THEATRE	PHYSICAL EDUCATION
ECONOMICS	PHYSICS
ENGLISH LANGUAGE	POLITICS
ENGLISH LITERATURE	PSYCHOLOGY
FRENCH	RELIGION, PHILOSOPHY & ETHICS
GEOGRAPHY	SPANISH
GERMAN	

We also offer 6 options as additional qualifications:

- The Extended Project Qualification (EPQ)
- Maths for Science
- Dauntsey's Philosophy Course
- Ancient Greek GCSE
- Leadership, Sport and Adventure (LSA)
- The International English Language Testing System (IELTS)

Possible course paths

Pupils may choose their options based on any of the following course paths:

- 1) Study three subjects with an additional qualification - *recommended for most pupils.*
- 2) Study four subjects all the way through to A Level - *recommended only for pupils taking Further Maths as one of their options, and perhaps one or two others.*
- 3) Study four subjects for a year, then drop to three (note: an AS qualification is only to be available if the 'dropped' subject is a Foreign Language) - *recommended for pupils who are very interested in four subjects or who really want a choice of what to continue studying at the end of the Lower Sixth.*
- 4) Study three subjects only - *not recommended for many initially; most pupils will be best-served by choosing to study an additional qualification alongside their choice of three subjects.*

In addition to the above, everybody will also take our popular Complementary Curriculum programme in the Lower Sixth. This is not examined and is purely designed to add breadth and enrichment to pupils' individual study programmes.

How to choose

Making options choices is easy for some pupils, but for others the process is tricky and needs careful thought and planning. The following tips might be helpful:

- ❖ Pupils should be good at and enjoy the subjects.
- ❖ Some subjects are compulsory for certain courses or careers.
- ❖ Some subjects are easier than others; choices should be realistic and sensible.
- ❖ Some subjects require no previous experience; some require a minimum Grade 7 for GCSE.
- ❖ Further Mathematics is highly recommended for Science/Mathematics based Higher Education courses.
- ❖ Subject combinations are important; consider whether to specialise in a particular area or to keep options open by taking a greater breadth of subjects.

It is vitally important that pupils intending to enter Higher Education courses should bear in mind the particular requirements of their proposed course of study. Expert advice is available from Mr. James O'Hanlon, the Senior Careers Adviser.

Finally, please be aware that there are just a few combinations that are not advised. Pupils should generally not study both English Language and English Literature, or both Business Studies and Economics. These combinations tend not to provide the breadth necessary for strong university applications. Also, Further Maths can only be taken as a fourth A Level, not as part of a three A Level package.

Timetable for choices

November/December	Information gathering, consultation and reflection
January	5th Form Mock Exams 5th Form Options Choices Meeting Issue of Choices Forms 5th Form Parents' Evening
End of January	Choices Forms handed in

It is possible to change subject choices after January and indeed it is sensible to reflect on choices after the publication of GCSE results in August. We will always try to accommodate any late changes, though please be aware that the options available may be more restricted after January when the option blocks are made, and sets can become full. We can never absolutely guarantee any particular subject choices, though it is rare for choices submitted in January to be problematic.

How can we help?

The staff at Dauntsey's all appreciate how difficult the decision of what to study can be and are here to help, so please take advantage of this. You may find it helpful to speak to your subject teachers, House staff, the Careers Department, or the Heads of Departments of subjects that you're interested in studying. Finally, please do not hesitate to get in touch with me personally if I can help at all.

David Noble
Deputy Head (Academic)
d.noble@dauntseys.org

ART AND DESIGN

Head of Department: Miss V. A. Rose
Email: v.rose@dauntseys.org

Course: Art and Design
Examination Board: Edexcel
Specification: Fine Art (9FA0)

Minimum Recommended I/GCSE Grade: 7 on the 9-1 scale
 (or 6 on the 9-1 scale with an
 impressive portfolio)

A Level Art and Design is a fantastic opportunity for pupils to develop their personal responses to the world around us. Their ideas, observations, and experiences find expression in practical, critical and contextual forms. The course also allows pupils to develop an awareness of the importance of the consumers of Art and Design, as well as gain an understanding of the contribution of artists and designers to industry in this increasingly image-conscious age.

During the two-year course, pupils will acquire a range of skills to include:

- independence of mind and critical awareness in developing their own ideas
- a knowledge and enthusiasm for Art and Art History
- the experience of working with a range of media, including traditional and new media and technologies
- an awareness of the role of art in the 21st century, including display, function, audience, and consumer.

This course is particularly suitable for pupils who wish to go on to study Art and Design, Architecture, Illustration, Graphic Design, Animation, Fashion, Interior Design, Theatre and Costume Design or related subjects at a higher level, or who wish to pursue a career in the Arts and/or Media.

About the Course:

We follow the Edexcel Art and Design Fine Art course. As with the GCSE course, there is a coursework unit and an exam unit. In the first two terms of year one pupils follow the theme of 'The Body'. This is supported by the introduction of Life Drawing as a discipline, which continues in weekly classes throughout the first term. After a 'foundation' course of skills-based sessions designed to introduce various techniques and processes, pupils quickly move on to a personal development of their project. To conclude 'The Body' project pupils will produce final outcome(s) during a timed assessment. Following this,

pupils begin preparing for their Personal Investigation, which they work on until the end of the first term in year two. This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. Pupils are encouraged to produce a portfolio of visual interpretations, which display an on-going development of their own critical understanding. Through a series of presentations to Art staff about their work, they are made aware of the relevance of a continuing practice.

The exam unit is an externally set assignment. This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. This assignment represents the culmination of the GCE Qualification allowing pupils to draw together all the knowledge, understanding and skills developed throughout the course.

Entry Requirements

- A 9-7 grade in Art at GCSE is recommended.
- Strong drawing skills are an essential ingredient and act as a catalyst in helping pupils to communicate ideas and develop a visual awareness.
- An awareness and appreciation of History of Art and contemporary practice is integral to the course, as is a willingness to visit galleries and museums independently.

Pupils are given the opportunity to visit galleries in London and elsewhere, and there is an annual residential trip to a European city such as Rome, Paris, Florence, or Venice. The History of Art department has a program of visiting speakers - among them distinguished art historians - running throughout the school year, and we regularly invite practising artists to run skills-based workshops and exhibitions within the Art School.

Edexcel GCE Art and Design: Fine Art

Component 1 - 9FA01: Personal Investigation - 60% of the total qualification

Candidates submit **one** major project that has a personal significance.

The Investigation includes a related personal study (between 1000 and 3000 words).

The personal study comprises 12% of the total qualification and is marked out of 18.

Component 2 - 9FA02: Externally Set Assignment - 40% of the total qualification

Candidates select **one** starting point from the exam paper.

Candidates are then given a minimum of six weeks to plan and prepare.

Candidates are then given 15 hours of controlled time to realise their ideas through to a full outcome.

Assessment Objectives and weightings:

Candidates are expected to demonstrate the following in the context of the content described.

		% in GCE
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25%
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	25%
AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	25%
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, making connections between visual and other elements.	25%
TOTAL		100%

The Edexcel specification is excellent preparation for pupils wishing to progress to Art College/University or to engage in careers involving the visual arts.

BUSINESS STUDIES

Head of Department: Mr. A. M. Poole
Email: a.poole@dauntseys.org

Course: Business
Examination Board: Edexcel
Specification: 9BSO

Minimum Recommended I/GCSE Grade: 5 on the 9-1 scale
(if studied at I/GCSE)

No prior knowledge of Business or Economics is required for this course, but if either subject was studied at GCSE or IGCSE, then a pass at Grade 5 or above should have been achieved. Curiosity about the world of business and an interest in current issues affecting industry and commerce are good foundations upon which to build.

Much of the learning will make use of current information about real businesses. Pupils will then use the business concepts and theories they have learned to analyse and interpret the data. In this way, they will build up an awareness and understanding of the role of the entrepreneur and business in society, as well as issues affecting the contemporary business world.

Assessment will be via three examination papers in the Upper Sixth year. There is no coursework element.

In the Lower Sixth, pupils will be introduced to the challenges and issues of starting a business, including financial planning. They will then explore the key internal functions of a business: marketing, accounts, human resources and operations management. The focus will be on how the management of these functions can assist in improving the effectiveness and performance of the business.

In the Upper Sixth, pupils will develop what has previously been learned and go on to consider strategies for managing larger international businesses and how these strategies may change according to shifting global circumstances. Business strategies and decision-making are key elements at this stage of the course.

Business fits comfortably with virtually any combination of other A Level subjects. In the past it has been used both as a contrasting subject and as a complementary one by pupils who have gone on to such diverse university courses as Dentistry, Engineering, English, Archaeology and Modern Languages. Additionally, many of our pupils pursue the subject itself further at university.

Combining Economics and Business A Levels is unfortunately not possible, as this combination would not provide the breadth of study that universities generally prefer.

CLASSICAL CIVILISATION

Head of Department: Mr. D. E. Hodgkinson
Email: d.hodgkinson@dauntseys.org

Course: Classical Civilisation
Examination Board: OCR
Specification: H408, components 11, 21, 32

Minimum I/GCSE Grade: N/A but a 7 at a Humanities subject is recommended.

What does it mean to be a hero? What was it like to visit a Greek Theatre? Have ideas about Love and Relationships changed in 2,000 years?

Classical Civilisation is the study of the ancient world through its literature, art and ideas. It investigates the personal, creative and philosophical evidence to gain a full understanding of the ancient Greeks and Romans. Candidates are entered for the OCR exam. There are three papers. All papers are examined through context questions and essays.

This course is open to all students; no previous knowledge of the subject is required. New students are very quickly on a par with those who have done the subject before.

Component 11 The World of the Hero

2 hour, 20-minute paper; 100 marks; 40% of A Level

This topic examines the epic poetry of Homer and Virgil to explore the ideals of the hero, and a hero's effect on the people and societies around him, as we follow the story of a man in the grip of a permanent rage, a man who's trying to get home, and a man on a mission.

Component 21 The Greek Theatre

1 hour 45-minute paper; 75 marks; 30% of A Level

This topic looks at powerful drama and how the plays were staged. You will study Oedipus the King, the story of a man who killed his father and married his mother, something, according to Freud, we all wish to do; The Bacchae, the tale of a king destroyed by his desire to know more than a God; and The Frogs, an exuberant comedy with songs. You will also evaluate a range of art (paintings and vases) to interpret the productions.

Component 32 Love and Relationships

1 hour 45-minute paper; 75 marks; 30% of A Level

The OCR rubric says that this paper is all about *love, desire, sex, sexuality and the institution of marriage*. You will study the ideal and the reality of love and relationships in everyday life; you will read a bit of Plato (a Greek philosopher) and a bit of Seneca (a Roman ditto) for their ideas on Love and Relationships, and the 'right' and 'wrong' ways to love and be loved; and you will read a bit of Sappho, a 6th century BC female poet who loved another woman, and a bit of Ovid, a light Roman poet, who wrote about the fun and flirtation of budding romances.

COMPUTER SCIENCE

Head of Department: Mr. D. A. T. Fraser
Email: d.fraser@dauntseys.org

Course: Computer Science A Level
Examination Board: OCR
Specification: H446

Minimum Recommended I/GCSE Grade: 7 on the 9-1 scale in Maths and Computer Science

Relevance

This course gives an insight into a range of computing systems and includes developing an understanding of the principles of programming, computational thinking and the solution of problems. As such it is highly recommended to anyone planning to study STEM subjects (science, technology, engineering and mathematics) as well as those with a more direct interest in the further study of Computer Science itself. In particular, this subject will:

- Develop the capacity to think creatively, analytically, logically and critically.
- Put computational thinking at its core, including the ability to apply computing skills, knowledge and understanding, including programming, to solve problems and design systems.
- Develop an understanding of and ability to apply the fundamental principles and concepts of computer science including: abstraction, decomposition, logic, algorithms and data representation.
- Develop the ability to analyse problems in computational terms through practical experience of solving such problems including writing programs to do so.
- Develop the capacity to see relationships between different aspects of computer science.
- Develop the ability to articulate the moral, ethical, legal and cultural opportunities and risks of digital technology.

Course Content

The A Level course is based on the OCR Computer Science syllabus, H446, and consists of two 2½ hour theory papers and one coursework project. Programming skills and understanding are assessed, along with the other components of the course, in the theory papers as well as in the A Level project and these papers will include evaluative and analytical essay style questions as well as shorter factual and problem-solving questions.

Please see below for an outline of the topics taught:

Unit H446/1 - Computing Principles (40%)

- The characteristics of contemporary processors, input, output and storage devices
- Software and software development
- Programming
- Exchanging data
- Data types, data structures and algorithms
- Legal, moral, cultural and ethical issues

Unit H446/2 - Programming Techniques and Logical Methods (40%)

- Elements of computational thinking
- Problem solving and programming
- Algorithms

Unit H446/3 - Programming Project (20%)

Acceptable programming languages for the project include, amongst others:

- Visual Basic
- Python (with a suitable graphical interface)
- C family of languages (for example C#, C++ etc)
- Java
- PHP
- Delphi

The topics build upon those taught in the CIE IGCSE Computer Science course, but add significant detail and depth to the content, and so prior experience of Computing at (I)GCSE is expected, and failing that, candidates are required to demonstrate competence in at least one high level programming language prior to enrolment on the course.

There is also a significant mathematical component to this course of study and pupils should already have achieved top grades at Maths GCSE. In all cases, pupils will need to be able to learn new skills and concepts quickly and effectively and have high level thinking skills. Pupils may choose to develop their skills in any high-level programming language of their choice, provided it fits with the course specification (as above).

DANCE

Head of Department: Mrs. E. J. Tonkiss
Email: e.tonkiss@dauntseys.org

Course: A Level Dance
Examination Board: AQA
Specification: 7237

Minimum Recommended GCSE Grade: N/A

A Level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career. It is not essential to have taken GCSE Dance, but it is useful.

The course reflects both historical and current dance practices, making them more relevant and inspiring an appreciation for dance. It is important that candidates have had previous dance experience. Candidates will study a range of dance styles, choreograph their own dance based around a set stimulus, and will also be required to write about dance to develop their analytical thinking.

Course Overview:

The A Level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- the inter-relationship between the creation, presentation and viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context
- professional dance works and the significance of these works
- subject specific terminology and its use.

In Component 1, there are three practical dance tasks. Two tasks assess the subject content for Performance and the other task assesses the subject content for Choreography. Component 2 is the written exam and assesses the subject content for Critical engagement.

Component 1: Performance and Choreography
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Non-examination assessment (NEA) marked by an external assessor
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80 marks

50% of A Level

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| <ul style="list-style-type: none"> ▪ Solo performance linked to a specific practitioner within an area of study ▪ Performance in a quartet ▪ Group choreography |
|--|

Component 2: Critical Engagement

Written exam: 2 hours 30 minutes

100 marks

50% of A Level

Knowledge, understanding and critical appreciation of two set works:
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| <ul style="list-style-type: none"> ▪ One compulsory set work within the compulsory area of study ▪ One optional set work within the corresponding area of study, from a choice of four |
|--|

Two sections:

- | |
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| <ul style="list-style-type: none"> ▪ Section A: short answer questions (25 marks) and one essay question (25 marks on the compulsory set work/area of study. ▪ Section B: two essay questions on the second set work/area of study (25 marks for each essay) |
|--|

DESIGN AND TECHNOLOGY

Heads of Department: Mrs. L. K. Egan / Miss M. Ryan
Email: l.egan@dauntseys.org /
 m.ryan@dauntseys.org

Course: Product Design
Examination Board: OCR
Specification: H406

Minimum Recommended I/GCSE Grade: N/A

Introduction

A Level Product Design enables seamless transition into studying a wide range of courses at university, such as Architecture, Industrial Design, Product Design and Engineering as well as higher level apprenticeships in related subjects.

It is also a highly sought-after subject with employers across many industries due to the confidence that it instils with students and the transferrable skills learnt in communication, creativity, independent working, critical thinking and problem-solving. As a subject it will combine well with a range of other A Level options, including Business, Economics, Geography, Science and Maths, but past students have also studied Art, English, MFLs, History and RPE together with Product Design.

It is a pivotal STEM subject which helps you to develop a technical understanding of how products function and are manufactured, but we also look closely at the relationship between the designer, their client, and the world around them, whilst keeping environmental issues at the forefront of the work we do.

During the Lower Sixth we spend time on a variety of different activities:

- Developing sketching skills using pencils and marker pens to improve communication skills.
- Learning how to independently draw with SolidWorks - a 3D CAD package that is used in many Universities and industries.
- Investigate existing products and wider issues around designing and manufacturing.
- Design, develop and manufacture your own product to sell at the Christmas Pop-Up shop to raise funds for the School Charity.
- Using a variety of workshop and computer-controlled machinery.
- Investigate materials, components, and manufacturing processes, building on theory delivered at GCSE.

This all contributes to developing the relevant skills and experiences to utilise in the coursework and examinations at the end of the course.

Coursework

The coursework or 'Iterative Design Project' is worth 50% of the A Level and calls on all the skills taught in the early stages of the Lower Sixth. It also gives our students confidence with the use of various computer software, excellent communication skills with staff, peers and outside agencies as well as the ability to organise their own time and project. These skills stretch beyond those who are interested in careers in design-based industries.

Content Overview	Assessment Overview	
<p>This paper is set out through four sets of questions that predominantly cover technical principles within each endorsed title. Learners will be required to:</p> <ul style="list-style-type: none"> analyse existing products demonstrate applied mathematical skills demonstrate their technical knowledge of materials, product functionality, manufacturing processes and techniques demonstrate their understanding of wider social, moral and environmental issues that impact on the design and manufacturing industries. 	<p>Principles of Product Design:</p> <p>80 marks 1 hour 30 minutes Written paper</p>	<p>26.7% of total A Level</p>
Content Overview	Assessment Overview	
<p>This component has a series of longer answer questions that require learners to demonstrate their problem solving and critical evaluation skills. Learners will be required to:</p> <ul style="list-style-type: none"> apply their knowledge, understanding and skills of designing and manufacturing prototypes and products demonstrate their higher thinking skills to solve problems and evaluate situations and suitability of design solutions. 	<p>Problem Solving in Product Design:</p> <p>70 marks 1 hour 45 minutes Written paper</p>	<p>23.3% of total A Level</p>
<p>The 'Iterative Design Project' requires learners to undertake a substantial design, make and evaluate project centred on the iterative processes of explore, create and evaluate.</p> <p>Learners identify a design opportunity or problem from a context of their own choice and create a portfolio of evidence in real time through the project to demonstrate their competence.</p>	<p>Iterative Design Project:</p> <p>100 marks Approx. 65 hours Non-exam assessment</p>	<p>50% of total A Level</p>

Entry Requirements

It is preferred, but not essential, that a pupil starting the course has had previous experience of a GCSE in Design and Technology. There is a significant requirement for sketching design solutions throughout the course and a strong foundation of sketching techniques would be beneficial to success.

Pupils who enjoy the critical analysis and creative thinking side of the subject should excel on the A Level course.

DRAMA AND THEATRE

Head of Department: **Mr. C. R. J. Walker**
Email: c.walker@dauntseys.org

Course: **Drama and Theatre**
Examination Board: **Edexcel**
Specification: **9Dr0**

Minimum Recommended I/GCSE Grade: **N/A**

It is useful to have taken GCSE Drama but not essential. It is however important that candidates are interested in gaining a greater understanding of how theatre and plays work and are keen to be involved with performances.

The course demands practical, creative and communication skills in almost equal measure. Candidates will extend their ability to create drama and theatre, either in a performing or production role. They will also be required to write about drama and to develop their powers of analysis to become an informed critic.

Specification Overview

The aims of the course are to:

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- understand the practices used in 21st-century theatre making
- experience a range of opportunities to create theatre, both published text-based and devised work
- participate as a theatre maker and as an audience member in live theatre
- understand and experience the collaborative relationship between various roles within theatre
- develop and demonstrate a range of theatre-making skills
- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others.

Component 1: Devising (Component Code: 9DR0/01)
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<i>Non-examination assessment</i>
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<i>40% of the qualification</i>
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<i>80 marks</i>

Content overview

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|---|
| <ul style="list-style-type: none"> ▪ Devise an original performance piece. ▪ Use one key extract from a performance text and a theatre practitioner as stimuli. ▪ Centre choice of text and practitioner. ▪ Performer or designer routes available. |
|---|

Component 2: Text in Performance (Component Code: 9DR0/02)

<i>Non-examination assessment</i>
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<i>20% of the qualification</i>
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<i>60 marks</i>

Content overview

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|---|
| <ul style="list-style-type: none"> ▪ A group performance/design realisation of one key extract from a performance text. ▪ A monologue or duologue performance/design realisation from one key extract from a different performance text. ▪ Centre choice of performance texts. |
|---|

Component 3: Theatre Makers in Practice (Paper Code: 9DR0/03)
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<i>Written examination: 2 hours 30 minutes</i>

<i>40% of the qualification</i>
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<i>80 marks</i>

Content overview

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| <ul style="list-style-type: none"> ▪ Live theatre evaluation - choice of performance. ▪ Practical exploration and study of a complete performance text - focusing on how this can be realized for performance. ▪ Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner - focusing on how this text could be reimagined for a contemporary audience. ▪ Centre choice of 15 performance texts. ▪ Choice of eight practitioners. |
|--|

ECONOMICS

Head of Department: Mr. A. M. Poole
Email: a.poole@dauntseys.org

Course: Economics
Examination Board: Edexcel
Specification: Economics A (9 ECO)

Minimum Recommended I/GCSE Grade: 5 on the 9-1 scale
 (if studied at I/GCSE)

No prior knowledge of Economics is required for this course, but if it was studied at GCSE, then a pass at Grade 5 or above should have been achieved. Lessons will be taught in such a way that all pupils will have something new to learn, whether or not they have studied the subject previously. A more important attribute than previous knowledge will be an interest in current economic affairs and a desire to understand more about the world beyond school.

On the course, pupils will develop an understanding of economic concepts and theories by investigating and analysing current economic issues and problems that affect everyday life. They will also learn how to apply economic ideas to the open market economy in which we live. Eventually they will be able to appreciate the value and limitations of economic concepts in explaining real-world phenomena. Study of this course prepares the pupil for participation in society as a citizen, producer and consumer.

In the Lower Sixth, pupils build up a basic knowledge of the mechanisms of our economy. They learn about markets and the way they work and the reasons they sometimes fail to cater for the needs of all citizens. Pupils also discover what governments can do to improve markets and how it might deal with problems such as unemployment and inflation.

In the Upper Sixth pupils go on to study the economics of industry in more detail, looking at such issues as competition and the steps governments can take to limit the damaging effects of monopoly. They also investigate the global economy, including economic development and international trade and links between finance sector and the real economy. Government policies that might be used to deal with macroeconomic problems are also considered.

The A Level is assessed with three examinations at the end of the Upper Sixth year. There is no coursework.

Economics bridges the gap between the Arts and the Sciences. It is suitable for study in combination with most other subjects. It would be an appropriate choice for a pupil who wished to keep his or her options open at this stage.

Combining Economics and Business A Levels is unfortunately not possible, as this combination would not provide the breadth of study that universities generally prefer.

The techniques of analysis and evaluation, which are acquired as part of the course, are a good preparation for the study of many university subjects, such as Politics or Law, and, naturally, Economics itself. To read Economics as a degree, pupils are likely to be required to have studied Mathematics at A Level. Economics pupils go on to a broad variety of careers in industry, commerce and the professions, including banking, accountancy and insurance. Economics is particularly useful for those who will take professional examinations in these areas.

ENGLISH LANGUAGE

Head of Department: Mr. A. J. F. Brown
Email: a.brown@dauntseys.org

Course: English Language
Examination Board: AQA
Specification: English Language

Minimum Recommended I/GCSE Grade: N/A

English Language A Level focuses on the development of an analytical response to data, 'real' texts and theoretical frameworks. Teaching is centred on seminar discussion and takes for granted a strong interest in spoken and written language and how language works in use. Pupils must have a willingness to undertake independent, critical research and have a keen interest in how language is acquired; how English changes over time and varies within English speaking communities; how meanings are conveyed; linguistic effects, and how language is used to represent people, times, institutions and ideas.

ENGLISH LITERATURE

Head of Department: Mr. A. J. F. Brown
Email: a.brown@dauntseys.org

Course: English Literature
Examination Board: AQA
Specification: English Literature B

Minimum Recommended I/GCSE Grade: N/A

Pupils who choose the A Level English Literature course will spend much of the Lower Sixth year studying the literary genre of tragedy. As well as traditional and modern dramatic tragedies (*Othello* and *Death of a Salesman*) the course investigates how models of tragedy have been used in prose and poetry. In particular, we will be studying *The Great Gatsby* and a number of narrative poems by Keats.

In the Upper Sixth there will be a further examination about Tragedy, which will revisit most of the texts used in the Lower Sixth. There is also a coursework unit, "Theory and Independence". Here pupils are asked to write about two different literary texts, preferably of their own choice, having thought about them in the light of one of a number of literary and cultural theoretical approaches. The final exam is entitled "Texts and Genres". Here pupils will be asked to study at least three texts which are grouped together as having elements of crime writing: the set texts are *Atonement* by Ian McEwan, *Hamlet* by William Shakespeare and an anthology of poetry, including work by Oscar Wilde and Robert Browning.

GEOGRAPHY

Head of Department: Mrs. K. S. Clark
Email: k.clark@dauntseys.org

Course: Geography
Examination Board: OCR
Specification: H481

Minimum Recommended I/GCSE Grade: 6 on the 9-1 scale
(if studied at I/GCSE)

Introduction

The A Level Geography specifications have a 60% common core. This consists of:

- Earth's Life Support Systems - water cycle and carbon cycle
- Landscape Systems - coastal, glaciated or drylands
- Changing place/changing places - relationships and connections between people, the economy, and society
- Global systems and global governance - connectivity between people, places and environments across the globe
- Coursework - individual research investigation

In addition, the OCR offers a range of optional topics. You will study two of:

- Exploring Oceans
- Climate Change

Subject Choices

Geography is a broad-based subject and can be suitably combined with almost any other subject options. It enables learners to view and approach an issue or problem differently to other disciplines, as it considers the relationships between people and the environment, the importance of spatial variability, the processes operating at multiple and interlocking geographic scales and the integration of spatial and temporal analysis.

Studying Geography can be a useful bridge between arts and sciences as well as providing an appropriate and widely accepted qualification for a range of higher education and career choices.

Course Requirements

To follow this course, it is not a requirement to have studied a GCSE in Geography. However, doing so will have given you a good grounding in the subject. It is expected that you will have gained at least a grade 6 if you have studied GCSE Geography. What is more important is that you have a genuine interest in the wider world around you and in current geographical issues. You should be prepared to explore new ideas, undertake individual research and develop your communication skills to a high level. You need to be well organised and motivated.

Assessment

Assessment includes a mix of structured and essay questions across 3 written papers and coursework. This is a piece of individual, investigative research on a topic of the pupil's choice from within the specification content, comprising 3,000 - 4,000 words.

General

Sixth Form pupils are encouraged to involve themselves in the activities of the Geographical Society, both in attending and helping to organise events. These include additional field trips, visiting lecturers, seminars and the WorldWide Quiz.

The course includes 4 days of fieldwork, most of which is spent at a residential field centre in the UK. An optional 5-day trip to Iceland currently takes place in during the autumn half-term holiday.

Recent A Level results have been impressive with an average of nearly 80% of pupils achieving 9-6 grades in recent years. The pass rate has been 100% for the last 20 years.

Geography and the many related subjects have also been very popular degree course choices amongst recent leavers.

The department is well resourced, and a team of experienced, high quality staff will teach and support you during the course.

HISTORY

Head of Department: Mr. B. H. Sandell
Email: b.sandell@dauntseys.org

Course: History A Level
Examination Board: AQA
Specification: 7042

Minimum Recommended I/GCSE Grade: 6 on the 9-1 scale in English Language

The History Department follows the AQA A Level course. The full specification is available as a .pdf download on the AQA website.

This is a two-year course featuring three key components: British History, European History and a Personal Study Investigation of American History.

Unit 1 - Breadth - Option 1C The Tudors: England 1509 - 1603

2-hour 30-minute examination
 Three questions (one compulsory)
 80 marks
 40% of A Level

Section A - one compulsory 30 marks
 question linked to historical
 interpretations

Section B - two from three essays
 (2 x 25 marks)

Unit 2 - Depth - Option 2H France 1774 - 1815

2-hour 30-minute examination
 Three questions (one compulsory)
 80 marks
 40% of A Level

Section A - one compulsory 30 marks
 question linked to contemporary sources

Section B - two from three essays
 (2 x 25 marks)

Personal Investigation on:
Civil Rights in the USA, 1865-c.1968
 4500 words max.
 40 marks
 20% of A Level
 Marked by teachers
 Moderated by AQA

Requirements

It is important to note that History belongs to the Liberal Arts and, as such, requires thorough engagement with difficult issues, a willingness to think openly and creatively, and to be willing to express an opinion both verbally in our seminars and on paper.

Reading History necessitates a significant degree of independence - those considering History should not expect to find, or be given, 'right answers'. To get the most from the subject students will want to **read extensively**, to think, and to work in a self-motivated fashion to meet deadlines and to produce analytical responses.

In return, they will enjoy two years studying three fascinating periods of change; each **full of colourful, engaging characters and concepts**. They will be taught by teachers with many years of experience, who love the periods they teach and who pride themselves on bringing the topics vividly to life.

History has maintained its reputation as an 'enabling' A Level and is **very highly regarded** by university admissions tutors. History can be combined with any other subjects to gain access to the most competitive university courses - in recent years our historians have gone on to read undergraduate courses ranging from Law and Languages to Medicine and Veterinary Science.

HISTORY OF ART

Head of Department: Mrs. C. L. Hunter
Email: c.hunter@dauntseys.org

Course: History of Art
Examination Board: Pearson Edexcel
Specification: History of Art (9HT0)

Minimum Recommended I/GCSE Grade: N/A

Why study History of Art?

The commercial world of the 21st Century is highly visual. In media, marketing and advertising employers are constantly seeking the visually aware. History of Art gives pupils visual and analytical skills that can be applied in many walks of life, as well as the tools to understand how images and objects shape our social and political identities. The study of art in its historical and contemporary forms also gives pupils crucial knowledge of world civilisations, from the warring Qin Dynasty of early Imperial China, to prosperous papal Rome during the High Renaissance, to the opulent Belle Époque in Paris prior to World War I.

A Level History of Art is the historical, theoretical and critical study of both western and eastern art and architecture. The course takes a linear structure and is largely essay-based, with two written examinations at the end of the second year. Emphasis is placed on an analytical approach in both written and oral work. It is not necessary for pupils to have practical artistic skills, though some knowledge of the materials and techniques involved in making art is helpful.

About the Course

Pupils currently study the Pearson Edexcel syllabus:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/history-of-art/2017/specification-and-sample-assessments/specification-and-sample-assessments-GCE-HISOFART-SPEC.pdf>

A: Visual Analysis

This module requires knowledge and understanding of formal characteristics, terminology and general knowledge of historical, social and cultural contexts for painting, sculpture and architecture. Pupils will develop visual literacy through this aspect of the course - an ability to sensibly discuss work from within the European tradition of art, from Classical Greece (500 BCE) to the present. This module is taught across the first and second year.

B: Themes

In the first year, pupils undertake two thematic topics: on **Nature** and **War**. These are broad-based explorations of the developments in art and connections between movements across time and place. The themes are inclusive and each cover eighteen in-depth ‘named works’, taken from pre- and post-1850 and from both within and beyond the European tradition. Alongside works in 2D, 3D and architecture pupils will also explore four critical texts in relation to both Nature and War.

Nature: A source of inspiration, a symbol of belonging or as an ideal of perfection, the natural world has always played a vital part in shaping our art and architecture. This theme covers the ways in which the motifs, messages and materials of nature have been used across time and place.

War: An expression of triumph or loss - our responses and attitudes to war are shaped by works that remember and either support or challenge the conflict. Over time and place, attitudes towards war have changed significantly and this theme covers the preparation, participation and responses to international and civil wars in works of 2D and 3D architecture.

C: Periods

The study of periods allows pupils the opportunity to research and explore in detail the key movements, concepts, artists, architects, contextual factors and stylistic developments of art and architecture in specific places across a defined time frame. In the second year, chronological investigation is undertaken within the study of two periods:

Invention and Illusion: The Renaissance in Italy (1420 - 1520): This period spans one of the most extraordinary concentrations of artistic achievement the world has ever seen. The ideas, values and iconic works of the Italian Renaissance continue to shape ideas of beauty, perfection and heritage today. Beginning with the innovative challenges of Masaccio in Florence and through, among others, the work of Donatello, Brunelleschi, Bellini, Raphael and Michelangelo, pupils explore the cultural contexts of patronage; humanism; the rising status of the artist; scientific development and Christianity. Twenty-six ‘named-works’ are studied from Florence, Venice and Rome.

Brave New World: Modernism in Europe (1900 - 1939): In the early years of the twentieth century, an extraordinary optimism fuelled the beginnings of the urban, machine age, and artists responded with startling ideas that challenged many of the long-established conventions in art and architecture. Gradually, this optimism gave way to the horrific events of the two World Wars. The creative work of artists such as Matisse, Picasso, Brancusi, Mondrian and Nash demonstrate a fascinating response to profound questions about what art is, who art is produced for and the personal and political functions it could fulfil. Twenty-six ‘named-works’ are studied from France, Germany, Britain, Italy and the Netherlands.

Requirements

Pupils should ideally have attained a grade 7 at GCSE in the following subjects:

- i) Maths and/or a Science
- ii) English Literature and/or English Language
- iii) One Humanities subject.

LATIN

Head of Department: Mr. D. E. Hodgkinson
Email: d.hodgkinson@dauntseys.org

Course: Latin
Examination Board: OCR
Specification: H443, Units 01, 02, 03, 04

Minimum Recommended GCSE Grade: 7 on the 9-1 scale

A Level Latin develops the two areas of GCSE study - Language and Literature. *There is also the opportunity to study the subject to AS Level (see over).*

Latin complements a wide range of other subjects because of the skills it encourages. The language side teaches accuracy and logic, while the literature side demands an ability to write clearly, express your opinion, and answer the question. The subject therefore goes hand-in-hand with other languages and with History, Mathematics and Medicine; while the vocabulary is incredibly helpful for lawyers, doctors and scientists. Also, for those interested in a career in the City, a Classics degree is considered an excellent starting point.

Unit 01 Unseen Translation

1 hour 45-minute paper; 33% of A Level

There is no fixed vocabulary list, but candidates start with and build on the AS prescribed list of 800 words (that uses and builds on the GCSE list of 500).

Unit 02 Latin comprehension OR English-Latin Prose composition

1 hour 15-minute paper; 17% of A Level. The paper is as the title above (either a L-E comprehension or a short E-L prose composition).

Unit 03 Prose Literature

2 hour paper; 25% of A Level

The paper requires translation and analysis of two Latin texts. This year, the text is Tacitus' *Annals* 4, the story of Tiberius the emperor, cruel and paranoid, and his best friend, Sejanus, determined to be the next emperor.

Unit 04 Verse Literature

2 hour paper; 25% of A Level

The paper requires translation and analysis of two Latin texts. This year, the text is Virgil's *Aeneid* 12, the story of the last, final and ultimate duel between Aeneas and Turnus - two princes, both in love with the beautiful Lavinia.

AS Level (one year's study):**Unit 01 Language**

1 hour 30-minute paper; 50% of AS Level

There is a prescribed vocabulary list of 800 words, building on the 500 that pupils learned for GCSE; any word not on the list but used in the exam will be given.

The paper requires translation of one passage of Latin, and **either** a series of comprehension questions on a passage of Latin **or** a translation of five short sentences from English into Latin.

Unit 02 Literature

2 hour paper; 50% of AS Level

The paper requires translation and analysis (the literary criticism pupils practised for GCSE) of two Latin texts, one prose, one verse. This year, the prose set text is Tacitus' *Annals* 4, and the verse set text is Virgil's *Aeneid* 12 (see previous page for descriptions).

MATHEMATICS AND FURTHER MATHEMATICS

Head of Department: Mr. P. A. Mobbs
Email: p.mobbs@dauntseys.org

Course: Mathematics / Further Mathematics
Examination Board: Edexcel
Specification: 9MA0 / 9FM0

Minimum Recommended I/GCSE Grade: Maths - 7 on the 9-1 scale
 Further Maths - 8 on the 9-1 scale

Relevance

An A Level in mathematics is essential (or at least desirable) for many higher education courses in science, medicine, engineering, economics, computing, etc. It is very well respected by Admissions Tutors and many pupils take mathematics along with languages or humanities to make a broad spread of expertise. It is, simply, a very useful qualification to possess in any walk of life. However, the main motivation to do A Level mathematics should always be an enjoyment of the subject.

Content

Pupils will still be assessed on their knowledge of pure mathematics, statistics and mechanics. This course has been recently reformed, with the first cohort taking their examinations in summer 2019. Compared to the former A Level course, there is a greater emphasis on mathematical modelling, problem solving and mathematical reasoning/communication, building on the increasing emphasis on these areas at (I)GCSE level. The new course is linear, so the examinations will all be taken at the end of the two-year course.

Pupils who really enjoy maths and who are looking to study a highly mathematical subject at university may also choose A Level further mathematics. Further mathematics is a separate A Level which extends the topics covered in A Level mathematics but also covers additional topics such as matrices and complex numbers in pure mathematics. The further mathematics course comprises four elements: two are based on pure mathematics and the other two are taken from mechanics, statistics or decision mathematics.

Entry Requirements

To commence an A Level course in mathematics we would expect pupils to have obtained at least a grade 7, but ideally a grade 8 or 9. It is essential that pupils enjoy mathematics, including algebra and problem-solving, and that they are highly motivated and hard working: A Level mathematics is not an easy option and there is a significant increase in difficulty from (I)GCSE. At the beginning of the Lower Sixth, all pupils are tested on basic algebra and number skills to make sure there is a solid foundation on which to build towards the A level content.

Assessment

- There is no coursework requirement.
- Calculators will be allowed for all examinations.
- All examinations will be taken at the end of the course.
- For mathematics, there will be three two-hour examinations.
- For further mathematics, there will be four 90-minute examinations.

MODERN LANGUAGES

An A Level in a modern language combines well with just about all other subjects - with another language for the most linguistically minded, or with English, History and Geography, where the ideas studied help appreciate other cultures and their contribution to today's world. Scientists with a language are viewed favourably for having an extra string to their bow and for being good communicators. Undergraduates on many different courses have the opportunity to spend part of their degree course studying in other European universities, and an A Level in a foreign language makes this more achievable. In the past few years, many Dauntseians have gone on to study a language at university, either with another language, or combined with a different subject such as Business, Engineering, Law, Science and even Medicine.

Working life is becoming ever more global and language qualifications open the door to many different careers - the E.U., the Diplomatic Service, business and industry, journalism and advertising are just a few examples. Modern Language graduates have one of the highest employability rates in the United Kingdom.

Pupils are currently offered the opportunity to take a one year AS course in a language. This is co-taught with the full A Level.

FRENCH

Head of Department: Miss P. J. Harrison
Email: p.harrison@dauntseys.org

Course: French A Level

Examination Board: AQA

Specification: 7652

Minimum Recommended I/GCSE Grade: 8 on the 9-1 scale

At A Level, we aim to give pupils a high level of language skills, together with a knowledge of the culture and history of the French-speaking world. The course covers a broad range of topics, includes regular debate and discussion in French, and encompasses translation and an independent research project.

The four main modules covered over the two years are:

Aspects of French-speaking society; current trends

The changing nature of the family

The digital world

The role of voluntary work

Artistic culture in the French-speaking world

A culture proud of its heritage

Contemporary music from French-speaking countries

Cinema

Positive aspects of French-speaking society: current issues

Social diversity

Marginalised society

The treatment of criminals

Aspects of political life in the French-speaking world

Politics and young people

Strikes and demonstrations

Politics and immigration

In addition, pupils will study:

- a film in Year 1 (**La Haine**)
- a text in Year 2 (**No et Moi**)

and complete:

- **an individual research project**, based on a topic of interest to them, linked to their studies of France and French speaking countries. Pupils will research and prepare this independently and will be examined on it in the oral exam.

The A Level will be examined at the end of the two-year course.

Paper 1: Listening, reading and writing (50% of the A Level)

Paper 2: Writing (20% of the A Level)

Two essays - either one on the text and one on the film studied, or both on the two texts studied

Paper 3: Speaking (30% of the A Level)

Discussion on the individual research project

Discussion on one of the four sub-themes

To succeed at French at this level, you should have a minimum of a grade 8 at IGCSE/GCSE. You must also have a passion for the language itself, and a genuine interest in France, its culture, and that of other Francophone countries.

You will be expected to show independent study skills. In addition to weekly lessons with the French Assistant, you will not only need to read around the course content, but you should also read French magazines and news articles and be pro-active in watching and listening to French out of the classroom. There will be an opportunity for you to take part in a language study trip to Nice where you will be taught in small groups and will stay with a French host family. You will also have the opportunity to take part in events organised by the Sixth Form MFL society.

There are 200 million French speakers across the five continents. It is an official language of the United Nations, the European Union, UNESCO and NATO. It is also the international language of cooking, fashion and theatre. A knowledge and love of French will enable you to enjoy the works of the internationally renowned Victor Hugo, Molière, Edith Piaf and Jean-Paul Sartre, to name but a few. French is also the third most widely used language on the Internet.

GERMAN

Head of Department: Mrs. V. A. H. Wilks
Email: v.wilks@dauntseys.org

Course: German A Level
Examination Board: AQA
Specification: 7662

Minimum Recommended I/GCSE Grade: 8 on the 9-1 scale

German is the most widely spoken language in Europe and with over 16 million internet domains, Germany's top-level country domain .de is second only to the extension .com. German speakers are in high demand amongst UK employers and German remains the language used in many scientific journals. At A Level it combines well with just about any other subject. Many of our A Level pupils continue with German at university level, where over the past few years many have chosen to combine it with another subject - a second language, History, Law, English, Geography, Economics, History of Art - there are all kinds of possibilities. An A Level in a foreign language also opens up opportunities such as a year abroad on the Turing Scheme or work experience in another country.

The AQA A Level German specification aims to give pupils a high level of language skills, together with a knowledge of the culture and history of the German-speaking world. The course covers a broad range of topics, includes regular debate and discussion in German, and encompasses translation and an independent research project.

The four main modules covered over the two years are:

- **Aspects of German-speaking society**
 - The changing nature of the family
 - The digital world
 - Youth culture
- **Artistic culture in the German-speaking world**
 - Festivals and traditions
 - Art and architecture
 - The culture of Berlin, past and present
- **Multiculturalism in German-speaking society**
 - Immigration
 - Integration
 - Racism

- **Aspects of political life in the German-speaking world**
 - Germany and the EU
 - Politics and young people
 - Reunification and its consequences

In addition, pupils will study:

- **a film in Year 1 (*Goodbye, Lenin!*)**
- **a text in Year 2 (*Russendisko* by Wladimir Kaminer)**

and complete:

- **an individual research project**, based on a topic of interest to them, linked to their studies of German and German speaking countries. Pupils will research and prepare this independently and will be examined on it in the oral exam.

The A Level will be examined at the end of the two-year course.

- Paper 1:** Listening, reading and writing
 2½ hours
 50% of the total marks
 A variety of listening and reading tasks, plus translations from and into German
- Paper 2:** Writing
 2 hours
 20% of the total marks
 Two essays - one on the film and one on the text studied
- Paper 3:** Speaking
 21-23 minutes (including five minutes preparation time)
 30% of the total marks
 Discussion on one of the four sub-themes
 Discussion on the individual research project

To succeed at German in the Sixth Form you should have a minimum of a grade 8 at GCSE/IGCSE. A genuine interest in both the language itself and the culture of Germany and other German-speaking countries is also essential. You will be expected to read and listen to German regularly and voluntarily. You will have eight lessons a week, shared between two teachers, plus a weekly conversation lesson with the German Assistant. There will also be opportunities to spend time in Germany each year, either on school trips or through various scholarship programmes. You should want to take part in these visits, as they are invaluable when it comes to boosting confidence and developing language skills.

SPANISH

Head of Department: Mrs. D. C. Hills
Email: d.hills@dauntseys.org

Course: Spanish A Level
Examination Board: AQA
Specification: 7692

Minimum Recommended I/GCSE Grade: 8 on the 9-1 scale

Spanish is a key world language. Not only will learning it enable pupils to fully appreciate the culture of the extensive and fascinating Hispanic world, but it enables them to communicate with 500 million people in 28 countries worldwide. Spanish is the third most spoken language in the world, the fastest growing language on the internet, and of great demand in the USA, which with 50 million speakers has the largest Spanish speaking population after Mexico. In addition, as with all languages, an A Level in Spanish greatly enhances work, study and travel opportunities for pupils in the future.

We began teaching the new Spanish A Level for the first time from September 2016, with first examinations in 2018. We are following the AQA course, and as with all boards this is linear course examined at the end of the two-year course, aimed at giving pupils a high level of language skills, together with a knowledge of the cultures and societies of the Spanish speaking world. The course covers a broad range of topics, including Hispanic culture and contemporary issues, and includes regular debate and discussion in Spanish, and also encompasses translation and an independent research project.

The four main modules covered over the two years are:

- **Aspects of Hispanic Society**
- **Artistic culture in the Hispanic world**
- **The multi-cultural society: immigration, integration and racism**
- **Aspects of political life in the Hispanic world**

These will be taught through the use of press articles and reports, internet, textbooks and classroom debate.

In addition, pupils will study

- **A film in year 1 (Volver by Pedro Almodóvar)**
- **A novel or play in year 2 ('Como agua para chocolate')**

PLUS

- **An individual research project**, based on an element of Hispanic culture or society of interest to them. Pupils will research and prepare this independently and will be examined on this through the oral exam

The course will be examined through three papers at the end of the two-year course:

Paper 1: Listening, reading and writing
2½ hours
50% of the total marks

Paper 2: Writing
2 hours
20% of the total marks

Paper 3: Speaking
20 minutes (including 5 minutes of preparation time)
30% of the total marks

In order to embark upon A Level Spanish, you should have achieved at least a grade 8 in the IGCSE/GCSE and have a passion and genuine interest in the language and culture of the Spanish speaking world.

A Level Spanish pupils receive eight classes a week, shared between two teachers, and have a conversation class every week with the Spanish language assistant. They also have the opportunity to take part in a trip to Spain, staying with host families and attending classes at a language school, and to join in with events provided by the MFL society.

MUSIC

Director of Music: **Mr. G. G. Harris**
Email: g.harris@dauntseys.org

Course: **Music**
Examination Board: **Edexcel**
Specification: **9MU0**

Minimum Recommended I/GCSE Grade: **7 on the 9-1 scale**
(or an alternative specified below)

We offer the two-year full A Level as a qualification.

The syllabus offers a wide range of set works separated into six areas of study. There is also a unit for performance as a soloist or ensemble player and finally a composition and techniques unit examined as controlled coursework and a terminal task.

A Level Music is regarded highly by universities, regardless of the subject studied. Courses ranging from Medicine to Maths, Languages to History can be studied with Music as one of a portfolio of A Levels. If Music is the chosen course, there are two options for study: Music College or a University degree. Dauntsey's pupils gain places regularly at the best Music Colleges and Universities to study performance and academic music.

After graduation, musicians can explore performance studies or academic research. Alternatively, using the degree as an academic award, music graduates can be found training for accountancy, finance, law and many other professions. Pupils also go on to perform in orchestras, sing in shows and choirs and play in bands to earn their living.

Entry Requirements

At least Grade 6 performance. GCSE Music Grade 7 or above (or equivalent). Grade 5 Theory.

The minimum standard for a high pass in the final A Level performance is Grade 7/8.

We offer theory training up to Grade 8 alongside the A Level and recommend pupils follow this course to assist with the technical aspects of harmony.

A Level Course Units are as follows:

Component 1: Performing (30%). A total of 8 minutes of solo or ensemble performance, recorded in school and moderated by external examiners. A total of 60 marks is available with 12 of these allocated to the difficulty of the piece.

Component 2: Composing (30%). Two compositions/tasks.

One is a composition of own choice or to a brief set by EDEXCEL in September of the second year on the course. The piece must last for at least 5 minutes.

The second task assesses technique. There is a choice of task: 1. Harmonising two hymn tunes in the style of JS Bach or 2, creating an arrangement of a given melody (often a folk song). For the Bach option, the soprano line is given, and candidates are expected to add the Alto, Tenor and Bass line in the appropriate style. One tune is likely to be in a major key and the other in a minor key. The folk arrangement is normally for an ensemble of three or four instruments. A total of 60 marks is available, 40 for composing and 20 for the technique's questions.

Component 3: Appraising (40%) Terminal Exam. Pieces of music will be analysed from six Areas of Study: Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions. The final exam lasts for 2 hours 10 minutes and has 100 marks available. The exam will include unseen music which needs to be compared with works studied during the course.

The set works are as follows:

Vocal Music

- J. S. Bach, Cantata, Ein feste Burg, BWV 80: Movements 1, 2, 8
- Vaughan Williams, On Wenlock Edge: Nos. 1, 3 and 5 (On Wenlock Edge, Is My Team Ploughing? and Bredon Hill)

Instrumental Music

- Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: Movement 1
- Berlioz, Symphonie Fantastique: Movement 1

Music for Film

- Danny Elfman, Batman Returns: Main theme (Birth of a Penguin Part II), Birth of a Penguin Part I, Rise and Fall from Grace, and Batman vs the Circus
- Bernard Herrmann, Psycho: Prelude, The City, Marion, The Murder (Shower Scene), The Toys, The Cellar, Discovery, Finale

Popular Music and Jazz

- Courtney Pine, Back in the Day: Inner State (of Mind), Lady Day and (John Coltrane), and Love and Affection
- Kate Bush, Hounds of Love: Cloudbusting, And Dream of Sheep, and Under Ice
- Beatles, Revolver: Eleanor Rigby, Here, There and Everywhere, I Want to Tell You, and Tomorrow Never Knows

Fusions

- Debussy, Estampes: Nos. 1 and 2 (Pagodes and La soirée dans Grenade)
- Anoushka Shankar, Breathing Under Water: Burn, Breathing Under Water and Easy

New Directions

- Kaija Saariaho, Petals for Violoncello and Live Electronics
- Stravinsky, The Rite of Spring: Introduction, The Augurs of Spring, and Ritual of Abduction

MUSIC TECHNOLOGY

Director of Music: Mr. G. G. Harris
Email: g.harris@dauntseys.org

Course: GCE Music Technology
Examination Board: Edexcel

Minimum Recommended I/GCSE Grade: N/A (just a passion for all kinds of music)

We offer the two-year full A Level as a qualification.

A Level Music Technology is an ideal course for anyone who **would enjoy recording, sequencing and composing music, who might be considering a career in the music industry and is interested in analysing the impact technology has had throughout the history of popular music.**

Pupils learn about sound, music and technology in a well-equipped recording studio using MACs, working with a range of musicians from fellow pupils to professional session players. Pupils are encouraged to take part in extra-curricular recording and sound design for live theatrical shows and musicals to expand their knowledge, skills and experience.

Some pupils who study the subject may choose to progress on to music technology/industry degrees (we have many of the top universities for the subject here in the UK, including the University of Surrey's world-renowned Tonmeister course and the Institute of Sound and Vibration Research at the University of Southampton), whilst others may choose to pursue careers in music performance and promotion, composing for digital media, song writing, audio production, music video production, sound design, music industry management, event management and music publishing.

Music Technology combines well with many other subjects and can be studied separately from A Level Music. The study of Music Technology offers a wide range of transferable skills which promote many broad opportunities.

Entry Requirements

Whilst there is no minimum recommended I/GCSE Grade to take this course, potential music technologists should have at least a Grade 5 in performance on an instrument, a Grade 4 in GCSE Maths, and a confidence in Science, as some of the course content will involve advanced technical theory.

Music Technology, like other forms of technology, advances rapidly and this specification provides opportunities to embrace recent developments in the field. Pupils will have opportunities to develop understanding of the technical processes and principles that underpin effective use of music technology.

Pupils will develop an in-depth knowledge and understanding in areas such as:

- Recording and production techniques for both corrective and creative purposes
- Principles of synthesis, MIDI and audio technology
- The history and development of recording and production technology

A Level Course Contents are as follows:

Component 1 (NEA): Recording (60 marks/20% of the qualification)

- You will carry out one multitrack recording, chosen from a list of 10 songs provided by Pearson, consisting of a minimum of five compulsory instruments and two additional instruments.
- The total time must be between 3 minutes and 3½ minutes.
- Logbook and authentication form must be supplied

Component 2 (NEA): Technology-based composition (60 marks/20% of the qualification)

- You will compose a piece of music chosen from three briefs set by Pearson.
- The total time must be 3 minutes.
- The piece will involve sound design, synthesis, sampling, and creative use of effects.

Component 3 (Exam): Listening and analysing (75 marks/25% of the qualification)

- 1 hour 30 minute exam listening to extracts from unfamiliar commercial recordings and answering questions on music technology production techniques and how they have changed over the years.

Component 4 (Exam): Producing and analysing (105 marks/35% of the qualification)

- 2 hour 15 minute exam involving questions on editing, mixing and production techniques.
- The pupil completes practical mixing and editing activities and produces a final high quality mix as part of the exam. An extended question on an aspect of music technology is included.

This A level course is a combination of NEA (40% of the overall grade) and exams (60% of the overall grade). Coursework is completed over the two years and will involve composition and recording. In the second year of the course, you will take external exams that assess content covered in the first and second year.

You will be involved in a variety of learning activities during lessons, including individual composition and recording work, class discussion and listening to, identifying and writing about the musical and production characteristics of a range of recorded music.

PHOTOGRAPHY

Head of Department: Miss V. A. Rose
Email: v.rose@dauntseys.org

Course: Photography
Examination Board: Edexcel
Specification: Photography (9PY0)

Minimum Recommended I/GCSE Grade: N/A

A Level Photography is a fantastic opportunity for pupils to develop their personal responses to the world around us. Their ideas, observations, and experiences find expression in practical, critical and contextual forms. The course also allows pupils to develop an awareness of the importance of the consumers of Photography, as well as gain an understanding of the contribution of photographers to industry in this increasingly image-conscious age.

During the two-year course, pupils will acquire a range of skills to include:

- independence of mind and critical awareness in developing their own ideas
- a knowledge and enthusiasm for Photography and Photography History
- the experience of working in one or more of the disciplines of film-based photography, digital photography, and film and video.
- an awareness of the role of photography in the 21st Century, including display, function, audience, and consumer.

This course is particularly suitable for pupils who wish to go on to study Photography, Film or Animation, or who wish to pursue a career in the Arts and/or Media.

About the Course:

We follow the Edexcel Photography course, which consists of a coursework unit and an exam unit. In the first two terms of year one pupils follow the theme of 'The Body'. After a 'foundation' course of skills-based sessions designed to introduce various traditional and digital light-based techniques and processes such as screen printing, cyanotypes and pinhole photography, pupils quickly move on to a personal development of their project. To conclude 'The Body' project pupils will produce final outcome(s) during a timed assessment. Following this, pupils begin preparing for their Personal Investigation, which they work on until the end of the first term in year two. This component incorporates three major elements: supporting studies, practical work and a personal study of a minimum 1000 words of continuous prose. Pupils are encouraged to produce a portfolio of visual interpretations, which display an on-going development of their own critical

understanding. Through a series of presentations to staff about their work, they are made aware of the relevance of a continuing practice.

The exam unit is an externally set assignment. This component incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. This assignment represents the culmination of the GCE Qualification allowing pupils to draw together all the knowledge, understanding and skills developed throughout the course.

Entry Requirements

- A passion for photography and a curiosity to find out more.
- An awareness and appreciation of the History of Photography and contemporary practice is integral to the course, as is a willingness to visit galleries and museums independently.

Pupils are given the opportunity to visit galleries in London and elsewhere, and there is an annual residential trip to a European city such as Rome, Paris, Florence, or Venice.

Pupils will require their own camera. If a camera is being purchased specifically for the course the make Canon is recommended as this would be compatible with the equipment the department already holds. If you have any questions, please contact the Art Department.

Edexcel GCE Art and Design: Photography

Component 1 - 9PY01: Personal Investigation - 60% of the total qualification

Candidates submit **one** major project that has a personal significance.

The Investigation includes a related personal study (between 1000 and 3000 words).

The personal study comprises 12% of the total qualification and is marked out of 18.

Component 2 - 9PY02: Externally Set Assignment - 40% of the total qualification

Candidates select **one** starting point from the exam paper.

Candidates are then given a minimum of six weeks to plan and prepare.

Candidates are then given 15 hours of controlled time to realise their ideas through to a full outcome.

Assessment Objectives and weightings:

Candidates are expected to demonstrate the following in the context of the content described.

		% in GCE
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.	25%
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.	25%
AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.	25%
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, making connections between visual and other elements.	25%
TOTAL		100%

The Edexcel specification is excellent preparation for pupils wishing to progress to Art College/University or to engage in careers involving the visual arts.

PHYSICAL EDUCATION

Head of Department: Mr. J. Devney
Email: j.devney@dauntseys.org

Minimum Recommended I/GCSE Grade: 6 on the 9-1 scale in GCSE PE

A Level Physical Education will continue to follow the OCR Specification. The details below refer to pupils who will take the course as a full A Level. The full specification is available as a .pdf download from the OCR website.

This is a two-year course featuring three key components, split into seven modules for assessment. In addition, there is a practical performance and verbal analysis section. The focus of these specifications is on participation and performance in physical activity and sport.

Content Overview	Assessment Overview	
Applied Anatomy and Physiology Exercise Physiology Biomechanics	Physiological factors affecting Performance 90 marks 2 hour written paper The final extended question is synoptic	30% of total A Level
Skill Acquisition Sports Psychology	Psychological factors affecting Performance 60 marks 1 hour written paper The final extended question is synoptic	20% of total A Level
Sport and Society Contemporary Issues in Physical Activity and Sport	Socio-cultural issues in Physical Activity and Sport 60 marks 1 hour written paper The final extended question is synoptic	20% of total A Level
Performance Evaluation and Analysis of Performance for Improvement (EAPI)	Performance in Physical Education 60 marks Non-exam practical assessment This section is synoptic	30% of total A Level

Requirements

Candidates who wish to take this course should be under no illusions that it is an easy option. The course has a strong scientific element, but this is balanced by the presence of the social, historical, cultural and contemporary aspects of the syllabus. For acceptance onto the course, pupils should have studied GCSE PE and have achieved a grade 6. Ideally, GCSE results should include grade 6s in the Science subjects (either Dual Award or separately). Pupils should also have achieved a good set of GCSE results, whilst demonstrating a proactive work ethic and high levels of motivation.

Practical Performances

In the practical element of the course, learners are internally assessed in one practical activity (performing one chosen activity from the approved lists below) and the EAPI. Learners are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions.

Whilst it must be understood that candidates do not need to be of ‘representative’ standard, there is the pre-requisite that performers should have at least played at ‘School A Team’ level, prior to acceptance onto the course.

Candidates will be given a guided choice from the following activities:

Association Football	Cycling	Hockey	Swimming
Athletics	Dance	Netball	Table Tennis
Badminton	Equestrian	Rugby Union	Tennis
Basketball	Golf	Skiing	Trampolining
Cricket	Gymnastics	Squash	Volleyball

Not all activities will be available and will be influenced by facilities, experience, ability and the availability of staff provision.

The Evaluation and Analysis of Performance for Improvement (EAPI)

In addition to a practical performance, learners will be assessed in the Evaluation and Analysis of Performance for Improvement (EAPI). Learners will observe a live or recorded performance by a peer in either their own assessed performance activity or another activity from the approved list. Through observation, learners will provide an oral response analysing and critically evaluating their peers’ performance.

The subject is recognised by universities to satisfy entry requirements for any course and would be particularly relevant to anyone thinking of higher education courses in sports science, PE or related subjects.

POLITICS

Head of Department: Mr. B. H. Sandell
Email: b.sandell@dauntseys.org

Course: Politics A Level
Examination Board: AQA
Specification: 7152

Minimum Recommended I/GCSE Grade: 6 on the 9-1 scale in English Language and History

The Politics Department follows the AQA A Level course. The full specification is available as a pdf download on the AQA website.

This is a two-year course featuring three key components:

Unit 1 - Government and Politics of the UK

2-hour examination

A mixture of medium length 'explain' questions and essay style questions.

77 marks

33 1/3 % of A Level

Unit 2 - Government and Politics of the USA

2-hour examination

77 marks

33 1/3 % of A Level

A mixture of medium length 'explain' questions and essay style questions.

Unit 3 - Political Ideas

2-hour examination

77 marks

33 1/3% of A Level

Requirements

Politics is a new course offered in Dauntsey's Sixth Form. It is a natural fit with History and is seen as complementary to the subject. A thorough engagement with difficult issues, a willingness to think openly and creatively, and to be willing to express an opinion both verbally in our seminars and on paper is important in A Level Politics. Equally important is a deep interest in contemporary politics and the news - students need to be avid followers of political developments.

Politics is well regarded by universities, especially for those interested in careers in politics, journalism and the media.

The specification requires in depth study of UK and US government and politics. Comparisons across the two political systems are required in the topic entitled Comparative politics. Students will be required to identify parallels, connections, similarities and differences between aspects of politics. This will ensure that students develop a critical awareness of the changing nature of politics and the relationships between political ideas, political institutions and political processes.

The political ideas to be studied have relevance to both of the systems of government and politics. The study of political ideologies will enhance the students' knowledge and understanding of politics, political debate and political issues in both the UK and the USA.

Skills

In all components of this subject students must demonstrate the following skills:

- to comprehend and interpret political information
- to critically analyse and evaluate the areas of politics studied
- to construct arguments and explanations leading to reasoned conclusions
- to identify parallels, connections, similarities and differences between aspects of the areas of politics studied
- to construct and communicate arguments and explanations with relevance, clarity and coherence
- to use appropriate political vocabulary
- to make connections between the different areas of politics studied
- to make comparisons across two political systems.

PSYCHOLOGY

Head of Department: Mrs. K. E. Finney
Email: k.finney@dauntseys.org

Course: Psychology
Examination Board: AQA
Specification: AQA (7182)

Minimum Recommended I/GCSE Grade: 7 in Biology

Psychology is the scientific study of the mind and behaviour. It is a fascinating, multifaceted discipline, that has applications to many fields including sport, medicine, education, forensics and marketing. Psychology as an academic discipline involves the study of theory and research in the quest to place human emotion, cognition and behaviour under scientific scrutiny.

Transferable skills developed in this subject include a broad range of research methods and statistical analysis, essay writing skills, communication skills, critical thinking skills, and clear and succinct problem-solving skills.

The topics studied in the A level include:

- Memory
- Approaches in psychology
- Biopsychology
- Developmental psychology
- Social influence
- Psychopathology
- Schizophrenia
- Research methods
- Aggression
- Relationships
- Forensic psychology
- Issues and debates in psychology

Psychology is a science and is not a 'soft subject'. It is a challenging, academic A level option, and as such it is essential that students have good grades in both maths and biology at GCSE. Essay writing is also a feature of the course, and therefore a good grade in English would also be advantageous.

RELIGION, PHILOSOPHY AND ETHICS

Head of Department: Mrs. C. L. Marsden
Email: c.marsden@dauntseys.org

Course: Religious Studies
Examination Board: OCR
Specification: H573

Minimum Recommended I/GCSE Grade: 6 on the 9-1 scale in any
Humanities subject

Religion, Philosophy and Ethics is a highly enjoyable, intellectually stretching and stimulating course. It combines Philosophy - thinking about ideas and concepts, Ethics - applying theories of morality to real dilemmas in today's world and the study of how Christianity has adjusted and reacted to the challenges of the 21st Century. Pupils who wish to study Religion, Philosophy and Ethics will discover it to be compatible with a wide range of other subjects, especially English and Psychology. The Department welcomes all pupils, of any faith or none, and encourages critical thinking, questioning and discussion.

A GCSE in Religious Studies is not a requirement but is advantageous.

Subject Choices and Career Applications

For relevance and interest alone, this course is well worth considering. It mixes well with both Arts and Science subjects and has broad career applications. It is particularly recognised for its contribution to the development of the critical skills necessary for the study of Law, Politics and Medicine and for careers in those areas. It provides a sound foundation for further study of Theology or Philosophy at University and would contribute to any course that requires clear and independent thinking.

Component 1: Philosophy of Religion

This component includes the study of the following content:

- Ancient Greek Philosophy: What is the nature of reality?
- Nature of God: If God has perfect knowledge, does he know the future and if so, is the future already set?
- Arguments for the existence of God: can we prove the existence of God?
- Religious Experience: Are all religious experiences merely illusions?
- The Soul: What is the link between the soul, the mind and the body?

Component 2: Ethics

This component includes the study of the following content:

- Utilitarianism: If being good is doing the best by the majority, does this not lead to the tyranny of the majority?
- Natural Law: Is morality dependent on God?
- Conscience: Does your conscience come from God or is it formed by your upbringing and experience?
- Euthanasia: Under what conditions will we see euthanasia legalised in this country?

Component 3: Development in Christian Thought

This component includes the study of the following content:

- The Afterlife: Does everyone enter Heaven, or is it only Christians?
- Bible: Does it hold any moral authority?
- Gender: How has Christianity developed its ideas on women from Eve as a temptress, to Mary as the perfect model of motherhood to today's 'Me Too' feminism?
- Jesus: Was Jesus a social activist? What socio-political causes would he support in the 21st Century?
- Secularism: Is religion a form of control?

Assessment

Three modules examined by three papers of 2 hours each. Each module is of equal weighting (33.3% of total A Level). There is no coursework.

Each paper contains a choice of three essay questions out of four, and each question will examine A01 skills, including knowledge and understanding of the subjects covered; and A02 skills, including being able to put forward, sustain and conclude an argument, whilst engaging with the ideas of key scholars.

Resources

The Department is well-stocked with the latest books and digital resources for this course.

There will be opportunities for the group to take part in national Sixth Form conferences, led by prominent speakers in these subjects.

Educational visits to religious sites which complement the course are offered on a regular basis and have previously included Auschwitz, Rome and Israel.

SCIENCE A LEVELS

Head of Science: **Mr. A. J. Crossley**
Email: a.crossley@dauntseys.org

At Dauntsey's School, we offer the three core Sciences at A Level - Biology, Chemistry and Physics. We also offer a non-examined course entitled 'Maths for Science'.

To qualify to study any of the Sciences at A Level at Dauntsey's School a candidate should ideally have achieved a Grade 7 or above (Grade A/A* equivalent) in either the relevant Science subject or in the Core/Additional or Double Award Science course at GCSE.

There is a wide range of Science GCSEs available, and only some of them are suitable as qualifications for academic Science A Levels.

- The IGCSE and GCSE qualifications in Biology, Chemistry and Physics offer a good preparation for A Levels Sciences.
- The Double Award IGCSE Science and the Core and Additional or AQA 'Triology' Double Award GCSE Science offer an adequate grounding in the most part, but pupils will not have covered some topics before that those with Separate Sciences would be familiar with. The jump between a GCSE study and an A Level course will be challenging.
- Applied GCSE Science or Level 2 BTEC courses would not normally be considered suitable preparation for studying the Sciences at A Level.

We encourage candidates to consider that many of the Science subjects work well together and a good understanding of one Science relies on understanding in other areas of Science. Biology pupils will require a good knowledge of Chemical concepts. Most Science pupils will require a good working knowledge of Mathematics and many would usually take this as an option, it is highly recommended for those looking at Physics. Pupils who do not wish to devote themselves to a full Maths A Level could opt for the 'Maths for Scientists' course that offer as part of the 'fourth option', especially if Physics is being considered. The Science subjects also integrate well with many other subjects on the curriculum such as Geography, PE, DT, etc.

If considering a Science subject at A Level, please ensure that you discuss your choices with any of the Science team, who can advise you on your best course.

BIOLOGY

Head of Department: Mr. V. R. Muir
Email: v.muir@dauntseys.org

Course: Biology
Examination Board: AQA

Minimum Recommended I/GCSE Grade: 7 on the 9-1 scale

“The most successful candidates in A Level Biology will be able to provide technical, logical and numerate answers to a wide range of questions that require greater skill in processing data, rather than simply recalling it.”

Introduction

The study of Biology aims to develop your understanding of biological facts, concepts and principles through experimental and investigatory work and independent research. Biology is a tremendously varied and enjoyable subject. It requires a commitment to hard work and perseverance but enables you to develop valuable and interesting knowledge and skills. In recent years there has been increasing emphasis on applied knowledge, data handling and interpretation.

What exam board do we follow at Dauntsey's?

The Biology department have adopted the AQA specification.

What are the entry requirements for Biology at Dauntsey's?

You should have a minimum of a 7 Grade in Biology at GCSE level or 77 in Science.

What topics will I cover in this subject?

We have chosen the AQA syllabus because it offers a wide range of topics and incorporates material that will support pupil interest in medicine and health care. Below is an overview of main topics:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms
- Energy transfers in and between organisms (A Level only)
- Organisms respond to changes in their internal and external environments (A Level only)
- Genetics, populations, evolution and ecosystems (A Level only)
- The control of gene expression (A Level only)

How many exams will I sit?

You will sit three exams at the end of the A2 year (year 13)

Paper 1 (2 hours, 91 marks, 35% of A Level)

What's assessed?

- *Any content from topics 1-4, including relevant practical skills*

Questions

- *76 marks: a mixture of short and long answer questions*
- *15 marks: extended response questions*

Paper 2 (2 hours, 91 marks, 35% of A Level)

What's assessed?

- *Any content from topics 5-8, including relevant practical skills*

Questions

- *76 marks: a mixture of short and long answer questions*
- *15 marks: comprehension question*

Paper 3 (2 hours, 78 marks, 30% of A Level)

What's assessed

- *Any content from topics 1-8, including relevant practical skills*

Questions

- *38 marks: structured questions, including practical techniques*
- *15 marks: critical analysis of given experimental data*
- *25 marks: one essay from a choice of two titles*

How many teachers am I likely to get?

Two teachers.

Is there any coursework?

No.

Is there any practical work?

Yes, we try to fit in as much practical work as possible. Most weeks you will have at least one practical session. There is also a practical endorsement, which comes from completing 12 practicals over the course of the two sixth form years. This simply has a pass/fail grade and is based on working well and skilfully within lessons, this is teacher assessed.

Some of the practicals will also be examined within the final examinations, purely within the context of written questions and answers.

Will there be any residential trips/field trips?

Last year we conducted two field days over the year, one in the summer and in the autumn. These days involved studying a sand dune succession and the rocky shore of Kimmeridge Bay on the Jurassic Coast. This is followed by a field day in the Manor Woods in which studies are conducted in the woodlands and streams.

What combinations of subjects go well with this A Level?

Biology combines well with all the other science subjects, especially Chemistry, but it can combine well with other A Levels such as Physics and Mathematics.

If I were to take this subject at university, are any other subjects required at A2?

A Level Biology together with one other science is needed for most Biology courses at good universities. For Medicine, Dentistry and Veterinary Science, very good GCSE grades are needed, plus Biology or Chemistry and at least one other science at A Level, please check the individual university pre-requisites for various courses.

What reading should I do during the summer before the Lower Sixth?

It would be useful to read articles from publications such as New Scientist or Nature to keep up to date with current developments in Science. Reading a popular science book by authors such as Richard Dawkins, Robert Winston or Matt Ridley is desirable. Looking at a general A Level Biology textbook such as the AQA Nelson-Thornes textbooks will give you a good overview of the topics to be covered. Copies of textbooks can be borrowed from the Biology department.

Is there anything else I should know?

You should enjoy and be good at problem solving and working with numbers (10% of the assessment in Biology will now involve mathematical calculations). Planning your own learning, written and spoken communication, and working with others are also very important. Biologists work in a huge variety of jobs ranging from universities to the great outdoors. Even top financial companies often favour science graduates, due to their ability to model and manipulate, analyse and evaluate data.

CHEMISTRY

Head of Department: Mrs. L. Syms
Email: l.syms@dauntseys.org

Course: Chemistry A
Examination Board: OCR
Specification: H432

Minimum Recommended I/GCSE Chemistry Grade: 7
I/GCSE Combined Science 7-7

Introduction

The A Level Chemistry course aims to develop understanding and knowledge of the subject through practical work and contemporary contexts. Most of the topics studied will be familiar from GCSE but they are treated in more depth and with greater rigour.

Pupils are taught by two staff who follow parallel ‘strands’ of work. The content is delivered through a mixture of practical work and whole class teaching during which active participation is encouraged. Whilst there is a significant amount of factual knowledge to be learnt, the course aims to build upon principles and scientific method.

Much independent study is necessary to supplement class time and the department provides materials to support this. We also encourage pupils to identify areas where they need assistance, and actively to seek our help, either via direct contact or by attending one of the department clinics.

Subject Choice

A Level Chemistry is well respected by universities and employers. As the ‘central’ Science, Chemistry combines particularly well with Biology, Physics and Maths, and has proved a sound foundation for Higher Education courses in any of the Sciences, Engineering and Medical areas (for which it is usually essential). However, in recent years it has increasingly been combined with non-science subjects and has been a useful stepping-stone to other fields of study such as law, economics, and business studies.

The course aims to develop generic skills including communication, problem solving, data handling and retrieval, practical skills, team participation and leadership.

Requirements

The most important requirement is that pupils should have an interest in the subject. Pupils will have taken either two science GCSEs or Chemistry GCSE. A grade 7 or 7-7 or above is desirable; pupils with a grade 6 at GCSE may find access to the highest grades demanding. A GCSE in Mathematics at grade 6 or above is also expected. Studying Mathematics helps in understanding some aspects of the course but is not essential. All pupils considering Chemistry are urged to consult with their Chemistry teachers or the Head of Chemistry.

Course Content

The course will build upon some of the core concepts learnt at GCSE level, such as atomic structure, bonding, rates of reaction and organic chemistry. It will then add to the level of understanding and introduce slightly more complex theories in each case, as well as providing new areas of study, not previously encountered in GCSE Chemistry.

The final A Level will be based entirely upon exam work. There will be a separate acknowledgment of practical work, based upon pupils obtaining a range of skills from a list of core activities attempted during the two years of the course.

PHYSICS

Head of Department: Mr. J. L. Johns
Email: j.johns@dauntseys.org

Course: GCE A Level
Examination Board: Eduqas
Specification: A420QS

Minimum Recommended I/GCSE Grade: 7 on the 9-1 scale

Entry Requirements

Physicists look for all the hidden laws that explain why every physical thing in the known universe exists, where it comes from and why it behaves the way it does.

So, if you're wondering how forces of nature, like gravity, work or how aircraft stay up in the air, Physics will be interesting for you.

'Physics makes the perfect A Level option if you like asking really big questions' - Brian Cox

As well as an interest in the subject matter, pupils should have Level 7 or above in either Physics or in two Science GCSEs, as well as Level 7 or above in GCSE Mathematics. You must bear in mind that Physics does involve a lot of calculation, and the ability to handle equations and numbers quickly, confidently and accurately is an essential part of the A Level course. There are also some mathematical ideas required at A Level that are not covered by GCSE Mathematics syllabuses, so pupils who intend to take the subject should **seriously consider taking Mathematics as well**.

Physics will support your study of other science and tech subjects, including chemistry, biology, geography and IT.

Looking to your future career path; Physics A Level is usually required for degree courses in: engineering (general, aeronautical, civil, electrical, mechanical, sometimes chemical). It is often recommended or useful for: biochemistry, biology, chemistry, medicine, dentistry, architecture, computer science, geography, earth and environmental sciences, maths, materials science, pharmacy, sports science, surveying and psychology

The Course and Assessment

We base our course on Eduqas's GCE A Level in Physics, which is split into three components and includes an externally assessed practical endorsement:

Component 1: Newtonian Physics

Written examination: 2 hours 15 minutes

31.25% of qualification

This component covers the following areas of study:

1. Basic physics
2. Kinematics
3. Dynamics
4. Energy concepts
5. Circular motion
6. Vibrations
7. Kinetic theory
8. Thermal physics

Component 2: Electricity and the Universe

Written examination: 2 hours

31.25% of qualification

This component covers the following areas of study:

1. Conduction of electricity
2. Resistance
3. D.C. circuits
4. Capacitance
5. Solids under stress
6. Electrostatic and gravitational fields of force
7. Using radiation to investigate stars
8. Orbits and the wider universe

Component 3: Light, Nuclei and Options

Written examination: 2 hours 15 minutes

37.5% of qualification

This component covers the following areas of study:

1. The nature of waves
2. Wave properties
3. Refraction of light

4. Photons
5. Lasers
6. Nuclear decay
7. Particles and nuclear structure
8. Nuclear energy
9. Magnetic fields
10. Electromagnetic induction

There is also the choice of one of the following options:

- A: **Alternating currents**
- B: **Medical physics**
- C: **The physics of sports**
- D: **Energy and the environment**

A Level Practical Endorsement (non-exam assessment)

Performance in this component is reported separately to the performance in the A Level as measured through the three externally assessed written papers. It is a non-exam assessment and rewards the development of practical competency. A pass is awarded by teacher assessment, via completion of a minimum of 12 practical activities.

The work in the Upper Sixth will be much more demanding, and it will be essential that pupils demonstrate their potential by performing well in the Lower Sixth.

Throughout the course, the emphasis will be strongly based on experimental work, and on the need to be able to think through a problem from the fundamental principles to a detailed solution. The pupils will be expected to be able to think freely, and to work in a less structured environment than during the GCSE course. Pupils will need to be computer literate and will use ICT as a routine part of the Physics A Level.

Careers

Physics is a seriously useful subject for the majority of STEM (science, technology, engineering and maths) careers and you'll find physicists everywhere, in industry, transport, government, universities, the armed forces, the secret service, games companies, research labs and more.

Physics is especially helpful for jobs that involve building things and developing new technologies, including: engineering (flight, buildings, space, you name it...), astronomy, robotics, renewable energies, computer science, communications, space exploration, science writing, sports and games technology, research and nanotechnology (that's engineering on a seriously tiny molecular scale).

A spokesperson for the Institute of Physics says: “Physicists are involved in finding solutions to many of our most pressing challenges - as well as studying atoms or making sense of the extra-terrestrial, physicists diagnose disease, model the climate, design computer games, predict markets and design hi-tech goods. Studying physics opens doors.”

For more information, visit the following internet pages:

<http://www.physics.org/>

<http://www.iop.org/>

<http://www.iop.org/activity/careers/index.html>

EXTENDED PROJECT QUALIFICATION

EPQ Co-ordinator: Mr. P. W. Ost

Email: p.ost@dauntseys.org

What is the EPQ?

The Extended Project Qualification (EPQ) provides an exciting opportunity for pupils to extend their abilities beyond the A Level syllabus and prepare for university-level study. It is an AS qualification in terms of its university entrance points value (70 UCAS points), but it is graded up to an A*. The best projects are considered to show the same qualities as a university dissertation. It is 100% coursework; internally marked and externally moderated.

What do I have to do?

We follow the AQA Specification. There is a taught element to the course (30 hours) and the project work is expected to take around 90 hours. The EPQ can be completed at as a timetabled option, or it can be carried out 'off timetable' as an extra-curricular pursuit.

There is no restriction on the topic chosen or the mode of final exposition: it can be a dissertation, investigation/field study, performance or artefact (e.g. a piece of artwork or a photography portfolio, a play, a learnt skill, a mathematical proof, a piece of work written in a foreign language). Pupils record their progress in a 'logbook' and there is huge emphasis on the whole EPQ research 'journey', rather than just the final outcome. Evidence of the development, changes and plans of the project are as important as the final product. The final product is either a 5000-word dissertation or the presentation of an artefact accompanied by a 1000-word report. Everyone will give a 10-minute presentation on their work and answer questions from an audience.

There are no entry requirements, however, pupils must have an idea of the project they'd like to do. Beyond that, they need to be self-motivated, be able to manage their own timings and deadlines, show an ability to think and evaluate critically, gather a range of research, reference in detail and build a formal bibliography. Projects are undertaken with the assistance of a Supervisor who guides the pupil at every stage, although they are not allowed to contribute directly to its content.

What do universities think of the EPQ Project?

- Bristol: “The University recognises that some A Level pupils may also choose to offer the Extended Project. In such cases some admissions tutors may make two alternative offers, one of which involves success in the Extended Project (e.g. either AAA at A Level or AAB at A Level plus Extended Project).”
- Cambridge: “We welcome the introduction of the Extended Project and would encourage you to undertake one as it will help you develop independent study and research skills and ease the transition from school/college to higher education.”
- Newcastle: “We value the skills of research and independent learning that the Extended Project is designed to develop. We welcome applications from pupils offering the Extended Project alongside A Levels. As the Extended Project is optional it is not a requirement for application. If you offer an Extended Project, it will be taken into account. Your offer may be varied as a result, in recognition of the level of study skills you will have developed.”
- UCL: “UCL welcomes the introduction of the Extended Project into the curriculum, recognising that it will develop many of the skills necessary for successful study at university. For pupils presenting A Levels, UCL will be accepting a pass in the Extended Project as an alternative to the need to offer a pass in a fourth subject at AS Level.”

"Nearly 1 in 5 successful applicants to Durham had completed the EPQ" - The Sunday Times, 16 February 2014.

Projects should enhance a UCAS application: universities are looking for evidence which demonstrates a facility for independent and innovative work. An increasing number of universities are including the EPQ in their offers to pupils.

MATHS FOR SCIENCE

Course Leader: Mr. D. R. D. Darwall
Email: d.darwall@dauntseys.org

‘Maths for Science’ has been designed to give pupils the Maths skills that are necessary to access the Sciences at A Level. It is intended to allow pupils a greater flexibility of subject choice by removing the need for them to take Maths to support a Physics A Level. It should be noted that the course content will still be demanding and not designed for pupils who struggle with Maths.

This is a one-year course that will be taught for one double lesson a week throughout the Lower Sixth. It does not lead to a formal qualification but should help pupils with their Sciences.

Please be aware that ‘Maths for Science’ would not be a suitable substitute for university courses that require a full Maths A Level. For instance, studying Physics and Maths together remains the preferred model for courses such as Engineering. At A Level though, we recommend the following for pupils choosing a Science subject:

- **Physics:** It is important to study Maths A Level or ‘Maths for Science’ alongside this (not both).
- **Chemistry:** It would be beneficial for pupils to study Maths A Level or ‘Maths for Science’ alongside this, but it is not essential.
- **Biology:** It would be of some value for pupils to study Maths A Level or ‘Maths for Science’ alongside this, but it is less important than for Physics or Chemistry.

Course Content:

The content will be taught through the context of the Sciences and will include the following:

- 1) Basic Maths Skills:
 - Rearranging complex equations
 - Unit conversions and dimensional analysis
 - Standard form and indices
 - Graphical analysis of relationships
- 2) Vectors and trigonometry:
 - Trigonometry
 - Vector algebra
 - Relative motion

- 3) Calculus for motion analysis:
- Graphical analysis of motion
 - Differentiation
 - Application of calculus to circular motion
 - Simple Harmonic Motion
- 4) Exponents and Logarithms:
- Logarithmic scales
 - Log algebra
 - Exponential growth and decay

DAUNTSEY'S PHILOSOPHY COURSE

Head of Department: Mrs. C. L. Marsden
Email: c.marsden@dauntseys.org

Course: L6th one-year programme

WHAT an intellectual adventure this is! Philosophers who opt for the Dauntsey's Philosophy Course will immerse themselves in the fascinating world of **THE BIG QUESTIONS**. We shall immerse - and then emerge - with a clearer sense of our own views, and, importantly, how we can justify them.

This course is designed to provoke. Inescapably it will provoke thought; oh-so-certainly it will provoke debate, and (ever-hopefully) it will provoke action.

THE BIG QUESTIONS will include:

- Are humans naturally selfish or altruistic?
- Is free will an illusion?
- What does it mean to be 'good'?
- Are there versions of 'me' or do I have an 'essence' that endures?
- How do you know you're not sleeping right now?
- (And the biggie) What is the meaning of life?

This course is for you IF...

... you think in **TECHNICOLOUR** (the world isn't black or white for you, and, moreover, you are comfortable with the grey areas ...).

... you are a deeply **CURIOUS** soul (you might wonder, for example, whether there is any such thing as a 'soul' ...).

... you enjoy participating in challenging and stimulating **DEBATE**.

... you are interested in **HOW OTHERS SEE**, and interact in, the same world you live in (even and especially if they do things differently to you).

... you want to refine your evaluative skills and learn how to construct a **COMPELLING ARGUMENT** on the page.

... you want a course that will **AUGMENT ANY AND EVERY OTHER** subject choice at A Level; will give you depth and breadth and insight; will help your university chances; will set you apart from other students at any interview.

... you want to join a gang of philosophers who, like you, are interested and interesting and want to have some **FUN**.

SAPERE AUDE!

ANCIENT GREEK GCSE

Head of Department: Mr. D. E. Hodgkinson
Email: d.hodgkinson@dauntseys.org

Course: GCSE/Greek (J292)
Examination Board: OCR
Papers: Greek Language (J292/01)
 Greek Prose Literature A (J292/02)
 Greek Verse Literature A (J292/04)

Ancient Greek - say what?!?

Back from the dead, and by popular demand, Ancient Greek, a mainstay at England's schools for the last 500 years, is now on offer to Sixth formers at Dauntsey's, who would like, as it were, a fourth column add-on to their three A Levels.

Some FAQ...

What will I be studying? Ancient Greek, language and literature.

What level will I be studying at? GCSE.

How long will I be studying for? Two years - Lower and Upper Sixth, four lessons a week.

What will I end up with? A GCSE qualification in Ancient Greek, 9-1, and the habit of a lifetime.

Do I need to have done any prior study? No! - although there is a Fifth form club (that you might want to join asap, if this is a serious choice); so long as you do a bit of work over the Summer on the Alphabet (see 'Key point to note' on next page), you should be good to go, come the Autumn.

What are the papers like, that I will end up taking?

There are three papers:

- a **Language** paper, that requires you to do some Greek-English comprehension and translation, and that comes with an 11-page prescribed vocab list (i.e., if you know all the words on the list, you know all the words in the exam).
- a **Prose Literature** paper, in which we study some stories from Herodotus, the first Historian, who never let the facts get in the way of a good story; this year, the stories are about Psammetichus (an Ancient Egyptian pharaoh, who tried an unusual language experiment with two babies), Crocodiles (as is), Mycerinus (another Egyptian pharaoh, who partied from dusk till dawn), and some Pygmies (just a short story).

- a **Verse Literature** paper, in which we read a bit of Homer's *Odyssey*, Book 7 - that's the bit where Odysseus is questioned by Queen Arete, in particular as to why he is wearing her husband's best suit; in reply, Odysseus tells her he has just spent the last seven years on the island of Calypso, a beautiful goddess, who forced him to sleep with her every night.

Key point to note

Ancient Greek requires you to get comfortable with the Ancient Greek alphabet; and although our alphabet is based on it, some of the letters are different - but, if you can master it, you can then send secret messages to your best friend, that no-one else will understand! Here is the alphabet - see if you can spot the letters different to ours...

Upper case: Α, Β, Γ, Δ, Ε, Ζ, Η, Θ, Ι, Κ, Λ, Μ, Ν, Ξ, Ο, Π, Ρ, Σ, Τ Υ, Φ, Χ, Ψ, Ω

Lower case: α, β, γ, δ, ε, ζ, η, θ, ι, κ, λ, μ, ν, ξ, ο, π, ρ, σ or ς, τ, υ, φ, χ, ψ, ω

English equivalent: a, b, g, d, e, z, ē, th, i, k, l, m, n, x, o, p, r, s, t, u, ph, ch, ps, ō

Anything else?

We do trips! Last year we went to Pompeii, and explored the sites of Pompeii, Herculaneum and Oplontis, all frozen in time on 24 August, AD79, by Vesuvius; this year, we are staying a bit more local, and visiting Hadrian's Wall; next year, if the Gods be willing, the plan is to visit Greece and tour its ancient sites (Athens, Delphi, Mycenae and Tiryns).

COMPLEMENTARY CURRICULUM

Head of Department: **Mrs. A. Allen**
Email: a.allen@dauntseys.org

The Complementary Curriculum programme runs throughout the Lower Sixth year. The overall aim of the programme is to encourage pupils to think about matters that are not normally covered by their academic studies as well as providing them with practical skills in the wider world.

There are four elements to the programme:

- All pupils will choose one taught module - each module lasts for approximately six weeks. The choice is made from a broad range that may change from year to year. This year the courses are as follows:

Vaughan's Cookery	Skills for Adventure
Current Affairs	Mandarin
Creative Writing	Yoga
Film Studies	Romania - Planning and Fundraising
First Aid	Political Theory and International
Introduction to Printmaking	Relations
Tennis Leaders	

- All pupils will do two weeks on three chosen Compulsory Modules out of the five below:

Basic Cookery Skills
 Money Management
 First Aid
 Employability

- A series of talks and lectures given by outside speakers. It is hoped that these talks broaden the views of the pupils and alert them to some of the possibilities of life beyond School.
- Some of the Complementary Curriculum sessions are given over to careers advice and University applications. This will include a presentation on work experience, instruction in how to fill out a UCAS form and interview training.

LEADERSHIP, SPORT AND ADVENTURE (LSA)

ILM Level 2 Course Leader:

Mr. S. Moore

Email: s.moore@dauntseys.org

Youth Sports Award Course Leader:

Mr. M. Olsen

Email: m.olsen@dauntseys.org

This course is designed for pupils who would like to study three A Level subjects and a fourth additional qualification. While the EPQ is recommended for most pupils doing three subjects, especially due to its recognition by universities both in the form of UCAS points and for the skills that it teaches, the LSA course is a good alternative for those who are not particularly interested in the EPQ or who would be better suited to a more vocational fourth option.

The LSA course is comprised of two existing programmes, which together make up a combined offering that is exclusive to Dauntsey's. This combination will be taught as a one-year course for a total of four periods a week over the course of the Lower Sixth. It is primarily about developing skills in leadership and self-management, so pupils do **not** have to be strong sportsmen or women themselves to take the course. The individual qualifications are as follows:

Level 2 Extended Award for Young Leaders

This Award is designed to help young learners develop a range of essential skills and behaviours. They will learn about, and gain experience in, areas such as self-leadership, team-leadership, planning, strategic thinking and volunteering.

This will be done through a combination of classroom instruction and practical sessions outside of the classroom, which will be designed to give pupils real leadership opportunities. The course is structured around three taught modules, a high-pressure leadership day, a major project and practical leadership tasks.

This part of the course is run by our Head of Adventure Education, Sam Moore.

The Youth Sports Award (YSA)

This Award is not about pupils' sporting skills, but instead states its aims as helping pupils to 'grow their leadership, enhance their wellbeing and to achieve in life'. For pupils who already do lots of sport, it will enable them to evidence what they have achieved. For pupils who are less active, it will challenge them to do more but will also provide other opportunities. These might involve helping with the organisation of a sporting event, or picking up qualifications in other areas like coaching, officiating or first aid.

The YSA is assessed by pupils collecting evidence that demonstrates their skills and experiences in areas like leadership, volunteering and teamwork. As part of this, it is anticipated that pupils will gain recognised qualifications in areas such as coaching and officiating.

As with the ILM Award, the YSA is designed to develop skills that may help with university applications and future employability, though will not provide any UCAS points. This part of the course is run by our Director of Sport, Marcus Olsen.

UNIVERSITY ENTRANCE AND POST 18 PATHWAYS

Head of Careers: **Mr. J. F. O’Hanlon**
Email: j.ohanlon@dauntseys.org

Pupils are given guidance on how to go about the selection of suitable courses to study at University. The fact that there are over 300 Universities now in the UK, offering in excess of 50000 courses, makes the task a seemingly daunting one. The following structured programme is followed at Dauntsey’s:

- At the beginning of the L6th all pupils review their Work Experience placement and are given a briefing on options they may wish to explore after leaving school. They are encouraged to register their career interests with the department to assist with the organisation of sector specific events. Pupils are encouraged to explore further Work Experience placement opportunities which are relevant to future career aspirations and also to look at insight courses such as Headstart, Small Piece Trust, InvestIn as well as university Taster courses.
- As part of the Complementary Curriculum pupils undertake an Employability course which considers how to ‘read the job market’ and effectively prepare for selection. The course includes a module run by an executive business coach who works in the university sector and the Shortlister video interview practice tool
- In the spring term pupils spend time using the UNIFROG platform which allows them to explore UK and international university destinations and Apprenticeships as well as a range of MOOCs which provide a wealth of development opportunities beyond the syllabus.
- Over four days in the spring and summer term there is a Higher Education and Post Dauntsey’s Planning Conference. Speakers usually include a University Admissions Officer, representatives from a GAP Year organisation, an Independent Careers Adviser, an adviser on International University applications, a Higher-Level Apprentice and recent ODs from a variety of courses and institutions. They will receive specific advice on the UCAS process, on how to complete their application and how to write the personal statement. In addition, they will receive help with interview skills.
- The school acts as a Test Centre for certain admissions tests such as those required by Oxford and Cambridge.

All pupils are encouraged to consult at any time with House Staff, teachers and the Careers Department about their ideas and plans. Specific advice on Oxford and Cambridge entrance may be obtained from Dr. S. W. S Openshaw (STEM) and Dr. S. Wells (Arts and Humanities). Mr. V. R. Muir runs a Medical Focus group for those interested in Healthcare related courses.

Pupils are also strongly recommended to use Open Days to help with deciding which Universities to apply to and to attend events promoting apprenticeships and school leaver schemes.

UCAS receives applications from 1st September of the year prior to going up to University up until 15th January. However, for Oxford, Cambridge and Medical, Dental and Veterinary Schools the deadline is 15th October.

Apprenticeship and school leaver schemes have rolling recruitment programmes and pupils are advised on the best means to explore these.

Some candidates may defer their entry and take a GAP year; some are best advised to apply post A Level.

In an increasingly competitive market for places at the top Universities, in addition to the requirement of high grades at GCSE and A Level, some institutions will call candidates for interview. Interview practice is offered by a specialist company called DUO Ltd as well as the Careers department, subject specific staff and, where appropriate, other specialists and Mentors. Preparation for Healthcare interviews is also given including the MMI format.

Preparation for interviews for apprenticeship and school leaver programmes is also given including guidance through what to expect in Assessment Centres and access to the Shortlister video interview platform.

GAMES

Head of Academic PE: Mr. J. Devney
Email: j.devney@dauntseys.org

Director of Sport: Mr. M. J. Olsen
Email: m.olsen@dauntseys.org

Sport plays an important role in the Dauntsey's curriculum and Sixth Form pupils are expected and encouraged to take an active part. There are many activities available, both team and individual, from recreational to competitive levels.

It is seen as important that pupils should understand the wider implications of active participation in sport and exercise, with particular reference to health and life-style. As a result, some time is spent on the theoretical aspects of Physical Education as well as the acquisition of skills.

It is possible to base A Level projects in Science around aspects of Physical Education and Sport, e.g. Biomechanics, Exercise Physiology, Learning and Motor Skills.

P.E./Sports Science/Recreational Management may be studied as specialist subjects to degree and postgraduate level at a variety of universities and higher education institutions. It may be offered as a single or a combined honours degree course, followed by a PGCE if teaching is the intended profession, or a B.Ed.

Activities available may include:

AEROBICS	KAYAKING
ATHLETICS	NETBALL
BADMINTON	RIFLE SHOOTING
BASKETBALL	ROWING
BOOTCAMP	RUGBY UNION
CONDITIONING	SOCCER
CRICKET	SQUASH
CROSS-COUNTRY	SWIMMING
DANCE	TENNIS
FENCING	YOGA
HOCKEY	

If required by the School, all pupils must participate in team games.

The team games are:

Autumn Term: Boys' Rugby
 Girls' Hockey

Spring Term: Boys' Hockey, Basketball and Football
 Girls' Netball

Summer Term: Boys' Cricket, Tennis and Athletics
 Girls' Tennis and Athletics

Also, throughout the year, Dauntsey's School puts out teams in many other sports - Swimming, Badminton, Horse Riding, Fencing, Squash, Cross Country, Table Tennis and Rifle Shooting.

Pupils are selected by the Heads of Sport as to which team sport they play.

ADVENTURE

Head of Adventure Education: Mr. S. Moore

Email: s.moore@dauntseys.org

Adventure is a key part of life at Dauntsey's and as you enter the Sixth Form there are many opportunities to develop yourself through challenge. A willingness to have a go and to look for challenges defines a Dauntsey's pupil.

We have ten behaviours that all our adventures encourage, such as being able to learn from experiences, whether successful or not and being organised but flexible. These behaviours, developed through your adventures and experiences, will transfer directly back to your academic work and your day-to-day School life.

Sixth formers are also invited to join our Assistant Instructors scheme where they work alongside members of staff to deliver adventures for the Lower School, gaining valuable experience as they shoulder responsibility for making programmes happen.

Adventures available to you in the Sixth Form include:

- **Brecons Challenge** - Our own adventure race that has pairs of pupils running, mountain biking and kayaking across nearly 50km of the Brecon Beacons.
- **Climbing Club** - Access to the School climbing wall during weekly sessions and trips out to venues around the South.
- **Duke of Edinburgh's Award Gold** - Enrol in the world's most famous youth development scheme, taking on Volunteering, Physical, Skill sections and Expedition, by foot, canoe or sailing boat.
- **Jolie Brise** - Join the Sailing Club and have access to our very own tall ship. More than one hundred years old, sailed, owned and maintained by you, the Jolie Brise has a full cruise schedule at half terms, Easter and summer breaks.
- **House Adventures** - Many houses have adventures planned for their Sixth Form groups, from ropes course challenges, to canoe trips to campfires in the grounds of the Manor.
- **Devizes to Westminster** - For forty years Dauntsey's pupils have been taking part in the toughest canoe race in the UK. Taking place over Easter weekend you will paddle 125 miles, camping and cooking for yourself and find toughness and resilience you didn't know you had.
- **Overseas trips** - Varying from year to year, these trips will take you to the far corners of the globe to have adventures. Past trips have been to the Alps, Romania, India and Bhutan.

For further information regarding the adventure programme, please contact Mr. Moore



www.dauntseys.org

Telephone: 01380 814500 Fax: 01380 814501 Email: info@dauntseys.org
Dauntsey's School, West Lavington, Devizes, Wiltshire SN10 4HE