

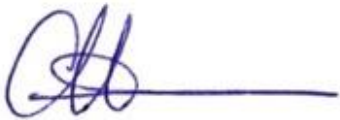
GODOLPHIN
SIXTH
OPTIONS
2026-2028

The Options Process

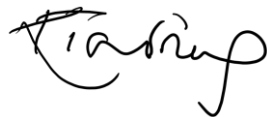
For Godolphin students the process for choosing courses runs through the Spring Term. The new school timetable is constructed during the Spring and Summer Terms, and the timetables and programmes are then finally agreed. The process falls into these phases.

- Opportunities to discuss option subjects with Heads of Department and broader teaching staff.
- Tutors support and advise students in making their choices.
- Students will submit their options form by early February.
- The new bespoke timetable will be built around the options selected.

We understand that this process may raise many questions, and most can be fielded by subject teachers, Heads of Department as detailed below, or tutors. If you do have any further queries, please do get in touch via email hillmanc@godolphin.org or tarringk@godolphin.org.



Dr Chris Hillman
Academic Deputy



Mrs Katherine Tarring
Head of Godolphin Sixth



Art, Craft & Design

Godolphin Sixth

Head of Department: Nick Eggleton

Examination Board: AQA

Why study Art? So far you have been made aware of the creative world around you, inspiring you to produce a range of work in different specialist areas. Now is the opportunity for you to take your existing knowledge and develop it further in a creative, personal and innovative way. You will extend your understanding of the role of other practitioners, both past and present, allowing you to put your own work into context. We want you to be a part of that creative world and to influence it with your own ideas and imagination. The greater freedom that the course allows will give you the opportunity to discover more about yourself and your individual creativity. Although we are always around to give you help and advice and to monitor your progress, you are free to explore on your own the direction that you want to follow.

You will get the opportunity to build on your existing knowledge by using the extensive facilities here within the Art & Design studios. What makes us unique is the range of disciplines that we offer, the specialist studios available to you until late at night and the specialist teaching that you will receive from the very talented and creative staff. Access to the wider community of artists is encouraged through our network of contacts. We pride ourselves on creating new and innovative work with our students. The department has no house style; we are constantly creating new work, reacting to current ideas and approaches. Individuality is encouraged to allow you to fulfil your potential. Students from here go on to study on a variety of courses both nationally and internationally. The traditional route is to do an Art Foundation Course before progressing onto a degree. Many students use an A-level in this subject to obtain entry onto courses such as Architecture, Product Design, Engineering Design, Film and Animation, Art History, Fashion, etc.

Course content Lower Sixth

Unit 1: Coursework A residential trip to Cornwall or Birmingham will inspire and enthral. You will visit art galleries and museums as well as the surrounding area to obtain inspiration for your own practical work.

Unit 2: Externally Set Assignment This is an externally set starting point to explore and create more of your own practical work.

A-level

Unit 1: Coursework This is a more self-directed, personal investigation beginning at the end of the Lower Sixth and continuing until late January of the Upper Sixth. You can study any aspect of art and design in detail. It includes a written 3,000-word personal study as well as a portfolio of practical work and sketch book.

Unit 2: Externally Set Assignment This is an externally set starting point to explore and create more of your own practical work.

Assessment Lower Sixth

Unit 1: Coursework

Unit 2: Externally Set Assignment

Upper Sixth

Unit 1: Coursework

Unit 2: Externally Set Assignment



History of Art

Godolphin Sixth

Head of Department: Sara Radice

Examination board: Pearson Edexcel

Why study History of Art A-level?

Curious about what art means or how and why it was made? Then History of Art A-level could be for you. An endlessly fascinating subject, it connects everything else you have ever learnt. History of Art combines well with arts and sciences as we explore how buildings stand up, the science of light and the maths behind harmonious proportion as well as the literary and historical contexts in which art is made. The lessons – exploring art through talks, film and discussion – are taught in a relaxed, but intellectually vigorous, atmosphere more like university than school. You will learn and use the correct artistic vocabulary in your essays to articulate your enthusiasm and knowledge (though help is on hand for those who need to develop their writing skills). While you do not need to be able to draw, you do need to be academically curious, enthusiastic, and open-minded to engage with the ideas that have shaped our culture. Artists express ideas about society, history, politics, wars, religion, power and all the big questions in life: love, death, joy and sorrow. Studying this subject opens your eyes to the world and helps you understand what it is to be human.

History of Art stimulates intellectual enquiry and encourages independent thought as it requires observation, reflection and analysis as well as critical thinking and effective communication: brilliant university preparation. Career opportunities abound for art history graduates: research, publishing, journalism, museums, the art market, curating exhibitions, restoration, advertising, interior design, education and television.

Course content

For Paper 1, part A, you will be taken on a visual journey from Ancient Greece to contemporary Europe and beyond the European tradition, in order to explore the evolution and role of art, as well as the historical and social contexts in which it was made. You will learn how to understand materials and methods, as well as explore the form and function of art and architecture. For **part B** you will explore two themes in depth. First, the way that Nature is used as a source of inspiration, a symbol of belonging or an ideal of perfection in art and architecture. We will examine how Nature's motifs, messages and materials have been used across time and place. The second theme is War, where art and architecture can express ideas of triumph or loss, and it can support or challenge the conflict. Over time and place, attitudes to that art can also change. For both themes we will examine critical texts and works of art from within and beyond the European tradition, from 500BC to the present.

For Paper 2, you will focus on two periods which you will be able to explore in greater depth: 'Invention and illusion: the Renaissance in Italy, (1420 – 1520)', and 'Rebellion and Revival: The British and French Avant-Garde (1848–99)'. In both periods, great social and technological changes took place which were matched by extraordinary artistic originality and inventiveness. We will study three Italian Renaissance city states: Florence, where a new-found passion for Classical learning combined with republican civic pride and fears of damnation for sin, and led to breath-taking spending on art; Venice, where the same ingredients, combined with the city's unique structure - both geographical and political - resulted in art which reflected its diversity; while patrons in Papal Rome were able to command art on different scale altogether. You will visit Italy as part of the course in the Upper Sixth to see the art you have studied in situ. For the second period, we will explore how artists in Britain and France responded to the industrial, political and social revolutions of the era. As artists shook off the shackles of academic control to develop new responses to the modern world, they set artistic changes in motion which are with us to this day. On a visit to London in the Lower Sixth we will explore both this topic and Paper 1, so you will see everything from Greek sculpture and Gothic cathedrals to Pointillism and Picasso; from paintings of revolutions to revolutions in painting.

Assessment

Paper 1, Section A: Visual Analysis

Three compulsory photograph questions.

Paper 1, Section B: Themes

Two themes selected; compulsory questions on each period: one extended response on two works and one essay exploring works and critical texts
(3 hours)

Paper 2 Periods Two periods selected; compulsory questions on each period: two short questions exploring one aspect of one work; one extended response exploring at least two works and one long essay exploring works and critical texts.
(3 hours)

There is no coursework, but students who wish to develop their independent learning through research and extended writing, could choose to take an Extended Project Qualification (EPQ) and examine an aspect of art.

A biology laboratory setting with various glassware and plant samples. In the foreground, there are several glass beakers and test tubes containing green plant cuttings submerged in water. A pile of white, oval-shaped pills is scattered on the surface. In the background, a microscope is visible on a lab bench, and a person in a white lab coat is partially visible, working. The overall scene is brightly lit with a cool, blueish-green color palette.

Biology

Godolphin Sixth

Head of Department: Anna Thommesen

Examination Board: Pearson Edexcel Specification A

Why study Biology?

Many will tell you Biology is not essential if you want to study medicine. However, why would you not study the science of life if you want to become a doctor? It is a good choice if you are interested in studying Medicine, Dentistry, Veterinary Science, Physiotherapy, Biochemistry, Molecular Biology, Environmental Studies, Forensic Science, Sports Science ...the list goes on and on! Biology used to be restricted to the study of plants (botany) or animals (zoology). But times have changed; research has taken place at such an incredible rate since the structure of DNA was first discovered that the subject you study at A-level is nothing like the course taught just a few decades ago. Genetic engineering is now a reality. At A-level you learn about the facts – how new cures for diseases could be developed – as well as the ethical concerns. This is the science that has a social conscience and this course makes you think about the moral dilemmas facing biologists at the cutting edge of research.

Course content

Over the course of two years, you will study eight topics. These topics are approached as case studies, taking everyday issues and exploring the biology involved. The topics studied in the first year of the course cover a diverse range of subjects including cardiovascular disease, cystic fibrosis, stem cell therapy and the conservation of rare species. The four topics studied in the second year of the course cover aspects of forensic biology, immunology, sports physiology and the workings of the human brain.

The names of topics are as follows:

Topic 1: Lifestyle, Health and Risk

Topic 3: Voice of the Genome

Topic 5: On the Wild Side

Topic 7: Run for your Life

Topic 2: Genes and Health

Topic 4: Biodiversity and Natural Resources

Topic 6: Immunity, Infection and Forensics

Topic 8: Grey Matter

Assessment

At the end of two years, there will be three papers. Each paper is two hours long and each is worth 33% of the total marks. Paper 1 will test Topics 1–4, 5 and 6. Paper 2 will test Topics 1–4, 7 and 8. These papers may include multiple-choice, short open, open-response, calculations and extended writing questions. Paper 3 will include questions from Topics 1-8, including synoptic questions that may draw on two or more different topics. There will also be one section of questions based on a pre-released scientific article.

In line with the new regulations, a minimum of 10% of the marks will be awarded for mathematics at Level 2 or above (GCSE). These questions will test mathematics within biological contexts and include statistical tests.

All papers will include questions that target the conceptual and theoretical understanding of experimental methods.

Practical Endorsement



Business

Godolphin Sixth

Head of Department: David Miller

Exam Board: Edexcel

Why study Business?

Why do some firms set up next door to their competitors while others set up as far away as possible? How do some firms make a profit and a loss at the same time? How can you motivate workers who are doing the same repetitive task every day? These are just some of the questions that you will be able to answer after having studied Business. You will have the knowledge to set up your own company and the ability to problem solve just like James Dyson! If you are looking to cut your teeth in business, then you can participate in the H4H Enterprise scheme where students set up and run their own company in the Lower Sixth. Never been in a factory before? Then join us in the Mini Cooper car factory in Cowley, Oxford where you can see robots hard at work assembling the body of the car, followed by the labour-intensive task of adding on all the separate car parts to make up the final product, before it is driven off to be road tested.

Many of our business students go on to study the subject at university, either reading Business Management or Business Administration, or a specialist area such as Accountancy. Your career options and the variety of companies that you will be able to work for are endless and it really is a case of picking a product or service that particularly enthral you, as every firm needs employees with business acumen.

Course content

The specification is organised into four themes. Following an introductory section on entrepreneurship, you will then work through the core topics of human resources, marketing, operations and finance. Once the internal workings of a business have been covered, you will then explore how business strategy can be affected by the external environment and study companies that operate on a global scale. In the latter part of the course, you will research and investigate a particular industry which is pre-issued by the exam board.

Assessment

There will be three exam papers to sit at the end of the course, each lasting two hours. Papers 1 and 2 are each based on two of the four specific themes, while Paper 3 is synoptic, using case studies based on the researched industry.



Chemistry

Godolphin Sixth

Head of Department: Mr Jack McNulty

Exam Board: Edexcel

Why Study Chemistry?

Chemistry is fundamental to our world and has shaped everything around us. From medicines to fuels, from clothes to bio-degradable polymers, chemistry is not only responsible for what we have now, but is also at the forefront of the research to improve things in every way. From nanowire development for solar cells to enzyme research to stop the premature deterioration of fruit, chemistry is important in our push to identify and resolve so many of the problems facing us and our planet in the coming years. Studying chemistry not only prepares you for the real world, allowing you to have a reasoned view of the main issues we face, but also gives you a qualification that is one of the most sought after in a CV when applying to a university. This is because it not only proves your ability to recall information, as many subjects do, but also that you can apply the concepts you have learnt to new situations and analyse data in order to come to valid conclusions. You gain life skills that are highly sought after by universities and employers alike, such as the ability to solve problems, complete practical work, synthesise information, link ideas and think logically. You learn when and where to use qualitative and quantitative methods, how to observe and record findings accurately and precisely as well as how to critically analyse and evaluate the methodology used in experimental and investigative activities.

Tell me more

A-level Chemistry builds on the knowledge and understanding developed at GCSE. You will learn the answers to many interesting questions, such as why the things around you appear the way they do, why some solutions are coloured, why some reactions occur whilst others do not and why keeping your room tidy is impossible, as you cannot compete with entropy! The course aims to stimulate interest in and enjoyment of chemistry, a subject which not only occupies a central position amongst the sciences but which also fits well with numerous other A-levels outside of Biology, Physics and Mathematics. It is an essential A-level for the progression into medicine, dentistry, veterinary science and pharmacy, but following a chemistry route also opens up a wide range of professions from environmental sciences and art conservation to forensic science and patent law. However, if a myriad of industrial based jobs becoming available to you does not fill you with inspiration, there would always be the best job in the world at your feet, as there is a world-wide shortage of chemists in education! Chemistry is a subject that broadens the range of courses you can apply for at university and the types of subsequent employment, rather than narrowing your choices. For all of this, and much more, chemistry has to be one of the most fascinating and pivotal subjects you could ever decide to study.

Course content

The A-level is gained by taking three examinations that cover the following topics and topic extensions from the second year of study: atomic structure; chemical bonding; redox reductions; element and compound structures; the periodic table; reaction rates; equilibria; acid-base equilibria; redox reactions; energetics; transition metals; organic chemistry and modern analytical techniques. Two examinations have specific syllabus content within them and the third is a general examination that includes the practical skills assessment.

Assessment

Examination 1: Advanced Inorganic & Physical Chemistry - 1 hour 45 minute exam in June (30% of A-level)

Examination 2: Advanced Inorganic & Physical Chemistry - 1 hour 45 minute exam in June (30% of A-level)

Examination 3: General & practical principles in Chemistry - 2 hour 30 minute exam in June (40% of A-level)



Classics

Godolphin Sixth

The Classics Department offer three separate A-levels: Latin, Greek and Classical Civilisation.

Examination Board: OCR

Why study Classics?

The great philanthropist John Paul Getty, when asked why he preferred classicists as his senior executives, simply replied 'They sell more oil'. For 'oil' read 'renewable energy' and you have a modern mantra that explains why Classicists are so highly employable: they are trained to think analytically; they have studied human nature, politics, art, science, linguistics, rhetoric, poetry, drama and philosophy over the course of an empire that lasted for a thousand years; and they have a breadth of vision to which no other subject even comes close.

Latin or Greek

Course content

Students focus on Latin Language and Latin Literature, or on Greek Language and Greek Literature, with an equal divide in the lessons allocated. Students are encouraged to engage with the set texts in an adult way, and to offer their own insights into the author's methods and intentions. In Latin we study sections of Cicero's Pro Roscio Amerino, followed by Tacitus' Annals in the prose section; for verse we begin with the masterly opening of Virgil's Aeneid Book IV and then extracts from Ovid's wonderful poem, the Metamorphoses Book VII. In the Upper Sixth additionally we study sections from Tacitus and Ovid in translation which increases enjoyment and understanding of our Latin set texts. Students will also be prepared for the unseen sections of the summer exams through regular translation of the prescribed authors. Together with the literature component, this will offer students a firm, wide platform from which to progress to studying at undergraduate level.

Assessment

There will be four exams:

- **Unseen:** 1 hour 45 minutes. Unseen passages from Livy and Ovid
- **Comprehension:** 1 hour 15 minutes. A passage from any prose author with content, translation and grammar questions
- **Prose Literature:** 2 hours. Questions on Latin extracts from both prose set texts, with a final essay question
- **Verse Literature:** 2 hours. Questions on Latin extracts from both verse set texts, with a final essay question

Classical Civilisation

Course Content

Students focus on three modules: The World of the Hero runs throughout the Lower and Upper Sixth, concentrating on Homer's Iliad, where we look at the Greek hero, Achilles and his Trojan Counterpart, Hector. In the Upper Sixth we read the great Roman epic, The Aeneid with its tortured hero Aeneas who struggles to found the new Troy in the face of tough opposition from the goddess Juno. In the Greek Theatre module, students study the origins and background to drama in Ancient Greece and read three of the greatest texts in depth: Sophocles' Oedipus the King, Euripides' Bacchae and Aristophanes' Frogs. The final module, Greek Religion encompasses the practicalities of religious ritual, and the role it played in society, alongside the functions and layout of famous temple complexes. Learners will also explore the nature of the gods and their relationship with mortals, which will help develop their sense of the central role religion played in the life of everyday people.

Assessment: There will be three Exams:

The World of the Hero (40% of overall marks):
2 hours 20 Minutes

Greek Theatre (30% of overall marks):
1 hour 45 minutes

Greek Religion (30% of overall marks):
1 hour 45 minutes

Computer Science

Godolphin Sixth

Head of Department: Simon Carter

Examination Board: AQA

Why study Computer Science?

Computer Science and technology have come to the fore in recent years. What was once seen as a niche subject is now understood to be fundamental to society. With the recent advent of ChatGPT, the huge potential of AI has become suddenly apparent to the population at large. Similarly, algorithmic bias is now a common topic of debate. Computer science is mainstream, and a critical skill in this fast-moving world. There is no better time to study Computer Science. Computer Science is the study of how computers and computer systems work, and how they are constructed and programmed. It enables you to solve problems, design systems, and understand the power and limits of human and machine intelligence. You will develop a unique way of thinking about issues, problems and situations that uses the powers of logic, algorithms, precision and abstraction, called computational thinking. This influences fields far beyond those you might imagine, including Biology, Chemistry, Linguistics, Medicine, Psychology, Economics, and Statistics.

Computer Science encourages innovation, creativity, resourcefulness, and resilience. It empowers us to move from being consumers of technology to producers and shapers of technology. Computer Science enables us to understand and contribute to debate about societal issues involving computation, such as software patents, identity theft, genetic engineering, electronic voting systems for elections, complex modern financial trading systems, and so on. And how many of us can watch a movie these days without being amazed by the wizardry of the talented individuals creating the effects on the computers? Computer Science studied in combination with creative A-levels such as Art and Music opens up a range of fascinating future paths in fields including TV and film VFX, sound engineering, app development, animation for film and games, and interactive technologies (virtual reality, augmented reality and mixed reality). As well as the traditional "power combination" of Maths, Further Maths, Physics and Computer Science, it also will provide a distinctive technological edge to Economists, Engineers and Entrepreneurs.

Course Content

Topics studied are:

- Fundamentals of programming
- Hardware and software
- Data structures
- The Internet
- Problem solving and the theory of computation
- Computer organisation and architecture
- Algorithms
- Databases and software development
- Data representation
- Communication: technology and consequences
- Regular languages
- Object-orientated programming and functional programming

Assessment

Paper 1: Programming and the theory of computation 2-hour 30 minute on-screen exam (40%)

Paper 2: Theory of computing 2-hour 30 minute written exam (40%)

Individual programming project: Extended coursework project starting in the summer of the Lower Sixth and completed by Easter in the Upper Sixth (20%)

Further Study and Employment: Opportunities abound in computer science and related fields: university degrees include Computer Science, Information Systems, Cybersecurity, Data Science and many more. Alternatively, an increasingly popular option is to join one of a range of salaried and fully funded degree level apprenticeships with employers such as Dyson, PWC, Deloitte, GCHQ, IBM, and JP Morgan. Post-degree employment options are varied and plentiful.

In an uncertain economic climate, computer science is an excellent choice.



Economics

Godolphin Sixth



Head of Department: David Miller

Examination Board: Edexcel

Why study Economics?

Ever wondered what ‘the credit crunch’ was actually about? Or how a rich country such as the UK can possibly owe over £2trillion? Or why it is expensive to shop in some countries but much cheaper in others? These are the sorts of issues that will be covered during your study of Economics. It will provide you with a fascinating insight into the workings of the global financial system, as well as equipping you with the necessary knowledge to hold an intellectual economic debate and wow your guests at future dinner parties!

You will find that, once you learn the basic theory, many of the lessons will relate directly to the current issues in the news. Economics is addictive and you will find your knowledge expanding on topical issues such as European migration to a degree that you would not have previously thought possible! There will be the opportunity to participate in the H4H Enterprise scheme, join the Economics History Club, and experience the wider economic world through trips to the City of London and the Mini Car Factory in Cowley, Oxford.

Economics is a popular subject at university, both in its own right, and as part of a degree such as PPE (Philosophy, Politics and Economics). While strong mathematical ability is not required at A-level, many university courses will require A-level Mathematics. Your career options are wide and varied and, statistically, you will be amongst the top future graduate earners!

Course content

The specification is split into four distinct sections, each one based largely on either microeconomics or macroeconomics. You will learn to analyse markets on a micro level as well as understand the problems that are often encountered in running markets. The focus will then switch to the UK economy and how it has evolved, before studying the global economy and looking at issues such as poverty and economic development.

Assessment

There will be three exam papers to sit at the end of the course, each lasting 2 hours. The first two papers will each examine two of the four specification themes, and the final paper will be synoptic. There will be a wide range of different examining methods used in these papers including data response questions based on case studies, multiple choice and essay questions.

A close-up, slightly blurred photograph of a stack of books. The books have various colored covers: green, white, blue, and grey. A green fabric bookmark ribbon is tucked into the top book, extending downwards. The text 'Extended Project Qualification (EPQ)' is overlaid in white serif font at the bottom of the image.

Extended Project Qualification (EPQ)

Godolphin Sixth

What will the course cover?

Component 1: Drama and Poetry Pre-1900

Students study one Shakespeare play, one other pre-1900 drama and a pre-1900 poetry text. Students will explore the periods in which the writers lived and how this influenced their artistic choices and learn to compare them.

Component 2: Comparative and Contextual Study

Students study and compare two texts chosen from a topic area in preparation for the close reading of an unseen prose extract. Here students will be encouraged to articulate sophisticated, personal and creative responses to the chosen texts and use different critical interpretations to inform their reading.

Component 3: Literature Post-1900

For this coursework unit, students will study one prose, poetry and drama text written after 1900, at least one of which is a contemporary literary text published post-2000. Students produce two pieces of work (approximately 3,000 words) which represents 20% of their overall grade. Tasks include a comparative exploration of two texts and either a close reading analysis or re-creative task with commentary on the third.

How will you be assessed?

Component 1: Written exam 2hrs 30mins

Component 2: Written exam 2hrs 30 mins

Component 3: Coursework offering the choice of different task types and free choice of literary texts from the post-1900 period (including one post-2000 text)

Centre Coordinator: Sara Radice

Examination board: AQA

Why take the EPQ?

If you have a thirst for intellectual inquiry and enjoy exploring topics beyond the curriculum, the EPQ could be for you. Since 2009, a number of A-level students have undertaken the EPQ and this will now be an option in any subject where there is a supervisor available. The project, which can be on an academic topic of your choice (agreed with your supervisor), takes the form of a 5,000 word dissertation supported by a presentation to a non-specialist audience with a question and answer session. The dissertation must not be merely descriptive, but pursue an original line of argument analytically. Alternatively, you can choose to create an artefact, film or performance, supported by a 1,000 word essay.

You will start to think about your topic and apply to do the EPQ in the spring term of the Lower Sixth and the project will be submitted in the Autumn or Spring Term of the Upper Sixth. Supported by weekly meetings with your supervisor, you will learn skills that are really valuable for university such as managing a large scale project, carrying out research using specialist libraries and archives, preparing a bibliography, reading critically, writing at length with footnotes, presenting your findings and, perhaps most importantly, reflecting on your progress and the results. The bulk of the research will be carried out over the Summer holiday.

Course content

AQA suggest that the project should take approximately 120 hours. You will spend roughly 30 hours in sessions with your supervisor learning the relevant skills of how to manage your project and carry out research and extended writing. You will need to keep a production log of all stages of the project, reviewing and evaluating your progress. You will have to complete a number of forms which should reflect each stage. Significant marks are allocated for the process of the project and the strategies you have used to meet your stated objectives. You should consider carefully whether you have the time to take on this extra work without affecting your other subjects.

The EPQ is an excellent introduction to university-style independent work, as it allows you to develop organisational skills – balancing it with your other A-level subjects to achieve your stated aims. You will have the opportunity to learn how to use an academic library and should aim to look at a variety of sources for your research or learn to use new technologies. Key marks are awarded for problem solving, decision making and creative thinking. You will need to think critically and analytically, as well as demonstrate understanding of the complexities and connections made in your project. Often the best projects are those which make links between your A-level subjects. Finally, you will be marked on your communication skills, ability to present your findings and self-assessment of your learning during the project.

Assessment

The EPQ is equivalent to an AS level but, unlike the AS, students who achieve over 45/50 marks can gain an A* grade.



Future Skills

Godolphin Sixth

Head of Department: Joan-Hwa Day

What is Future Skills ?

The programme draws from the Universal Framework found in [The Skills Builder Partnership](#), a set of essential skills developed by the biggest recruiters, employers and educators throughout the UK. Godolphin's Future Skills Programme chooses eight of these fundamental skills to serve as the foundation for students' personal and academic development:

- Listening
- Speaking
- Problem Solving
- Creativity
- Staying Positive
- Aiming High
- Leadership
- Teamwork

This framework spans the entirety of a young person's school life and move to Higher Education. Importantly, there is no specific qualification for this programme, instead students are assessed on engagement rather than attainment. These skills, according to Godolphin's mission, are designed to prepare students not only for academic excellence but also for success in their future careers and personal lives. The modules are intended to support and align with Godolphin's four core values; ambition, authenticity, courage and kindness.

In Godolphin Sixth, the Future Skills programme provides tailored experiences to foster a comprehensive approach to student development. This encourages students to take on new challenges within school and in the wider community, where they can explore varied perspectives, and cultivate essential skills. We partner with experts beyond school to inform and broaden horizons, on issues such as financial awareness, the impact of AI, personal growth, professional expertise, mental health awareness, personal safety, and vital soft skills for life beyond education. Our structured programme aims to transform students into confident communicators, critical thinkers, adaptive learners, courageous risk-takers, and self-motivated, knowledgeable adults.

By collaborating closely with alumnae and Godolphin parents, the Future Skills program enhances students' existing talents while introducing new competencies. Students hone their CVs, and grow their networking skills to gain tailored work experience; they develop confidence through a comprehensive mock interview programme; their understanding of Post-18 options is informed by input from alumni, parents, employers and universities; and, importantly, their decisions are underpinned by one-to-one mentoring with tutors, and careers and university specialists. The program offers specialised support through the MedVet and Oxbridge Society, alongside assistance with applications to UCAS and degree apprenticeships. Above all, we aspire for our students to become curious learners for life, confident in their skills and abilities and capable of applying them to navigate all the opportunities, challenges and activities they encounter.



Geography

Godolphin Sixth

Head of Department: Sarah Collishaw

Examination Board: AQA

Why study Geography?

Geography is dynamic - the world is constantly changing. It is a subject which covers vital issues that are affecting us today and provides you with transferable skills used in other subjects and in everyday life. Learning is through discussion, critical thinking, extended research, data analysis, GIS skills, fieldwork, and case studies, where you will grasp complex issues, formulate your ideas, write essays, and complete individual research. As an A-level subject, Geography combines well with both arts and science subjects, and it is highly valued by universities.

Course content and assessment

We follow the AQA Geography A-level syllabus (7037). This will be taught as a two-year course with four days spent on fieldwork as a compulsory element. There are three components:

Component 1: Physical Geography: is 2 hour 2 ½ hour written exam worth 40% of the total marks. The topics studied are: Coasts, Ecosystems and the Water and Carbon cycles. There are a range of different questions to answer, which include short-answer, data response and essay questions.

Component 2: Human Geography: a 2½ hour written exam worth 40% of the total marks. The topics studied are: Changing places, Globalisation and Governance, and Changing urban environments. There are a range of different questions to answer, which include short-answer, data response and essay questions.

Component 3: Geography Fieldwork Investigation – students complete a 4,000-word individual investigation, based on either a physical or human geography topic, and which must include data collected in the field. It must be based on a question or issue defined and developed by the student relating to any part of the specification content studied. This piece of work is worth 20% of the final marks. It is moderated internally as well as externally by the exam board.

Fieldwork: all students are required to undertake four compulsory days of fieldwork during their A-level course. We visit London (the City, Spitalfields and Brick Lane), Bruton in Somerset, the Dorset Coast, as well as using our local environment. Fieldwork provides an excellent opportunity to investigate further a geographical topic or issue studied in class as well as practising fieldwork skills for the NEA. There will be an approximate fieldwork cost of between £150 to £200.



History

Godolphin Sixth

Head of Department: Andrew Milford

Examination Board: OCR

Why study History?

The main aim of the History Department is to make the subject a source of pleasure and enrichment, one to which students will want to return for the rest of their lives. Above all, history should be interesting, informative and enjoyable. History offers a wonderful spectacle of every type of human being trying to cope with being alive in the times into which they were born. Love, hate, greed, generosity, brilliance, stupidity – all human life is there. Our A-level students are regularly challenged to broaden their understanding of the subject through wider reading and enrichment activities. Discussion is also vitally important as it broadens perspectives, introduces new ideas and develops critical, analytical and evaluative thinking and writing. The subject is brought to life through a variety of educational visits; previous visits have included theatre trips (to see *Hamilton*), the Chalke History Festival and a tour of Berlin. Planning for a potential trip to the USA is currently underway.

We also focus on making sure students develop the skills they will need to be excellent students of history. We teach students how to critically examine evidence, think analytically and evaluatively about causation, continuity and change, develop balanced arguments and reach supported judgements. History is an exciting, challenging and extremely rewarding subject at A-level. In addition, the A-level is highly regarded by university admissions tutors, regardless of which subject you want to study at university. Studying history helps you to develop your analytical and evaluation skills. It is also immensely interesting and great fun!

Course content

Paper 1: British period study and enquiry - England 1485–1558, the Early Tudors (Enquiry topic: Mid Tudor Crises 1547–1558)

You will study the Tudors and explore the following questions: How successful were they? Why were there so many changes to the Church and to religion in this period, and what impact did these changes have? How serious was the opposition the Tudors faced? How did England's relations with foreign powers change? What were the personal strengths and characteristics of each Tudor monarch and why did this matter?

Paper 2: Non-British period study: The American Revolution, 1740-1796

You will study the American Revolution and explore the following questions: How strong was British hegemony in North America before the revolution? What were the causes of the American Revolution? What were the events of the American Revolution/War of Independence? How successful was the early republic?

Paper 3: Thematic study and historical interpretations: Russia and its Rulers, 1855-1964

You will study Russia's tsarist and communist rulers and explore the following questions: How did the nature of government change? What was the impact of dictatorial regimes on the economy and society of the Russian Empire and the USSR? What was the impact of war and revolution on the development of the Russian Empire and the USSR? What was the impact of dictatorial regimes on different nationalities and satellite states?

Paper 4: Topic-based essay (coursework)

You will complete a 3,000–4,000-word essay. Most students will be supported to complete the essay on 20th Century Germany, although it can also arise out of content studied elsewhere in the course, or from a student's personal interest. If the title is based around a lively historical debate, it's suitable! The coursework is assessed by the teacher and moderated by the examination board.

Assessment

Paper 1 One and a half hours paper (25% of A-level)

Paper 2 One hour paper (15% of A-level)

Paper 3 Two and a half hours paper (40% of A-level)

Paper 4 A 3,000–4,000 word coursework essay (20% of A-level)



**Leiths Introduction to Confident
Cooking**

Godolphin Sixth

Head of Department: Elana Noppé

The Leiths Introduction to Confident Cooking is a Godolphin Sixth cookery course for a lifetime of cooking, part time work, gap year travel, own enjoyment, and Duke of Edinburgh Gold Skills. The course is entirely practical, with a global, modern, and delicious curriculum. You will develop a love of cooking, with a broad range of technical skills. You will master recipes from the everyday to occasions; from breakfasts and casual brunches to afternoon tea, sharing plates and celebratory dinners. Examples of dishes include Herby Three Cheese Macaroni with Garlic Crumb and Courgette and Lemon Salad; Pulled Chicken and Red Pepper Fajitas with Garlic Sour Cream; Prosecco Poached Peaches with Honey Mascarpone.

The course is written and assessed by Leiths Education. Weekly lessons are taught by Leiths trained teacher. You will have access to structured time plans for each practical session. You will also learn how to write your own time plan for the practical assessment.

Course length

- A 40-week scheme of work (five terms), L6 to U6
- Each session is approximately 3 hours long.

Assessment

- Weekly recipe log of menu tasting and evaluation via the Leiths interactive online portal.
- Online Level 2 food hygiene and allergens assessment
- Written menu planning coursework task
- One 2.5 -hour practical assessment examined by a visiting Leiths teacher.
- Grading: pass 60%; Merit 75%; Distinction 90%

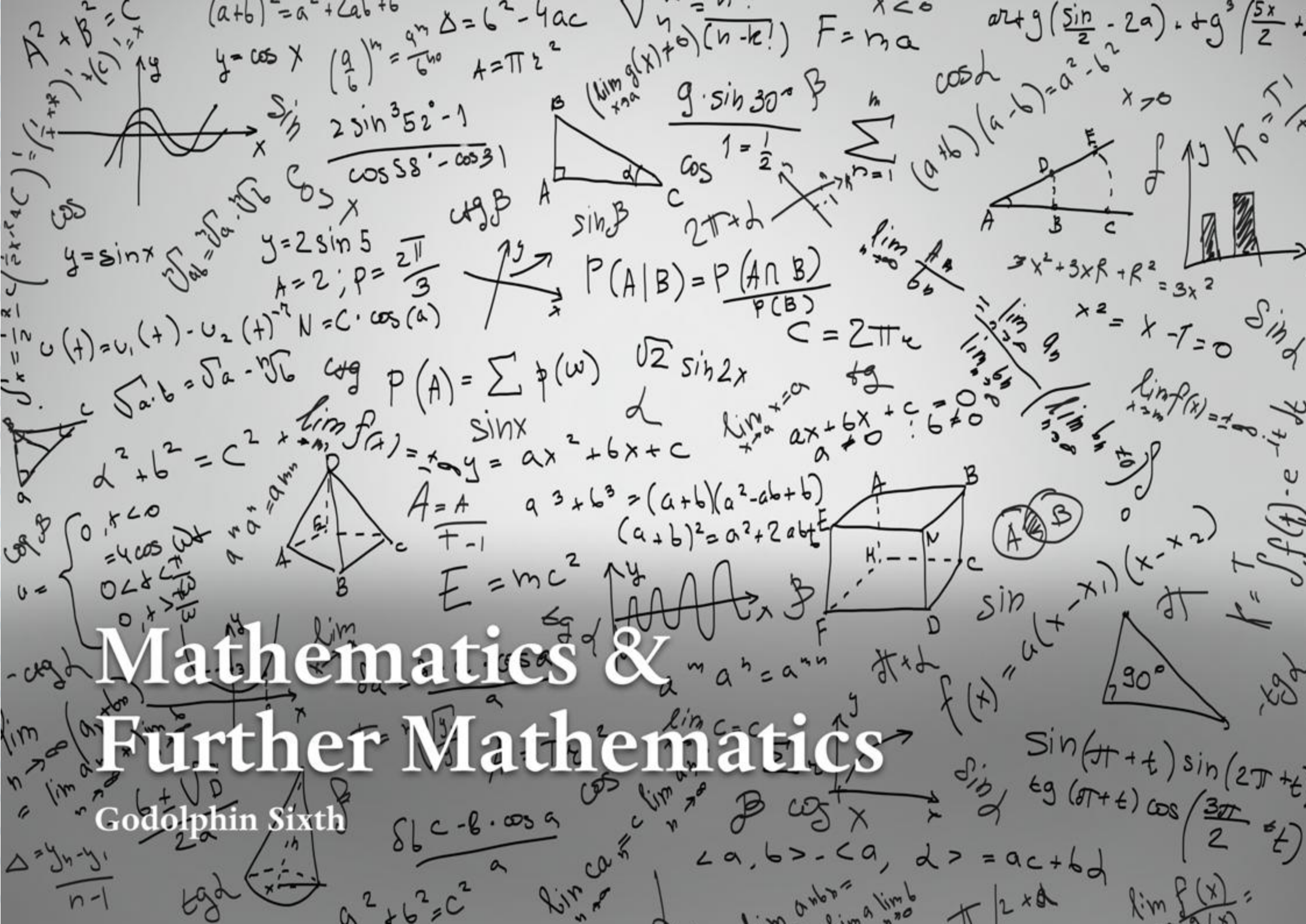
Benefits of the course

- Equips you with important skills for life.
- Develops confidence, creativity, and maturity.
- Enhances your employability.
- Improves your time management, organisational and teamwork skills.
- Valuable addition to your CV
- Is an ideal addition to your UCAS personal statement

By the end of the course, whether going on to fend for yourself at university, cook for friends and family or cook professionally, you will have developed the skills, knowledge, confidence, and enthusiasm to enjoy a lifelong love of food and cooking.

Mathematics & Further Mathematics

Godolphin Sixth



Head of Department: Geoff Smith

Examination Board: Pearson Edexcel

Why study Mathematics?

Studying mathematics improves your logical thought processes, enhancing your ability to reason and argue. You learn the fundamentals of proof and learn to appreciate the beauty of mathematics and the enjoyment gained by tackling and succeeding in solving challenging problems. The A-level Mathematics course also supports the understanding of the numerical aspects of many courses including the sciences, Psychology, Economics, and Geography.

Mathematics is very highly regarded by universities and by employers. It is preferred in a number of subject areas including natural sciences (especially physics and engineering), computer science, economics and medicine. Any students considering reading mathematics, engineering, physical sciences, computer science or economics at the leading universities should consider taking the Further Mathematics course. Mathematics is arguably one of the most flexible of all degrees, leaving graduates with an unsurpassed range of openings. Many of our Lower Sixth study Mathematics so, if you enjoy the subject and are expecting to gain a high grade at GCSE, why not join us!

Course content

Mathematics:

Pure Mathematics, including algebra, geometry, calculus – differentiation.
Applied Mathematics (Mechanics and Statistics)

Further Mathematics:

Pure Mathematics.
Including complex numbers and formal proof.
Applied Mathematics.
(Mechanics, Statistics and Decision Maths)
Students study two Core Pure Mathematics units and two optional units chosen from Further Pure Mathematics, Mechanics, Statistics or Decision Mathematics

Assessment

Assessment is at the end of the Upper Sixth by means of examination papers; there is no coursework element. All examinations allow the use of standard calculators or graphical calculators.

A full-page photograph of the Eiffel Tower in Paris, France, under a clear blue sky. The tower is the central focus, with its intricate lattice structure clearly visible. In the foreground, there is a green lawn and a path, with some trees and a few people walking. The background shows a clear blue sky with a few wispy clouds.

MEL

French & Spanish

Godolphin Sixth

Head of Department: Nathalie Monediere

Examination Board: AQA

Why study Modern Languages?

The question is not ‘Why on earth should languages be useful to me?’ but ‘Why on earth would they not be?’ Studying a language and the culture of the people who speak it will:

- Expand your horizons and outlook on the world through exposure to other cultures and enhance your experience of travel
- Increase your understanding of the priorities of countries that are of key significance to the future of the UK
- Put you at an advantage over others in today’s globalised labour market, opening up career opportunities in Europe and beyond
- Help you to develop such important and transferable skills as communication, analysis, problem solving, debate and independent and creative thinking

Do not allow yourself to be deceived into believing that everyone around the globe speaks English – 75% of the world does not – and, for those that do, it is to their advantage – not yours! Be aware that demand for linguists is high in terms of employability: a large number get and keep jobs in the crucial first years after university and horizons are much broader than the obvious translation or teaching. There are gaps waiting for you to fill in journalism, marketing, finance, engineering, interpreting – to mention just a few.

The satisfaction of expressing yourself and talking about the things you really want to in another language is immense. Your mind will be broadened through exploring and developing your ideas and opinions on a variety of stimulating topics.

You will be encouraged to go and practise your languages in the relevant countries, either re-visiting former school trip haunts with increased independence or by branching out in your own right: you may be able to do your work shadowing week, or other work experience, in another country.

A comment from one of our former students:

‘It’s rewarding to find yourself talking about modern issues and current events and being able to express yourself in another language.’

N.B. Languages currently available in Godolphin Sixth are French and Spanish.

Course content

Social issues and trends

Political and artistic culture

Grammar

Literary texts and films

Assessment

Paper 1: Listening, reading and writing (2 1/2 hours)

Paper 2: Writing (2 hours)

Paper 3: Speaking (23 minutes)



Music

Godolphin Sixth

Director of Music: Kathy Chalmers

Examination Board: AQA

Why study music?

Music is thrilling, busy, thoughtful, demanding and a world apart from the daily routine of school life. It is both scholarly and practical (with 60% coursework). It is highly regarded by universities who recognise the dedication and skills that are required of musicians as well as the cultural breadth that a musical education has given them.

Course Content

You will play, compose and appraise (analyse) music.

Performance: You will give a public recital on your main instrument of one or more pieces lasting at least 10 minutes.

Composition: You will carry on composing pieces as you did at GCSE. You will produce two compositions, one in your own style (Free Composition) and one in a style set by the board (Brief Composition). For this, you will also learn the principles of formal harmony.

Appraising: In the third part of the course, you will study a wide range of music from the following categories: Western Classical Music (Mozart Opera, Baroque Concertos and Romantic Piano Music), Music for Film and Music for Theatre. This will also involve lots of listening, musical analysis and historical study, and includes one 30 mark essay.

Assessment

Performance (35%) One recital of at least 10 minutes on first instrument, recorded in March of U6 (marked externally)

Composition (25%) Two pieces: A Free Composition and Brief Composition (marked externally)

Listening (40%) One written paper lasting 2 hours 30 minutes (marked externally)



Performing Arts (BTEC)

Godolphin Sixth

Head of Department: Caroline Loader (January 2025)

Examination Board: Pearson/Edexcel

Why study BTEC Performing Arts?

This is a tremendously exciting and vibrant course, which challenges you to commit to the discipline and art of live performance in the context of a level three qualification. You may be a passionate and experienced performer who is considering going on to work in the industry, in which case this course will allow you to develop your skills to a higher level and help prepare you for drama schools far more fully than a traditional A-level. You might be someone who enjoys drama at GCSE and wants to pursue it as part of a balanced study of A-levels, or you might be fascinated by the technical aspects of the performing arts and wish to work practically to develop your expertise. If so, this is the course for you.

You will study a wide range of contemporary practitioners and techniques during the course, and of course you have access to the wonderful Performing Arts Centre, where you will be able to perform frequently throughout the course.

Course Content

You will study four units during the course, three of which are mandatory and one of which is chosen by us from a selection of options. You are assessed through practical exploration, written assessment and performance examinations. This is a practical training in the performing arts, not a theoretical course of study. The course has the same UCAS value as a traditional two-year A-level qualification, has the same number of teaching hours each week as any other A-level course and can be taught directly alongside other subjects. Depending on the areas of study you wish to pursue, you can customize elements of the course to suit your strengths and interests.

Assessment

Unit 1 – Investigating Practitioner’s Work You will investigate the work of performing arts practitioners and develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work. This unit will give you skills in research, critical analysis and extended writing that will support your progress to higher education.

Unit 2 – Developing Skills And Techniques For Live Performance You will explore technical performance skills with a focus on developing skills and techniques in at least two performance styles. The skills you gain in this unit will prepare you for progression to further study, training or higher education by equipping you with practical and technical skills key to your development as a performer.

Unit 3 – Group Performance Workshop You will explore and integrate creative, physical and vocal skills and techniques, working collaboratively to create a performance in response to a given stimulus. The work may be in a single discipline or combine elements of dance, acting, musical theatre and variety.

Unit 4 – Your Optional Unit A fourth unit will be chosen from the following titles, by negotiation: Interpreting Classical Texts For Performance, Acting Styles, Developing The Voice For Performance, Improvisation, Movement In Performance, Musical Theatre Techniques and Variety Performance.



Physical Education

Godolphin Sixth

Head of Department : Richard Hall

Examination Board: OCR

Why Study Physical Education?

Studying A-level Physical Education will give you a fantastic insight into the amazing world of sports performance. It covers the physiology, psychology and sociology aspects of sport and provides an in-depth understanding of how you can improve your performance and coaching through application of the theory. It is particularly useful if you wish to further your studies in sports science, sports medicine, sports psychology, physiotherapy, teaching or sport and leisure management. Careers in sport are rapidly increasing to include performance, coaching, management, marketing and business in the UK and worldwide.

Course Content

A-level PE has been highly successful with 100% of students achieving A*– B in 2025. Pupils follow the OCR A-level syllabus. A-level PE includes the study of Applied Anatomy and Physiology, Exercise Physiology, Biomechanical Movement, Skill Acquisition, Sports Psychology, Sport and Society and the Role of Technology in Physical Activity and Sport. They will also complete a non-exam assessment: one practical performance, as either a performer or coach in an activity, and one performance analysis task.

Assessment

Assessment is 70% theory 30% practical. Students will complete three examination papers

- H555/01 Physiological factors affecting performance 2 Hours
- H555/02 Psychological factors affecting performance: 1 Hour
- H555/03 Socio-cultural issues in physical activity and sport: 1 Hour

They will also complete a non-exam assessment: one practical performance, as either a coach or a performer in an activity, and one performance analysis task (EAPI). Pupils may be required to attend a moderation day where they will be assessed in their chosen sport.

Physics

Godolphin Sixth

V/A	VALUE
110	0,5 A
120	0,6 A
140	0,705 A
160	0,8 A
180	0,89 A
200	0,923 A
220	0,95 A
240	1,02 A

Head of Department: Rob Pocklington

Examination Board: AQA

Why study Physics?

Some things are big things, like galaxies. Some things are small things, like quarks. Physics not only allows you to measure and predict the behaviour of both of these entities, but everything in between.

As Isaac Newton nearly said, 'being good at Physics is about standing on the shoulders of giants and looking that little bit further', and in A-level Physics we get to meet those giants, and view the world from their perspective. Within the first term of A-level Physics it is possible for students to ask questions to which there are yet no answers, both within and beyond the A-level specification. If you want to ask those big questions, and in the future do your bit towards answering them, then Physics is for you. If you want to express your creativity with the prospect of clear rights and wrongs then Physics is for you. If you want to exercise logic, and be guided by intuition, then Physics is for you. If you want an A-level that is very highly regarded, facilitating, challenging, and provides a range of transferrable and desirable, skills, then Physics is for you.

Modern life relies on physics in many ways. The ubiquitous internet can only function by the extreme levels of control exerted over light and electrons by devices that physics bring to life. The success of mobile phones relies on only two things, physics and the human need for social interaction. Many branches of medicine rely on the production and detection of sound, electromagnetic or nuclear radiation, all of which demand the input of physicists. Almost all engineering around the world is just physics with more money, and a deliverable outcome. All of these applications of physics, while handy to have and great achievements in their own right, do not express the fundamental enjoyment of looking at the world through the lens that Physics gives you.

Course content

- Particles and radiation
- Waves
- Mechanics and materials
- Electricity
- Further mechanics and thermal physics
- Magnetic, electric and gravitational fields
- Nuclear physics
- Astrophysics

Assessment

Assessment is via three written papers, each lasting 2 hours. Each paper examines a specific subset of the course content plus knowledge of practical experiments, situations and techniques including error analysis.



Politics

Godolphin Sixth

Head of Department: Andrew Milford **Examination Board:** AQA

Why study Politics?

Starmer or Farage? Democrats or Republicans? Liberalism or socialism? Lively, relevant, controversial... there are many ways to describe A-level Politics, and there's no denying that it's one of the most interesting and engaging qualifications you can choose. Covering news and current affairs from the UK and US, Politics will help you understand how and why the UK is governed as it is, the politics of the USA, and the political ideologies that underpin the modern world. An understanding of these fascinating and important topics will grow your confidence and expand your 'cultural capital'.

Politics is a subject that is very much alive, constantly shaped by leaders, politicians, events, businesses, pressure groups and, of course, voters. Many of the case studies and events you will write about in your exams are yet to happen! Much lesson time will be devoted to discussing and analysing real time political developments and applying them to our theoretical understanding. The subject is further brought to life through educational visits; all students will travel to Westminster to see Parliament in action, and planning for a potential trip to the USA is currently underway.

Studying Politics will develop your understanding of structures of authority and power, how political systems differ, and enable you to interpret, evaluate and comment on the nature of politics and government. You will also develop a range of transferrable analytical, debating and communication skills - all of which are valuable in a wide range of university courses and careers. Politics is ideal if you're considering studying Politics, Law, International Relations, Sociology, History, Ethics, Advertising or Journalism at university. It is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service.

Course content

Paper 1: Government and Politics of the UK.

You will study the government of the UK, exploring the British Constitution, Parliament, the prime minister and cabinet, the judiciary and devolution. You will also study the politics of the UK, exploring participation, elections and referendums, political parties, pressure groups and the European Union.

Paper 2: Government and Politics of the USA and Comparative Politics.

You will study the government of the USA, exploring the Constitution, Congress, president and Supreme Court. You will also study the politics of the USA, exploring elections, political parties, pressure groups and civil rights. Finally, you will compare the US system with that of the UK, which will reinforce your understanding of both.



Product Design

Godolphin Sixth

It's a 3D world. All the products that you own or use have been designed and manufactured by somebody. Imagine how satisfying it must be for the designer of a product that has made a real difference to the quality of someone's life?

This qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries such as Architecture, Product Design and Design Engineering.

Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

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

There is no need to have studied this subject at GCSE level, although it is obviously suited to students with a degree of creativity, sketching ability and who are comfortable in a workshop environment.

How will it be assessed?

Written exam:

Paper 1: (2.5 hours) 25% of A-level. Core technical principles and core designing and making principles. Mixture of short answer, multiple choice and extended response.

Paper 2: (1.5 hours) 25% of A-level.

Section A: Product Analysis. Up to six short answer questions based on visual stimulus of product(s).

Section B: Commercial Manufacture. Mixture of short and extended response questions.

Substantial design and make task:

45 hours (100 marks) 50% of A-level solving a problem of the student's choice.

Evidence: written or digital design portfolio and photographic evidence of final prototype.



Psychology

Godolphin Sixth

Head of Department: Stephanie Forward

Examination Board: AQA

Why study Psychology?

As the scientific study of mind and behaviour, Psychology will give you a fascinating insight into many of the internal and external influences on our mental processes and behaviour. As a student of psychology you will enjoy discussing the varied explanations for the human behaviours that we all display and also some slightly less day-to-day behaviours, such as committing crimes or having OCD. You will find answers to questions such as: Why do we follow the crowd so readily? What causes psychological disorders? What is actually going on in my brain when I am thinking? What influence does our experience in early life have on how we turn out as adults? Are we the product of our genes or our experience? Some of these will be scientifically proven fact, while others will be theories based on a certain amount of evidence. You will learn how to evaluate these theories by looking at the evidence.

Psychology will allow you to improve a whole range of academic skills such as critical analysis, scientific research skills and essay writing. It will also increase your understanding of human behaviour in a way that will benefit you throughout life, regardless of whether you continue the subject beyond A-level. The content of Psychology has cross-overs with a range of subjects; it combines well with arts, humanities and STEM subjects.

Psychology is well received at all universities; most accept it as a science. Career prospects for psychology graduates are very good as the skills gained are highly transferrable. Specific careers in psychology include Clinical Psychologist, Forensic Psychologist, Occupational Psychologist, Educational Psychologist, Counselling Psychologist and Sports Psychologist. The subject is also highly rated by employers in business, marketing, the media and teaching.

Course content

The A-level syllabus covers a broad range of topics within Psychology. The compulsory topics include: Social psychology (how we are influenced by the presence and actions of others); Memory (how it works and why it doesn't always work so well); Attachment (why early relationships between infants and caregivers might be so important for later life); Clinical psychology and mental health (what causes mental illness and how it can be treated) and Biopsychology (the biology behind our behaviour). There are also topics chosen from a list of options. These are subject to change, but include Forensic psychology (profiling of offender characteristics, why someone commits crime and how we deal with offending behaviour), Relationships (how they are formed and why they often break down), and Schizophrenia (diagnoses from symptoms, possible causes and treatments of this disorder). Throughout the course you will learn about the different ways that psychologists carry out research, and will practise using many of these methods yourself.

Assessment

There will be three examination papers at the end of the course each of 2 hours. There is no coursework.



Religious Studies

Godolphin Sixth

Head of Department: Julie Vaughan **Examination Board:** OCR

Why study Religious Studies?

The course offers students the chance to think critically and engage with relevant and important issues that are at the forefront of debate in the 21st century. Philosophy has been described as a '*quintessentially modern discipline*' *The Times* and its virtue lies in that it teaches not what to think but how to think. If you have an interest in philosophical and ethical issues, people and why people are religious then this subject could be for you. RS is highly regarded by universities for its ability to develop high level analytical and evaluative skills that are applicable to a variety of disciplines. It helps you understand what constitutes a sound argument and how to construct persuasive arguments of your own by marshalling evidence, expressing logical reasoning clearly and reaching justified conclusions, both orally and in writing. Additionally, it offers insight into the principles that underpin our political, legal and moral systems. Ideal preparation for the demands of university study, the course complements a wide range of A-levels in the arts and sciences. Studying A-level RS can assist entry to a diverse range of university courses such as medicine, the bio-sciences, law, psychology, philosophy, theology, development and area studies, history, sociology and religious studies. Prospective medical students find the medical ethics topics very useful and budding lawyers enjoy the chance to develop their skills in presenting arguments. It is not necessary to have completed a GCSE in Religious Studies to study the subject at A-level.

Course Content

Paper 1 Philosophy of Religion – An introduction to ancient Greek philosophical thought; the nature of the soul, mind and body; arguments about the existence of God; the nature of religious experience; the challenge for religious belief of the problem of evil; ideas about the nature of God and issues in religious language.

Paper 2 Religious Ethics – A study of ethical theories including Utilitarianism and Kant; the application of ethical theories to euthanasia, sexual ethics and business ethics; debates about ethical language and the idea of conscience, including the views of Aquinas and Freud.

Paper 3 Developments in Christian Thought – Historical and theological understandings of the person of Jesus Christ; Christian ethics; the changing roles of women in society and feminist approaches to theology; a study of the ideas and impact of Dietrich Bonhoeffer; Liberation Theology and Marx; the challenges posed by secularism and how developments in philosophy and politics have shaped Christian belief; Christianity and its relations with other faiths; understandings of human nature in the context of the purpose of life, the self and immortality; natural and revealed theology, including the relationship between faith and reason.

Assessment

There will be three examination papers at the end of the course each of 2 hours. There is no coursework.



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Although correct at the time of going to the press, this booklet may be superseded as part of our commitment to continuing improvement.