

Godolphin & Latimer

Sixth Form

# **CURRICULUM HANDBOOK**

2025-27



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# Introduction

The Sixth Form years have the potential to be the most exciting and rewarding of your school career. You will have chosen subjects that you enjoy and will be looking forward to Higher Education and making decisions about your future.

I am delighted that we are offering you a choice of curriculum in the Sixth Form: A Levels or the International Baccalaureate (IB). This Curriculum Handbook gives essential information about the nature of these two pathways, as well as the subjects available, their structure and modes of assessment. Individuals will make their final decisions about their Sixth Form curriculum in different ways. Some will begin by choosing their academic pathway and then confirming their subjects. Others will move from a firm decision about certain subjects to thinking about which route will suit them best. All students at Godolphin and Latymer have the academic ability to do well in either pathway.

As you consider the choices available, there are plenty of opportunities in school to seek advice and broaden your knowledge. You will be introduced to a number of aspects of Sixth Form life through different taster sessions, and you will be able to talk to teachers about the individual subjects on offer, including those newly available in the Sixth Form. You will also be able to make an individual appointment to discuss subject choices with a member of the Higher Education and Careers Team.

For timetabling and staffing purposes, we shall need to know each student's final Sixth Form choices by **Tuesday 4 February 2025**. Subject changes may be possible after this date, but our timetablers will begin work on the timetable for 2025/26 during February half term, so any late changes must be made within the constraints of the blocking that is fixed during that week.

Please keep an open mind about the A Level and IB routes until you have studied the information in this booklet very carefully and taken advice from the school. The 'Frequently Asked Questions' section

is also helpful. As a school, we are as familiar with IB requirements for Higher Education as we are with those for A Level; candidates from both pathways achieve excellent offers. Of last year's candidates who applied for university, the vast majority gained a place in their first choice university. University Admissions Tutors in the UK and abroad welcome both IB and A Level candidates. Please do consult the list of destinations for recent years on the school's website.

Whatever pathway you embark on, you will share a common Sixth Form experience with all your peers, whether A Level or IB students, of which your academic subjects are only one part. The personal development curriculum at the heart of the Sixth Form education at Godolphin and Latymer supports all students to become confident, reflective, resilient and compassionate learners and citizens who will leave school with a robust platform for a life of learning and engagement far beyond the classroom. Leadership opportunities, clubs and societies, lectures and, of course, shared form groups and the Sixth Form common room are just some of the other ways in which Sixth Form students will continue to collaborate across academic subjects and pathways.

If you are concerned about which subjects to choose, please bear in mind that as far as your future career is concerned, most employers will place more value on the skills you have developed and the experience you have gained at school and university than on the particular subjects you have studied. Do consult the pages in this booklet which summarise university entry requirements for certain subjects. When choosing subjects that are not required, remember that you are more likely to achieve the best academic results in subjects you really enjoy than in those you feel you ought to do.

I wish you well with your exciting decisions and look forward to welcoming you into the Sixth Form.

**Michelle Holder**  
*Director of Sixth Form*





# A Level Pathway

## An overview

A Level is a British examination system that is internationally recognised, and many Godolphin and Latymer parents will be familiar with the system from their own education.

**The school offers a range of subjects at A Level:** Ancient History, Fine Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre Studies, Economics, English Language, English Literature, French, Geography, German, Greek, History (Modern and Early Modern), Politics, History of Art, Italian, Latin, Mandarin, Mathematics, Further Mathematics, Music, Physics, Religious Studies (Philosophy and Religion), and Spanish.

The A Level courses ensure that we maximise teaching and learning over the two years; all the subjects are taught as two year courses, with all external written examinations to be taken in the summer of the Upper Sixth year. Internal school examinations for both A Level and IB students take place at the start of the summer term in the Lower Sixth to provide information about their progress so far, and enable them to consolidate their learning as they move on into the Upper Sixth.

We expect all girls who opt for the A Level pathway to choose four A Level subjects initially. This allows for breath and flexibility as many students will change their mind about their subjects and possible university pathways during the course of the Lower Sixth; if a girl decides to discontinue one of these subjects at the end of the Lower Sixth, that subject will count as academic enrichment on her university application and will be officially reported as a Godolphin and Latymer qualification. Those who choose Mathematics and Further Mathematics (equivalent to two A Levels) may do so as two of a total of either four or five A Level choices.

CHOICE 1	CHOICE 2	CHOICE 3	CHOICE 4	CHOICE 5 (optional)
A LEVEL 1	A LEVEL 2	A LEVEL 3	A LEVEL 4	A LEVEL 5 only if Further Mathematics is one of the choices*
All students will undertake the Extended Project Qualification (EPQ) alongside their A Levels. The project is completed early in the Autumn Term of the Upper Sixth. Students do not necessarily have to submit the final project for external assessment but should be aware that the EPQ is highly valued by many universities. For more detail see page 9.				

***\*Bear in mind that if you take five A Levels you will be timetabled for 25 out of 29 lessons per week before any PE or Sixth Form enrichment.***

The A Level system allows for a degree of specialisation through the Sixth Form, giving the experience of studying usually three or four subjects in depth for two years. While specialisation can be attractive, girls should bear in mind that they are preparing for a world of work that is rapidly changing. They will benefit from developing skills and experiences beyond their A Level subjects and will have the opportunity to do this through additional study for the Extended Project Qualification (explained at the end of this section) and extra- and super-curricular activities.

Universities have indicated that they expect the vast majority of candidates to have three or four A Levels. Many have also stated that they value the EPQ highly as it teaches students to be independent thinkers and equips them with invaluable research and extended essay writing skills.

# The Structure of the A Level Courses

**Assessment of the A Level courses is as follows:**

Qualification	Assessment	Other information
<b>Ancient History</b>	Exams 100%	
<b>Biology</b>	Exams 100%. A separate assessment for practical skills	Student must also pass the practical skills assessment
<b>Chemistry</b>	Exams 100%. A separate assessment for practical skills	Students must also pass the practical skills assessment
<b>Classical Civilisation</b>	Exams 100%	
<b>Classical Greek</b>	Exams 100%	
<b>Computer Science</b>	Exams 80%; non-exam assessment 20%	
<b>Drama &amp; Theatre Studies</b>	Exams 40%; non-exam assessment 60%	
<b>Economics</b>	Exams 100%	
<b>English Language</b>	Exams 80%; non-exam assessment 20%	
<b>English Literature</b>	Exams 80%; non-exam assessment 20%	
<b>Fine Art</b>	Non-exam assessment 100%: 40% is allocated to tasks set by exam boards and completed in a specified time	
<b>French, German, Italian, Mandarin, Spanish</b>	Oral exam 30%; Written exams 70%	
<b>Geography</b>	Exams 80%; non-exam assessment 20%	
<b>Latin</b>	Exams 100%	
<b>Early Modern or Modern History</b>	Exams 80%; non-exam assessment 20%	
<b>History of Art</b>	Exams 100%	
<b>Mathematics</b>	Exams 100%	
<b>Further Mathematics</b>	Exams 100%	
<b>Music</b>	Exams 40%; non-exam assessment 60%	
<b>Religious Studies</b>	Exams 100%	
<b>Physics</b>	Exams 100% A separate assessment for practical skills	Students must also pass the practical skills assessment
<b>Politics</b>	Exams 100%	

## Examinations

Students entering the Sixth Form in September 2025 will take all written examinations in May/June 2027.

# The EPQ

## (Extended Project Qualification)

The AQA Extended Project Qualification (EPQ) is an integral part of the Lower Sixth curriculum for students choosing the A Level route. It involves completing an individual research project over a one-year period and is highly valued by Higher Education institutions.

One of the benefits of the EPQ is that it encourages students to extend and develop their interests beyond the material covered in the A Level syllabus and to explore their passion for a topic. Some may choose to research into a subject discipline that they are not studying at school; for many the project informs and confirms their university course choice, becoming an important part of their personal statement.

The EPQ typically involves a 5000-word essay, based on the student's own sustained research. Alternatively, students may choose to produce an artefact of their choice, eg. a piece of artwork, a musical composition or a piece of creative writing, which is accompanied by a shorter written report. All students complete a Production Log, which documents their research journey, and deliver a presentation in the Autumn Term of the Upper Sixth.

The projects are student-led, but they are guided and supported by an individual project supervisor supervisor. Throughout the year the students attend a series of taught skills sessions which include guidance on time-management, academic research, academic integrity, and essay craft. These are delivered by a dedicated EPQ team. The knowledge and skills gained are in turn very useful in preparing students for the transition to university and later employment, and the project is a great developer of students' intellectual curiosity. Many students have said the EPQ is an extremely rewarding element of their Sixth Form study.







NOT CLEARING  
THIS KNOWING  
IS NOT ENOUGH

AIMS  
→

THEME WEEKS  
MAKING SURE  
THEY ARE  
RELEVANT  
AND  
MEANINGFUL

SET OUT  
EXPECTATIONS  
→

COUNCIL  
THEME WEEKS



# The IB Diploma Programme

The IB Diploma Programme (IBDP) is not a course; it is a coherent programme designed by educationalists to prepare students for effective participation in a rapidly evolving and increasingly global society. It encourages individuals to be inspired by the world through academic studies and through experiential learning within the school context and beyond. By nurturing a growth mindset and encouraging reflection in all aspects of their studies, we strive to ensure that students undertaking the IBDP develop into lifelong learners, motivated to effect positive change in their own lives and the global community (of which we are a part).

**The IB Mission Statement encapsulates what is compelling about the Diploma Programme and fits naturally with our school ethos and our school aims:**

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

**The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:**

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude toward learning that will prepare them for higher education and for lifelong learning
- study at least two languages including English and gain further understanding of different cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the Extended Essay
- enhance their personal development and widen their experiences through creativity, activity and service (CAS)



# The IB Curriculum

IB Diploma Programme students must choose one subject from each of five groups (1-5) ensuring breadth of knowledge and understanding in English, a modern foreign or classical language, the social sciences, the experimental sciences and mathematics. For their sixth subject, students may choose either an arts subject from Group 6, or a second subject from Groups 2 to 4. At least three and not more than four subjects are taken at Higher Level (HL) while the other subjects are taken at Standard Level (SL). We recommend that students take three HL and three SL subjects as there is no requirement to complete four HL courses and all universities base their offers on three HL subjects and a total number of points. Some students who are undecided will start with four HL subjects and decide which one to drop to SL, usually by the end of the first year. The main difference between Higher Level and Standard Level is the depth in which you cover the subject. It will vary from subject to subject but the differences could be in the depth of the content covered or in the level of questioning for the final exams.

<b>Group 1</b>	Language A (Mother Tongue)	English (Literature)
<b>Group 2</b>	Language B* and Classical Languages	French B, German B, Italian B, Spanish B, Latin, Greek, Mandarin B**, Italian ab initio, Mandarin ab initio
<b>Group 3</b>	Individuals and Societies	History, Economics, Global Politics, Philosophy, Geography, Art History**
<b>Group 4</b>	Experimental Sciences	Biology, Chemistry, Physics
<b>Group 5</b>	Mathematics	Analysis* and Approaches (SL and HL), Applications and Interpretations (SL only)
<b>Group 6</b>	Creative Arts and Electives	Theatre, Visual Arts, Music or a second choice from Groups 2, 3 or 4

**\*Language B courses are language acquisition courses and may not be studied by bilingual students or students with extensive (beyond GCSE) proficiency and experience of the language. Please discuss with the Head of MFL if in doubt.**

**\*\*Mandarin B and Art History are only offered at Standard Level.**

**\*\*\*Italian and Mandarin are also offered at ab initio level for students with no or limited experience in the language.**



# The DP Core

The **Extended Essay (EE)** asks students to engage in independent research through an in-depth study of a question which students devise relating to one of the DP subjects they are studying. The World Studies Extended Essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

**Theory of Knowledge course (ToK)** is a holistic approach to thinking. Through stimulating group activities and discussions, it teaches students HOW to think and allows for a cross-disciplinary and pluri-dimensional understanding of what knowledge is and how we know things to be true or not. The thinking skills developed in ToK are universal and can be applied to all six subjects studied as part of the IB course and beyond.

**Creativity, Activity, Service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. It encourages pupils to pursue new interests and challenges, develop their existing skills and passions and reflect on what these experiences have taught them through varied extra-curricular commitments. Students are encouraged to participate in activities where they can: explore their Creativity; remain active and healthy through physical Activity; and volunteer for Service experiences which will help others and be of learning benefit to themselves. CAS is designed to help students learn even more about themselves and the world around them, and provide them with an even more vibrant and varied Sixth Form journey.

## Assessment in the IB

Students take written examinations at the end of the programme which are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners. Depending on the subject, internal assessments are usually worth between 20 and 50% of the overall mark and are completed over the course of the two-year programme.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

# The IB Diploma and Universities

**The Diploma Programme is recognised and very well respected and regarded by the world's leading universities. The following are just some of the comments that have been made:**

*"Diploma Programme students are well-rounded, multifaceted, multiskilled and have studied in depth. They have good time-management skills. They score higher than students in other national systems, and the IB score is worldwide the same measure."*

Hrilina Lock, Undergraduate Admissions Manager, London School of Economics, UK

*"IB is well known to us as excellent preparation. Success in an IB programme correlates well with success at Harvard. We are pleased to see the credential of the IB Diploma Programme on the transcript."*

Marlyn McGrath Lewis, Assistant Dean of Admissions, Harvard University, USA

*"King's welcomes the great sense of energy, determination and diversity that IB students bring to the College, and how well they adapt to an academically rigorous study environment and university life. We believe this is in part thanks to the broad nature of the IB, which complements King's range of single honours and multidisciplinary degree programmes."*

Professor Sir Rick Trainor, Principal of King's College London

*"Skills in project work, language and essay writing are a real bonus. I would lean over backwards to admit IB students"*

Dr F Loebinger, Admissions Tutor at Manchester University

## Subject Choices: A Level or IB

Please note that the school imposes no blocking restrictions on your initial choice of subjects but reserves the right not to run a course if take-up is too low. We will do our best to accommodate requests for subject changes later in the year but these cannot be guaranteed.

Students who decide to follow the A Level route will finally complete four A Levels and the EPQ (Extended Project Qualification) or three A Levels and the EPQ; experience has shown us that a greater number of A Levels than this compromises high grades and super-curricular activities due to time pressure. The exception to this is if your fifth subject is Further Mathematics.

If you decide to follow the IB Diploma route, you will have a wider choice, since you will be studying six subjects. However, do not worry if you are not as strong in some of these subjects as others. Students choose to study three of their subjects at Standard Level and there are three different options of Mathematics course. This means that there is an appropriate opportunity for everyone to be successful.

**Please note that the final deadline for receipt of your subject choices form will be Tuesday 4 February 2025.**







# FAQ

## (A Level and IB)

### How do universities regard A Levels and the IB?

A Level and the IB represent two different philosophies of education, and university admissions tutors both here and abroad make offers to candidates taking either route. The IB is considered to be an excellent base for university study because encouragement of an enquiring, independent approach is embedded in the programme syllabuses. Universities also value highly the additional components of the Extended Essay and Theory of Knowledge (TOK) which can build research and critical thinking skills. However, many A Level students are now developing their research skills through the Extended Project Qualification (EPQ) and there are plenty of opportunities to develop your depth of knowledge through super-curricular and enrichment activities.

Students sometimes ask about comparative levels of depth of study. The IB Diploma is broader than A Levels, but Higher Level subjects are also studied in depth. Complementary subjects can be taken in both pathways and competitive universities will expect evidence that students have read beyond the confines of their syllabuses. Both A Level and IB students have achieved considerable success at UK universities which place an emphasis on depth of study, and at US universities which provide a broad Liberal Arts programme.

A Level offers from UK universities are normally based on three subjects, and typical offers from the universities to which our students apply are in the range A\*A\*A - ABB. In our experience, IB offers from universities in the UK, USA and mainland Europe have compared favourably with A Level, with most offers ranging from 32 to 39 points out of 45, with a 6 or 7 in one or, very occasionally, two of the HL subjects.

### Do Medical Schools show any preference for A Level or IB pathways?

For Medicine, as for all subjects, the universities are keen to take strong and committed applicants from either route. Varied work experience is crucial and Chemistry at A Level/HL is required by all. See page 20 for further specific details. The organisational and communication skills



developed within the IB programme are highly valued; A Level students can develop these through extra-curricular activities and the EPQ.

### What are the advantages and disadvantages of each route?

This is a difficult question to answer as it is very much a question of personal preference and the differences mentioned throughout this booklet will be seen as advantages or disadvantages by different students. The holistic nature of the IB programme ensures a balanced education, offering a wide range of study, the opportunity to keep career and higher education options open for longer and greater awareness of other cultures and communities. However, the A Level route allows free choice, within the confines of the timetable. Careful selection of four A Level subjects can also provide some breadth.

### How do the different workloads compare? Is one pathway harder than the other?

Over the course of the two years, there is little difference between the workloads of those who study four A Levels (20 periods per week + the EPQ), and those who take the IB (21 lessons + TOK). The different timing of coursework deadlines creates different pressure points within both programmes; planning ahead and using holidays effectively is essential for both pathways.



As far as levels of difficulty are concerned, it is very hard to get top scores in either pathway, but it can be done, as the strong performances at Godolphin and Latymer in recent years have shown (results in public examinations are available on the school website). The excellent achievements of individual students are not directly comparable between the pathways, but show that enthusiasm, hard work and excellent attendance will help you do full justice to your potential in either A Levels or the IB.

The heaviest Sixth Form programme involves five A level subjects (25 periods per week). Even the strongest students tend not to do themselves justice at A Level with five subjects as they have hardly any free time. It may be sensible to start with five A Level subjects if you wish to study Further Mathematics and then drop to four in the Upper Sixth.

### **Will my friendships be affected by the pathway I choose?**

Choose the pathway that seems right for you. Good friendships depend on much more than your academic courses. In the Sixth Form, you meet new students because of your subjects, tutor groups, the freedom of the Sixth Form area, field or practical work, school trips, super-curricular and extra-curricular activities, your Higher Education aims, Upper Sixth positions of responsibility,

and much more. Often students following either pathway make new firm friends as well as retaining close long standing relationships.

### **Which is more important, subject choice or pathway choice?**

All students at Godolphin and Latymer have the ability to take either pathway but your subject preferences may help you to make a final decision. Please bear in mind that choosing A Level or HL subjects you enjoy and are good at is the greatest recipe for success. You should also look carefully at the next section entitled 'Expected A Level and IB requirements for degree courses' which gives specific advice. If you are considering a 'new' subject like Economics or History of Art, make sure you have a clear understanding of what this study will involve. Sometimes students select the IB but are not so keen on, or skilled in, one or two of the required subject areas, eg Mathematics or Languages. These would be best taken at Standard Level and you will probably find that you enjoy them much more than you expected. However, as you will be aware from reading this booklet, none of these choices should be made in isolation. There is plenty of advice and guidance available in school.



# Upper Sixth Perspectives on Life in the Sixth Form



## Dakota - IB

I initially decided to pursue the IBDP because I liked the breadth and variety of the courses that were offered. I took Economics, History and German at Higher Level and Maths, English and Physics at Standard Level. After leaving Godolphin I plan to read International Relations at Georgetown University.

Although the DP is a rigorous programme, I also found it to be a rewarding one. I really enjoyed the process of exploring new subjects such as Economics, which is only taught in the Sixth Form, as well as deepening the links between subjects I had previously studied, such as between History and German.

My Extended Essay was in History, and I chose to examine the causes of Japanese Imperial expansion in the 20th century. This opportunity to engage in independent research in a field of my choice felt exciting and liberating. While I hadn't formally studied this period before, with the support of my supervisor and the school librarians, I was able to produce a 4000 word essay that I was proud of. Throughout the two years of the DP, it has remained true that asking for help or further guidance is never a bad thing. My teachers were always willing to help me understand a topic I struggled with, whether that be at Maths clinic or during an organised lunch time meeting.

In the DP, emphasis is not only placed on what you learn, but how you learn, the different global perspectives that exist, and the questions IB learners should ask to engage and challenge these perspectives. I felt my Theory of Knowledge (TOK) classes were where the most interesting classroom discussions came to life. As part of my TOK exhibition, I tackled "What questions are raised by the dissemination/ communication of knowledge?" using three objects; an ISIS propaganda poster, a tweet from pop star Cher, and a bronze statue associated with the smell of breast milk. While these objects initially seemed unconnected and to be honest, a bit bizarre, it was fascinating to unpick how they related to the question through the TOK framework.

The IB has also taught me the value of academic accountability and integrity. Through my Internal Assessments I have learned how to correctly cite references and honed my essay writing technique - skills that will be helpful as I begin university.

In the DP, dedication and perseverance is also valued through CAS (creativity, action and service) where students are encouraged to get involved in activities and give back to the wider school / local community. The Sixth Form offers plenty of opportunities for this, whether that be leading a club or society, or taking on a formal position of responsibility. I was fortunate enough to be a part of the 2023/24 Head Girls' Team where we focussed on developing inter-year friendships and helped to redesign the Year 10 PSHE curriculum, collaborating with Hampton Boys' School. I also really enjoyed playing hockey, taking piano lessons and of course, relaxing with my friends in the brand new Common Room! Aside from the academics, the friendships I have made from being part of the close knit IB family remain a really valuable outcome of the IB, and I'm sure we'll always be able to reminisce together over our similar Sixth Form experience!



## Lily - IB

When faced with the decision between IB and A Levels, I spent a long time weighing up the two options. Ultimately, I decided to pursue the IB pathway, in which I chose to study History, Global Politics and French at Higher Level and English, Maths (AI) and Biology at Standard Level. I am planning to read History at university next year, a subject which I have always been passionate about. Choosing it for IB has enabled me to study a range of different cultures and eras, such as the English Civil Wars or revolutionary Russia. Global Politics is also something which sparked my interest, as well as complementing my historical studies. By allowing me to interrogate different political theories and case studies, I was able to better understand past events which I studied. This is just one example of how you are able to find links between different subjects in the IB, something which I really enjoyed about the diploma.

My Extended Essay focused on the historical figure Simon de Montfort, and to what extent he could be labelled as a principled political reformer. Although working with mediaeval sources was challenging at times, I found the experience really rewarding and an amazing opportunity to explore a different period of History outside the IB course. I also found it incredibly beneficial to have the subject specific supervisor given to you for this piece of work, it helped reassure me I wasn't just rambling on!

For my Theory of Knowledge exhibition I chose a prompt which discussed the challenges created by the dissemination of knowledge, considering a fake news tweet, mistranslated bible verse and Leninist propaganda poster as my objects. Although ToK seems perhaps daunting at first, as for most people it involves novel concepts and ways of thinking, I found it to be particularly interesting and an important opportunity for reflection.

Sixth Form was without a doubt my favourite time at Godolphin, one where I was able to explore my interests. As I increasingly considered higher education options, I participated in activities which complemented my application, but I also thoroughly enjoyed them. I attended History society, and gave a talk on the importance of objectivity in historical studies, something which I found very helpful to discuss in my personal statement and university interview. Sport was also something which I endeavoured to maintain; I was a member of the 2XI Hockey team, becoming captain during Upper Sixth. I also had the honour of being one of the Deputy Head Girls. Both these experiences provided me with invaluable team and leadership skills, as well as giving me the opportunity to work with different year groups.

Sixth Form was also a time where I made some of the most amazing friendships, whether this was climbing Pen-y-fan during my Gold Duke of Edinburgh Expedition, in the common room grabbing a coffee, subject specific uni prep, or in my IB lessons, I will always be thankful for the community aspect in Sixth Form. Although there were certainly some stressful periods throughout my two years studying the IBDP, the support I was surrounded with, not just from these friendships but from the fantastic Sixth Form staff, helped me make the most of my time in Sixth Form.



## Miranda - A Level

Going into the start of my Sixth Form career, I was lucky enough to know exactly what I wanted to do. Throughout my GCSE years, I had always been interested and engaged by subjects which involved extended writing and discussion, thus my decision to take English Literature, Early Modern History, Religious Studies and French at A Level came as a surprise to no-one.

Upon starting my A Levels, I was certainly daunted by both the depth and breadth of the material we were studying, particularly in contrast to my GCSE courses, which were primarily focused on larger quantities of more surface-level knowledge. I found this transition to be particularly striking within subjects such as History, a subject which demands, particularly at A Level, a nuanced understanding and knowledge of considerable amounts of material, in great detail.

However, while I did find this initial transition to be a difficult one, other features of the A Level course, such as the smaller class sizes and collaborative relationships with teachers, made it much easier. Within small classes, receiving detailed feedback on classwork or additional help with tricky material comes much more naturally while also encouraging closer, more collaborative relationships with individual teachers, which for me has been one of the highlights of my Sixth Form years.

Another advantage of the A Level course is that it really allows for the development of individual interests and expertise outside of timetabled lessons. For me, the EPQ (Extended Project Qualification), in which I focused on Freudian readings of Shakespeare, was invaluable in allowing me to hone my academic writing and develop my own personal style, as well as in helping me to get to grips with bibliographies and referencing, a skill that would prove to be incredibly useful further down the line. Another essential aspect of my A Level experience was certainly the extracurricular activities which came along with it; as co-leader of Literature Society, for example, my interest in and knowledge of diverse strands of English Literature were broadened and enhanced in a way that would prove invaluable during my university applications and beyond.

Certainly one of the aspects of Sixth Form life which seemed most daunting to me when joining the Lower Sixth was Higher Education and university applications, particularly to institutions such as Oxford and Cambridge, which demand a lot from their applicants. However, the Higher Education team at Godolphin were exceptional in making this process as painless as possible, and were always on hand to answer questions, correct mistakes, and generally to be a source of encouragement and advice. Throughout my A Level years, it has been the combination of subjects I love and have grown to love, trusting relationships with teachers and the endless potential to fulfil and develop my personal interests which has made my last two years at Godolphin so special. Despite the worry and uncertainty which can come with the challenges of new subject matter, different styles of learning and Higher Education, my Sixth Form years have been filled with laughter, new friendships and both academic and personal fulfilment, and will stand me in good stead for whatever comes next.





## Iris - A Level

Early on in my decision making process, I knew that I wanted to take the A Level route due to my strong interests in the Sciences and Maths which I wanted to focus on and pursue further. I decided on Maths, Chemistry, Biology and Physics, with an EPQ on 'Can Carbon Capture, Utilisation and Storage (CCUS) Technologies be used to reduce Carbon Dioxide Emissions in the Chemicals Industry?', with the intention of then reading Chemistry at university.

Whilst doing four A Levels and an EPQ was challenging at times (alongside applying for university), the whole Sixth Form team was very helpful in ensuring that I was able to meet all the deadlines required. They were also very supportive in helping me make higher education choices through the use of information evenings, monthly 'cafes' for particular areas of the application process, and bringing in lots of different guest speakers (alongside members of staff) to not only foster new interests in particular subjects, but also to help inform about different parts of university applications, such as personal statement writing and UCAS applications.

At the beginning of Lower Sixth, I was set on the idea of studying medicine at university. However, following both work experience with the NHS, and having had the ability to study the sciences at a higher level, as well as spending a much larger percentage of my week doing the subjects I most enjoyed and completing further reading around my subjects, I realised my passion for studying Chemistry at A Level. This in turn led me to decide to apply to read Chemistry at university. During Sixth Form, I would advise being open to the idea that interests in subjects can change, and be excited by the possibility of learning more about your chosen subjects and finding new passions and academic interests. The subject you believed you may have wanted to study after Godolphin & Latymer may not be the subject you end up choosing: not only is this normal, but it can be a very exciting journey of discovery to go on!

Having not done essay subjects at A Level, my EPQ helped me to enhance my essay writing skills and improve my knowledge on how to carry out fundamental research. It was also vital in helping me to shape the form of my personal statement, acting as a base from which I built on by attending external lectures, reading scientific papers, and listening to podcasts. From this, I was able to use the knowledge to have informed discussions with experts in the field as well as during university interviews on my knowledge and findings.

Alongside my studies, I was still able to participate in a wide range of clubs and activities. These included completing my Duke of Edinburgh Gold award (my G&L team are re-grouping and hiking this summer in the Lake District!), helping to run both the Chemistry Club and STEM Lecture Society, completing my Speech & Drama Grade 8, and also continuing to horse ride competitively outside of school. Sixth Form is not only a time to continue existing hobbies, but also to potentially set up new clubs or activities in the school or taking over leadership roles in the clubs you have enjoyed in previous years from other students.

Overall, the Sixth Form has truly been my favourite throughout my time at G&L. It has been two years of both academic and personal growth, making and building new friendships, fostering and exploring new interests, and preparing for life after school. Have fun, work hard, and go for it!

# Expected A Level and IB Requirements for Degree Courses

Both A Level and IB qualifications are equally acceptable for entry to universities in the UK and overseas. Subject requirements for UK degree courses for which pupils in this school regularly apply are listed below.

For popular courses such as Economics, English Literature, History, Medicine, or Psychology, all of the competitive universities require at least grades AAA at A Level or, usually, a score of 37-39 IB points; the most competitive require A\*AA (or even occasionally A\*A\*A) or 7 points in one or more HL subject. Universities such as Bath, Bristol, Durham, Imperial, Manchester, UCL and Warwick may also require A\*AA or 7 points in a HL subject for courses in Sciences, Engineering or Mathematics; a few of these courses will require IB students to have 7 points in a specific HL Science or Mathematics and A Level students to have A\* in a specific Science or Mathematics.

Cambridge prefers those who are intending to study for a humanities, social sciences or arts degree to have studied two of the following subjects: English Literature, History, Mathematics or a Modern Foreign Language. Cambridge currently requires a minimum of A Level grades of A\*AA for all Arts courses and for Psychological and Behavioural Sciences, and A\*A\*A for all Science courses, Computer Science and Economics. Irrespective of course, the standard IB requirement is 40-42 points, including 776 in the three Higher Level subjects. In practice, however, higher (or lower) offers are sometimes made to both A Level and IB students; these are decided on an individual basis.

Oxford currently requires A Level grades of AAA for all Arts courses and for Human Sciences, A\*AA for most Science courses, Economics and Management, Geography, and Psychology, Philosophy & Linguistics, and A\*A\*A for Chemistry, Engineering and Mathematics courses. Irrespective of course, the standard IB requirement is 38-40 points with 666-776 in the three Higher Level subjects. Unlike at Cambridge, these entry requirements are standardised across the university and are rarely raised or lowered.

Students applying for Medicine, Dentistry or Veterinary Medicine, for a range of courses at Oxford and Cambridge, and a few courses at other universities (eg Mathematics at Warwick or Imperial) are also required to sit specific Admissions Tests, either in October/November of the Upper Sixth year or at interview. UCAT for medicine or dentistry is sat during the Lower Sixth summer holiday. Those applying for Law should note that the LNAT admissions test is taken externally at various centres across the city.

The table below indicates usual entry requirements. However, the list is not exhaustive and it is important to check the exact requirements for a course before application as requirements can change.

Degree Course	A Level requirements	IB requirements
<b>American Studies</b>	Normally History or English Literature would be required or recommended.	Normally History or English at HL would be required or recommended.
<b>Anthropology</b>	No specific requirements. Biology preferred for some courses. A social science or English Language would be helpful preparation.	No specific requirements. Biology at HL preferred for some courses. A social science or English Language would be helpful preparation.
<b>Archaeology</b>	Normally no specific requirements, but for BSc courses a Science (often including Geography) may be required or preferred. History required for Historical Archaeology.	Normally no specific requirements, but for BSc courses a Science (often including Geography) at HL may be required or preferred. History required for Historical Archaeology.

<b>Architecture</b>	Most courses prefer a mixture of Arts and Science subjects. For some courses (eg Bath) Mathematics or Physics is highly desirable, and Fine Art is required or preferred. A portfolio of artwork and an interview is usually required.	HL Mathematics or Physics is preferred by some universities (eg Bath). For some courses SL/HL Visual Arts is required. A portfolio of artwork and an interview is usually required.
<b>Art &amp; Design</b>	It is normal to progress to Fine Art, Fashion Design, Graphic Design, 3-D Design, Theatre Design and other Art & Design degree courses from a one-year Art Foundation course.	
	Selection for entry to Art Foundation courses is based on the A Level Art portfolio and an interview.	Selection for entry to Art Foundation courses is based on HL Visual Arts portfolio and interview.
<b>Biochemistry</b>	Chemistry plus at least one other Science/Mathematics. Some courses (eg Exeter, St Andrews and KCL) specify Biology. Oxford recommends Mathematics. UCL requires Chemistry, Biology and Mathematics.	HL Chemistry plus at least one other HL Science/Mathematics. Some courses specify the second HL must be Biology (eg Exeter, St Andrews and KCL). Oxford recommends Mathematics. UCL requires HL Chemistry, Biology and Mathematics.
<b>Biology</b>	Biology plus at least another Science/Mathematics. Some universities (eg Oxford, Imperial) require Mathematics and prefer a third Science.	At least two HL sciences/ Mathematics required, one of which should be Biology. Some universities (eg Imperial) require Mathematics HL and prefer two HL Sciences.
<b>Business/ Management</b>	A mix of humanities and Science/ Mathematics is strongly recommended. Mathematics will be required by some courses (eg LSE, UCL).	A mix of humanities and Science/ Mathematics HLs is strongly recommended; HL Mathematics is required by some courses (eg LSE).
<b>Chemistry</b>	Chemistry is required. Mathematics is required by some (eg Oxford) or strongly preferred. If Mathematics is not studied, another Science is required.	HL Chemistry required. Some courses also require HL Mathematics. If Mathematics is not studied at HL, another Science HL is required plus a high score in Mathematics SL.
<b>Classical Subjects</b>	Traditional language courses (usually called 'Classics') may require Latin and/or Greek but there are options at many universities to study without languages. Some, but not all, non-linguistic Classics courses (usually called 'Classical Civilisation', 'Classical Studies', 'Ancient History' etc.) will require or prefer one of Ancient History, Classical Civilisation, English Literature, History, Latin or Greek.	Traditional language courses (usually called 'Classics') may require Latin and/ or Greek but there are options at several universities to study without languages. Non-linguistic Classics courses (usually called 'Classical Civilisation', 'Classical Studies', 'Ancient History' etc.) have no specific requirements, but will prefer HL English, History, Philosophy, Latin or Greek.
<b>Computer Science</b>	Mathematics and often Further Mathematics required. Computer Science is desirable but not essential. Some universities e.g. Manchester require a science in addition to Mathematics.	HL Mathematics is required. Some universities e.g. Manchester require a science in addition to Mathematics.

<b>Dentistry</b>	Dental schools generally require Chemistry and Biology. Some will accept Chemistry and one other Science/Mathematics. Many universities require exams to be taken in one sitting. A strong GCSE profile is required; minimum of six GCSEs at Grade 7-9.	HL Chemistry and one other HL Science/Mathematics. Some Dental schools require HL Biology and Chemistry. A strong GCSE profile is required; minimum of six GCSEs at Grade 7-9
<b>Drama</b>	Drama or English Literature may be required or preferred, although some courses will accept another essay-based subject as an alternative.	A small number of universities require or prefer English, History or Theatre at HL.
<b>Economics</b>	Mathematics is required for most degree courses, and advantageous for all. Some (eg UCL) require Economics. Several leading universities including Cambridge and LSE require Further Mathematics in addition. All universities require at least one essay-based subject.	Requirements differ: some, eg Cambridge, LSE, UCL, Warwick require HL Mathematics; all other universities will require SL Mathematics (most will expect a score of 7 or 6 points). Some universities also consider HL Economics to be desirable or essential (UCL).
<b>Engineering</b>	Mathematics and Physics required for all variants. Further Mathematics may be an advantage.	Most universities will require HL Mathematics and HL Physics. Some Cambridge colleges require a second HL Science.
<b>English Literature</b>	A Level English Literature.	HL English.
<b>Geography</b>	A Level Geography.	HL Geography.
<b>History</b>	A Level History.	HL History.
<b>History of Art</b>	A Level History of Art is not required, but will be an advantage. Some courses state a preference for essay-based subjects, Fine Art, History, History of Art or a Modern Language.	An essay-based subject at HL is required by some, eg Oxford, and preferred by some.
<b>Law</b>	No specific subject requirements, but at least one essay-based subject is necessary. Edinburgh requires English Literature or English Language.	No specific subject requirements, but an essay-based HL subject may be an advantage. Edinburgh requires HL English.
<b>Liberal Arts and Sciences</b>	Specific subjects are not required to apply but some are needed for certain majors (eg Birmingham and UCL)	No specific requirements but some subjects are needed at HL for certain majors (eg Birmingham and UCL)
<b>Linguistics</b>	Most courses will require A Level English. A Level Mathematics, Sciences or Languages can be helpful. Mathematics or a Science are required for the BSc at UCL. A Language will be required if studying Linguistics with a Language.	HL English for most courses. HL Mathematics or Science for BSc at UCL. HL Language required if studying Linguistics with a Language.

<b>Mathematics</b>	Mathematics, usually at Grade A or A*. For most courses Further Mathematics is a considerable advantage and Further Mathematics is required by many institutions (eg Imperial and Cambridge). Chemistry or Physics may be preferred by some (eg Imperial).	HL Mathematics required. One of Physics, Chemistry, Biology or Economics are also preferred at HL. For the most competitive courses, it may be sensible to discuss with the Mathematics department the differences between HL Mathematics and Further Mathematics A Level.
<b>Medicine</b>	Medical schools generally require both Chemistry and Biology. Most Cambridge colleges require three Sciences /Mathematics. Increasingly, applicants to medical school will choose to study Chemistry, Biology and Mathematics; a non-science fourth subject (or an EPQ) can demonstrate breadth. Many universities require exams to be taken in one sitting. A strong GCSE profile is required; most GCSEs at Grades 8-9.	Many require HL Chemistry and HL in Biology (in a few cases Mathematics). Some Cambridge colleges require three Sciences/Mathematics at HL. A strong GCSE profile is required; most GCSEs at Grades 8-9.
<b>Modern Languages</b>	For French, German, Spanish, Italian at degree level, an A Level in the chosen language is normally required.  However, many languages, including Italian and German, can be studied ab initio as a main degree course. For entry to these courses, the study of any language at A Level is preferable but is not necessary at many universities.  For Mandarin, it is not currently necessary to have any prior experience. An A Level in any language is preferable but is not always required.	For French, German or Spanish at degree level, HL in the chosen language is normally required for degree courses. For Italian, SL is often acceptable.  In addition, many languages, including Italian and German, can be studied ab initio as a main degree course. For entry to these courses, the study of any language at HL is preferable but is not necessary at many universities.  For Mandarin, it is not currently necessary to have any prior experience. A Standard Level in any language is preferable but not always required.
<b>Music</b>	Music and usually ABRSM Grade VII/ VIII will be required. Some courses also specify ABRSM Grade V piano.	HL Music and usually ABRSM Grade VII/VIII in an instrument sometimes required. Some courses also specify ABRSM Grade V piano.
<b>Natural Sciences</b>	Mathematics and a Science required. Bath requires Mathematics and Bath strongly prefers two Sciences in addition (if only one Science, this must be Chemistry). For Cambridge, some colleges require three Sciences/ Mathematics, others require only two (but most successful applicants have three). For Durham, three Sciences or Mathematics will give greater choice of modules, but studying two of these should not be a disadvantage.	HL Mathematics and a science required. Bath requires HL Mathematics and strongly prefers two HL sciences in addition (if only one science HL, this must be Chemistry). For Cambridge, some colleges require three Sciences/ Mathematics at HL, others require only two (but most successful applicants have three). For Durham, two HL Sciences and HL Mathematics will give greater choice of modules, but studying two of these should not be a disadvantage.

<b>Philosophy</b>	No specific subject requirements, although Religious Studies would provide a good foundation.	No specific requirements, although SL or HL Philosophy would provide a good foundation.
<b>Physics</b>	Mathematics and Physics. Some universities favour Further Maths.	HL Mathematics and HL Physics.
<b>Physiotherapy</b>	Some courses will require Biology; those that do not will usually require a Science and many prefer Biology. KCL also requires a second Science/ Mathematics.	HL Biology usually required. KCL also requires a second HL Science/ Mathematics.
<b>Politics</b>	Some require one Social Science or Humanities subject (eg Durham). History, Politics or Economics would provide a good foundation.	HL in a Social Science or Humanities subject (eg History, Global Politics or Economics at HL or SL would also provide a good foundation).
<b>Politics, Philosophy and Economics (PPE)</b>	Some require Mathematics (eg Durham, LSE, UCL), for others it may be an advantage. At least one of History, Politics, Philosophy, or Economics would provide a good foundation.	Some require HL Mathematics (eg LSE) or a high SL (eg requires a 6 in HL Mathematics or 7 in SL). One of History, Philosophy, Global Politics or Economics at HL would provide a good foundation.
<b>Psychology</b>	Universities are increasingly requiring applicants to have one or two Sciences (which can include Geography at some eg Bristol and Edinburgh ) or Mathematics. Evidence of essay writing skills is also required (A Level subject or EPQ).	A Science (which can include Geography at some, eg Bristol and Edinburgh) or Mathematics at HL will be required or preferred by most universities. Some universities require two sciences.
<b>Sociology</b>	No specific requirements. Economics, English Language or Politics could be helpful subjects. Some prefer at least one Humanity or Social Science (eg Bath).	No specific requirements, but a Social Science such as Economics, Geography or Global Politics at HL could be helpful.
<b>Religious Studies/ Theology</b>	No specific requirements. Religious Studies would provide a good foundation.	No specific requirements. HL or SL Philosophy would provide a good foundation.
<b>Veterinary Science</b>	All Veterinary schools will expect performance of AAA/A*AA. Chemistry and at least one other Science are required; some specify Biology. A strong GCSE profile is required; minimum of five GCSEs at Grade 7-9.	All Veterinary schools will expect performance of AAA/A*AA. Chemistry and at least one other Science are required; some specify Biology. A strong GCSE profile is required; minimum of five GCSEs at Grade 7-9.

# Advice, Guidance and Key Dates

Year 11	
<b>Autumn Term 2024</b>	<ul style="list-style-type: none"> <li>• All students receive the Sixth Form Curriculum Handbook detailing the subjects offered within both the A Level and IB pathways.</li> <li>• New subjects in the Sixth Form will be introduced by the relevant Heads of Department. This gives students an opportunity to find out all about the study of these new subjects.</li> <li>• Individual discussions with a member of the Higher Education and Careers Team are available by appointment.</li> <li>• Straw Poll of subject choices.</li> </ul>
<b>Spring Term 2025</b>	<ul style="list-style-type: none"> <li>• School examinations in January for Year 11.</li> <li>• Parents' evening provides an opportunity for individual consultations about A Level and IB courses.</li> <li>• A Level and IB subject choice submission <b>Tuesday 4 February 2025</b>.</li> </ul>
<b>Summer Term 2025</b>	<ul style="list-style-type: none"> <li>• Study leave commences in May.</li> <li>• GCSE examinations May-June.</li> <li>• Welcome to Sixth Form morning in June.</li> <li>• GCSE results published on <b>21 August 2025</b>.</li> </ul>



# Provisional time-line for Lower Sixth and Upper Sixth

<b>LOWER SIXTH</b> (This timeline is based on the assumption that there will be no major changes to the timings of the system for university applications.)	
<b>Autumn Term 2025</b>	<ul style="list-style-type: none"> <li>• Talks from US, Canadian and European college representatives.</li> <li>• US Admission test preparation classes (extra cost).</li> <li>• Information evening for Lower Sixth parents.</li> <li>• Parents' evening.</li> <li>• Introduction to the Extended Essay and EPQ, and allocation of supervisor.</li> </ul>
<b>Spring Term 2026</b>	<ul style="list-style-type: none"> <li>• Evening meeting for students and their parents about Higher Education choices.</li> <li>• Higher Education Forum - an evening which offers Lower Sixth students and their parents an opportunity to attend talks describing degree courses in a range of academic disciplines.</li> <li>• Individual meetings about Higher Education options commence in January.</li> <li>• Students receive Information for Higher Education Applicants 1: Choices - an in-house booklet containing information and advice on types of degree courses, types of universities, Oxford &amp; Cambridge, study overseas, Art Foundation courses, UCAS, admissions tests and access to microsites.</li> </ul>
<b>Summer Term 2026</b>	<ul style="list-style-type: none"> <li>• School examinations for students on the IB and A Level pathways.</li> <li>• Individual meetings and advice continue.</li> <li>• Planning and booking attendance at university open days.</li> <li>• Parents' Evening.</li> <li>• UCAS and Higher Education preparation (HEPP): completing the APPLY electronic application form, drafting the UCAS Personal Statement, further advice and guidance on course and university choices. Students receive Information for Higher Education Applicants 2: The Application process.</li> <li>• Advice sessions (group and individual) for applicants to Oxford, Cambridge, US, Canadian and European universities, and Art Foundation courses.</li> <li>• Subject specific enrichment sessions in preparation for applications.</li> <li>• Preparation sessions for university admissions tests (UCAT, LNAT, TSA), weekly practice sessions available</li> </ul>



# Provisional time-line for Lower Sixth and Upper Sixth

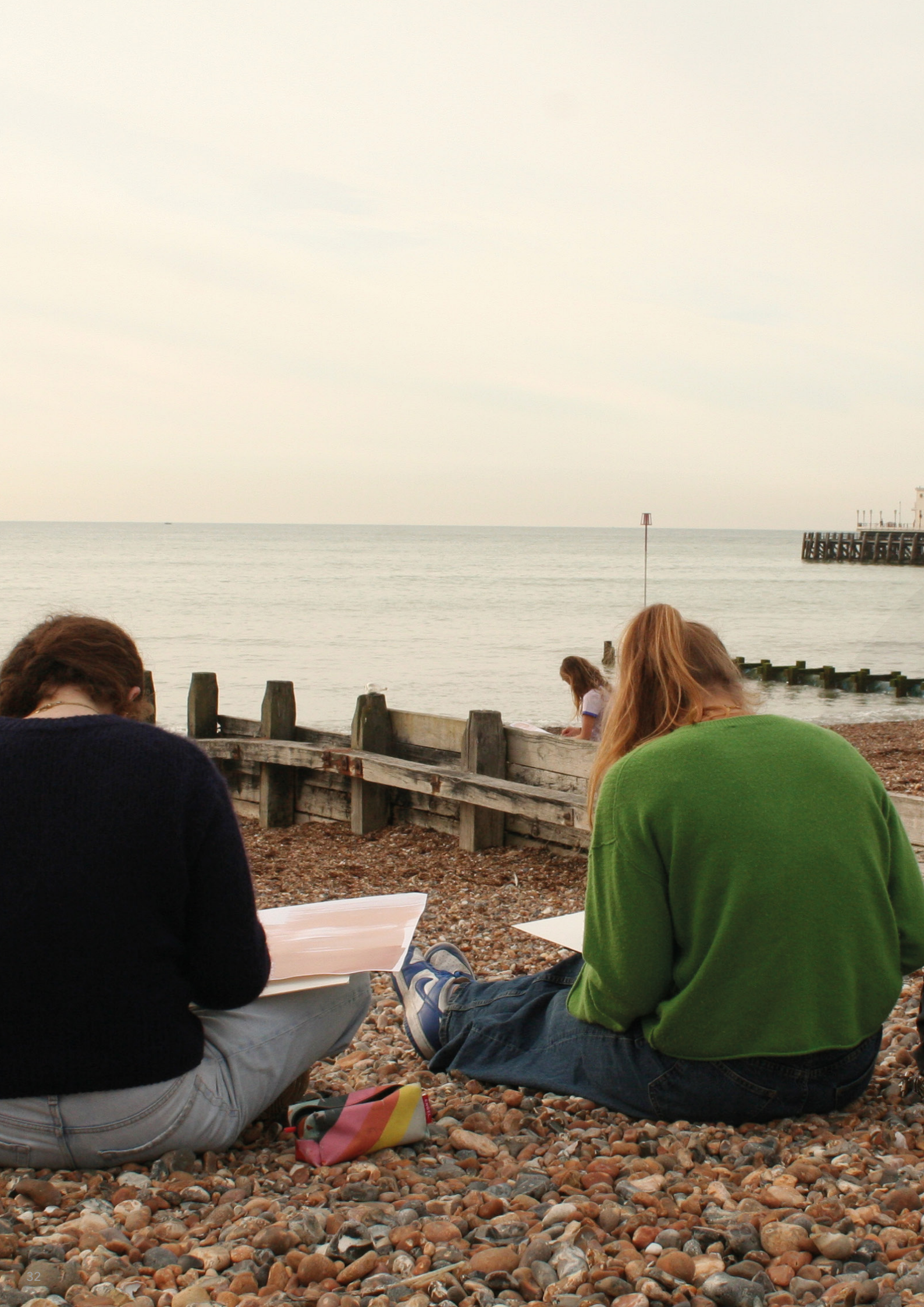
UPPER SIXTH (provisional)	
<b>Autumn Term 2026</b>	<ul style="list-style-type: none"> <li>• Advice and assistance with applications given by form tutors, Director of Sixth Form, Deputy Heads of Sixth Form and Head of Higher Education &amp; Careers.</li> <li>• Weekly subject university preparation sessions to help prepare for interviews and admissions tests.</li> <li>• Early applications should be submitted by <b>8 September</b>. Practice interview evening in late October for applicants to Oxford and Cambridge and for courses that interview as part of the selection process. Further practice provided by departments in November.</li> <li>• University offers begin to be received in late October.</li> <li>• US early application deadline is <b>1 November</b>.</li> <li>• Applications to Canadian universities and other overseas universities should be submitted during the autumn and spring term (deadlines vary).</li> <li>• University admissions tests are taken between mid-October and early November.</li> <li>• University interviews commence in late November/early December.</li> <li>• US Early Application decisions received around <b>15 December</b>.</li> </ul>
<b>Spring Term 2027</b>	<ul style="list-style-type: none"> <li>• School examinations for IB and A Level in January.</li> <li>• US Regular Decision deadline is <b>1 January</b>.</li> <li>• Parents' Evening.</li> <li>• University offers continue to be received until April/May.</li> <li>• Candidate decisions about Firm and Insurance choices made in early May.</li> <li>• US Regular Decisions received by <b>1 April</b>.</li> <li>• US College Decision Day is 1 May.</li> </ul>
<b>Summer Term 2027</b>	<ul style="list-style-type: none"> <li>• IB examinations start at the end of April/beginning of May.</li> <li>• A Level examinations May-June.</li> <li>• IB results <b>6 July</b>.</li> <li>• A Level examination results mid August (date tbc).</li> <li>• Advice and guidance from relevant staff in post-results period.</li> </ul>
<b>September 2027</b>	<p>Post-results applications for Higher Education are completed. These students receive a similar programme of advice and guidance to students who made an application in their Upper Sixth year.</p>





# **A LEVEL COURSES**







# FINE ART: A Level

**Fine Art is an exciting course which offers extensive opportunities for students to think creatively and to explore their own ideas through specialist materials and processes of making.**

The course requires students to test and reflect on their thinking whilst expressing themselves visually through new methods of making, as well as more traditional approaches. Students have the opportunity to use a broad and exciting range of specialist equipment and processes, which include large printing presses for etching and collagraphs, a screen-printing transfer bed, ceramic and cold glass fusing facilities, large format digital cameras and an Adana letterpress printer. Other facilities include a large darkroom and purpose built ceramics room.

The A Level syllabus is designed to encompass principal areas for critical, practical and theoretical coverage of art, craft and design. These focus on the qualities of academic observation, analytical understanding, practical experimentation, researching and individual expression. These are incorporated within assessment objectives which include: recording experiences and observations, exploring and analysing sources, documenting independent judgments, using knowledge and understanding of the work of others to extend thinking and inform work and explore ideas using a broad range of media and techniques.

## The A Level Syllabus

**The A Level syllabus is made up of two separate modules:**

- A Personal Creative Enquiry (60% of qualification).
- Externally Set Assignment (40% of qualification).

**The Personal Study is made up of two integrated constituent parts:**

- A critical, practical and theoretical project/portfolio with outcomes based on themes and subject matter that have personal significance.
- A written element of 1000 words minimum extended writing, which will contain images and texts and clearly relate to the practical and theoretical work.

**The Externally Set Assignment also consists of two parts:**

- Supporting studies/preparatory work.
- A 15 hour period of sustained focus work; the resolution of the learner's ideas from the preparatory work.

Using the assessment objectives, the preparatory studies and sustained focus work will be assessed together, in the first instance by your teacher, and then also by an external moderator.

## Curriculum Enrichment

We provide a wide range of extra-curricular activities such as specialist workshops on topics such as bookbinding, animation, encaustic painting, liquid light photography and many more. In the Autumn Term the department organises a visit sometimes to a gallery and/or major exhibition or to a location for a recording workshop. You will be expected to supplement your research and idea development through independent visits to museums and galleries. Life drawing is an integral part of the A Level course; it is instrumental in the development of core practical skills and you will be expected to attend these extra-curricular classes as well as a range of innovative workshops provided by staff to support and extend skills outside of the classroom.

# CLASSICAL SUBJECTS:

## Ancient History A Level

Ancient History allows students to engage with the key historical and cultural questions of the Greek and Roman worlds without having to study either of the ancient languages. The course does not require any previous knowledge; it develops the same skills of source analysis as Early Modern or Modern History. The difference lies in the relative scarcity of primary source material. You will also investigate how the ancient past has been interpreted by modern historians. Each unit is examined through source-based questions and essays.

### The course comprises four units:

<b>Greek Period Study: Relations between Greek and non-Greek states, 492-404 BC</b>	<b>25%</b>
Turbulent times of conflict and peace plagued the Mediterranean in the ancient world. This paper focuses on the challenge posed by the Persian Empire, which caused once warring Greek nations such as Athens and Sparta to band together and resulted in some of the most famous moments in history such as the '300' at the battle of Thermopylae. You will also look at the breakdown of relations between Athens and Sparta, and the resulting wars.	
<b>Greek Depth Study: The Culture and Politics of Athens, c.460-c.399 BC</b>	<b>25%</b>
This depth study focuses on the interplay of political, social and religious factors that led to this period being remembered as the Golden Age of Athens. There is a focus on the influence of new thinking and ideas which led to concepts such as democracy and the consequential freedom of speech and debate which were prized in Athens. You will also examine art and architecture, drama and dramatic festivals, and religion, in order to evaluate their significance in the culture of Athens.	
<b>Roman Period Study: The Julio-Claudian Emperors, 31 BC-AD 68</b>	<b>25%</b>
This paper examines the invention of imperial Rome through the unfolding narrative of the first five emperors of Rome. You will look at political, military, social and religious life in the time after the assassination of Julius Caesar and the defeat of Antony and Cleopatra. How does the first emperor, Augustus, restore the republic whilst being sole ruler? What on earth did emperors such as Caligula and Nero do to gain such bad reputations amongst ancient and modern historians? Examination of primary evidence will enable you to discover the answers.	

### Either:

<b>Roman Depth Study: Ruling Roman Britain, AD 43-c. 128</b>	<b>25%</b>
This paper focuses on the complex interactions between the Roman empire and the British. Beginning in AD 43 with Claudius' invasion of Britain, you will explore the reasons for the conquest; the importance of establishing a frontier and the actions of successive Roman governors from AD85 - 128 in regards to this military policy. Questions such as how far did the British collaborate with the Romans and what impact did the Roman invasion bring to everyday life are essential to our understanding of this fascinating period.	

**Or:**

Roman Depth Study: The Flavians, AD 68-96	25%
<p>This paper builds on the Period Study by looking at the chaos which followed the death of Nero. It focuses on the interplay of political, military, social, economic and religious factors which affected the reigns of the Flavian dynasty, resulting in a very different type of Principate than that of the preceding Julio-Claudian dynasty.</p>	

We offer a wide range of extra-curricular activities. Events may include museum and site visits in Britain, visits to theatrical productions, lectures, conferences, summer schools, Classics Society events, the production of the Classics Magazine (The Muse), and participation in the Ancient World Breakfast Club.

# CLASSICAL SUBJECTS:

## Classical Civilisation A Level

Classical Civilisation offers a varied and detailed study of significant aspects of Greek and Roman literature and culture and their influence on modern thought. You will study primary classical sources, including texts in translation and material evidence from the ancient world. Each unit is examined through source-based questions and essays. If you have a GCSE in Latin, Greek or Classical Civilisation, this will enhance your experience, but **no previous experience** of these subjects is required, and **no knowledge of ancient languages is expected**.

### The course comprises three units:

The World of the Hero: Homer's <i>Odyssey</i> and Virgil's <i>Aeneid</i>	40%
The poems of Homer were considered by the Greeks themselves to be the foundation of Greek culture. You will read select books of the <i>Odyssey</i> , the story of the Trojan War hero's homecoming where he encounters monsters like the Cyclops and journeys to the underworld in order to face the suitors who are trying to seduce his loyal wife Penelope, and so reclaim his kingdom. Drawing inspiration from Homer, as well as from his own cultural and political context, Virgil in the <i>Aeneid</i> explored what it was to be a hero in the Roman world. You will follow a band of Trojans escaping the fall of Troy, led by the 'pious' Aeneas, and see how this connects to Rome's imperial destiny. Both epics, with their heroes, gods and their mythical and mystical tales, have been in continuous study since their conception and have proved enduringly popular.	
Culture and the Arts: Greek Theatre	30%
The drama produced in the ancient Greek theatre forms some of the most powerful literature of the ancient world, and has had a profound and wide-reaching influence on modern culture. To fully understand this cultural phenomenon requires study not only of the plays but the context in which they develop, such as physical theatre space. The study of the production of Greek drama is coupled with an in-depth study of two tragedies, Sophocles' <i>Oedipus the King</i> and Euripides' <i>Bacchae</i> , tragedies whose themes of justice, vengeance, heroism and religion are of significant relevance as much to the modern audience as they were to that of the original performance. Also studied is Aristophanes' comedy <i>Frogs</i> , with its famed satire of tragedy.	
Beliefs and Ideas: Love and Relationships	30%
Ideas surrounding love and relationships are key aspects of the literature, thoughts and ethics of any society. In this unit you will be able to recognise and relate to the passions, frustrations and delights of love in the ancient world. Ancient ideas about men, women and marriage will enable you to discuss the reality of love and relationships in everyday life. You will also study love and relationships in poetry. Sappho is one of very few female voices in the ancient world; the context of her life is fascinating and her verse is powerful and evocative. Ovid offers a lighter presentation of relationships and concentrates on the fun and flirtation of budding romances.	

We offer a wide range of extra-curricular activities. Events may include museum and site visits in Britain, visits to theatrical productions, lectures, conferences, summer schools, Classics Society events, the production of the Classics Magazine (*The Muse*), and participation in the Ancient World Breakfast Club.



# CLASSICAL SUBJECTS:

## Greek A Level

In this course you will study Greek language and literature, with a focus on the literary, cultural, philosophical and historical issues which arise from the prescribed texts. You will be expected to translate and discuss the literature and issues arising from it, write essays, make presentations and carry out independent research. You will revise and extend your knowledge of Greek grammar and vocabulary and will regularly practise translation skills via unseen translation and in-depth preparation of your set texts. There is also the opportunity to learn the technique of translating from English into Greek.

### The course comprises four units:

Papers 1 and 2 - Language	50%
You will develop your knowledge of Greek language and vocabulary in order to read and translate previously unprepared passages of prose and verse. The first examination consists of two translations, one prose and one verse. The verse passage will be taken from a Euripidean tragedy and the prose from Xenophon. The second paper offers the opportunity to translate a short passage from English into Greek or to tackle a comprehension.	
Paper 3 - Prose Literature	25%
You will conduct an in-depth literary study on major works of Greek Prose in both Greek and English. Considered the founding work of history in western literature, you will read sections of Herodotus' Histories books 7 and 8. These passages cover the famous battle of Thermopylae in the Persian War, when a small band of Spartans showed outstanding courage against the vast Persian army. Literature is examined by translation, structured questions and short essays on the passages you have prepared.	
Paper 4 - Verse Literature	25%
For your verse set texts, the options include the Odyssey (extracts from Book 16, 21 and 22), which focuses on Odysseus' return home to Ithaka. Thus you will develop your appreciation of Homer's style and narrative skill. There is also the opportunity to study Sophocles' powerful drama, Electra, in which Electra exacts a brutal revenge on her mother, Clytemnestra. Again, you will be examined by translation, structured questions and short essays on passages you have prepared.	

We offer a wide range of extra-curricular activities. Events may include museum and site visits in Britain, visits to theatrical productions, lectures, conferences, summer schools, Classics Society events, the production of the Classics Magazine (The Muse), and participation in the Ancient World Breakfast Club.

# CLASSICAL SUBJECTS:

## Latin A Level

This course involves the study of Latin language and literature, comprising cultural, philosophical, and historical topics which arise from the prescribed texts; further reading in both Latin and English is strongly encouraged. Translation, discussion, essays, presentations and independent research are all important and enriching parts of the course. You will prepare your set texts in depth, and by regular practice in translation at sight (unseens) you will extend your knowledge of Latin grammar and vocabulary. There is also the opportunity to learn the technique of translating from English into Latin.

### The course comprises four units:

Papers 1 and 2 - Language	50%
You will develop your knowledge of Latin language and vocabulary in order to read and translate previously unprepared passages of prose and verse. The first examination consists of two translations, one prose and one verse. The verse passage will be taken from one of Ovid's works and the prose from Livy's. The second paper offers the opportunity to translate a short passage from English into Latin or to tackle a comprehension.	
Paper 3 - Prose Literature	25%
You will conduct an in-depth literary study on major works of Latin Prose in both Latin and English. You will study the speech pro Roscio Amerino, in which Cicero defends Sextus Roscius, a Roman citizen accused of murdering his father. Delivered in 80 BC, it was Cicero's first major public case. You will also read sections from the historian Tacitus's Annals on the emperor Nero's outrageous behaviour and the intrigues of his court. There is also a fascinating section on Boudica's revolt. Literature is examined by translation, structured questions and short essays on the passages you have prepared.	
Paper 4 - Verse Literature	25%
For your verse set texts, you will study Virgil's Aeneid Book 4 - this foundational poem of the Roman state traces Aeneas' journey from Troy to Italy. Book 4 covers his doomed love affair with Dido, the beautiful Queen of Carthage. There is also an option to study part of Ovid's Metamorphoses Book 7, Ovid's version of the love affair between Medea and Jason. Again, you will be examined by translation, structured questions and short essays on passages you have prepared.	

We offer a wide range of extra-curricular activities. Events may include museum and site visits in Britain, visits to theatrical productions, lectures, conferences, summer schools, Classics Society events, the production of the Classics Magazine (The Muse), and participation in the Ancient World Breakfast Club.

# COMPUTER SCIENCE: A Level

Computers are all-pervasive in modern life and Computer Science is the discipline that has made this possible.

Computer Science A level builds on the core programming skills developed at GCSE. It includes advanced data structures and object oriented programming techniques. Students are also exposed to Assembly Language. In the second year of the course students complete a substantial coding project of their choice. Obvious choices include web applications and games, but the specification is broad and students' projects have included elements of machine learning and computer vision.

The theory component of the course provides the opportunity to learn about topics including computer architecture, the internet and databases as well as some more theoretical areas such as optimisation algorithms and 'Big O' notation.

## Undertaking this A level will enable students to develop:

- An understanding and ability to apply the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms, and data representation
- The ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- The capacity to think creatively, innovatively, analytically, logically, and critically
- The capacity to see relationships between different aspects of computer science
- Mathematical skills
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology

Component 1 - Computer Systems	Written Exam, 40% of total
This explores the characteristics of contemporary systems architecture including developments in computer hardware. Students will learn about applications and applications development and methods of exchanging data including networks and web technologies. Data types and data structures underpinning today's computer architecture will be considered, as well as the legal, moral, ethical and cultural issues arising in today's Digital Age.	
Component 2 - Algorithms and Problem Solving	Written Exam, 40% of total
This covers computational thinking including problem solving and programming. A key part is algorithms, including their design and efficiency as well as standard algorithms. There will be a scenario/task contained in the paper which will require more in-depth problem solving.	
Component 3 - Programming Project	External Moderation, 20% of total
Students select their own problem of an appropriate size and complexity to solve, which can be tailored to suit their individual needs, choices and aspirations. Students will need to analyse the problem, design a solution, code a solution and give a thorough evaluation.	

# DRAMA AND THEATRE STUDIES: A Level

The main purpose of this qualification is to allow learners to study drama and theatre in an academic setting, interrogating this art form and applying their knowledge and understanding to the process of creating and developing drama and theatre. An A Level in Drama and Theatre will prepare learners for the further study of Drama courses in Higher Education, as well as developing transferable skills desired by all sectors of industry in either performing or designing. The entire course is structured through group work with in-depth workshops on play texts, devised theatre, and theatre practitioners.

<b>Component 1 - Practitioners in Practice</b>	<b>40%</b>
Learners will research and practically explore two practitioners and an extract from a performance text. Learners will then create a devised performance influenced by their practitioner research. A portfolio of evidence is completed alongside the final devised performance	
<b>Component 2 - Exploring and Performing Texts</b>	<b>20%</b>
Learners will study one performance text in its entirety and work collaboratively to perform part of the text. The performance takes place in front of a visiting examiner.	
<b>Component 3 - Analysing Performance</b>	<b>20%</b>
Learners will explore practically two performance texts on a chosen theme, and will analyse and evaluate a live theatre performance. Learners will evaluate both the performance text and the live theatre in a 2 hour 15 minute written paper.	
<b>Component 4 - Deconstructing Texts for Performance</b>	<b>20%</b>
Learners will interpret and explore practically a performance text from a Director's perspective. In a 1 hour 45 minute written paper, learners will detail how they will develop and direct the text in production.	

# ECONOMICS: A Level

Economics is a social science concerned with the challenges of searching for acceptable levels of economic well-being. The quest is of particular relevance not only because of the vast gulf separating the poorest and the richest inhabitants of the planet, but also because of the limits of resources, time and human effort. Students will acquire an understanding of a set of principles that will enable them to explain and discuss many real world economic events, with specific reference to individual markets, business, UK government economic policy and global concerns about climate change, migration, international trade and poverty. The course sets out to develop students' problem solving and evaluation skills. Students will also be developing data handling and application of number skills – e.g. ratios, percentages, index numbers, rates of change, graphs. Students should note that a high capability in Mathematics is essential when applying to study Economics at university. For some of the most competitive courses, IB Higher Level or Further Mathematics A Level is a requirement.

## Specification Content

<b>Theme 1</b>	Introduction to Markets and Market Failure. This theme introduces students to the microeconomic nature of economics, looking at economic problems and the way economists think and work.
<b>Theme 2</b>	The UK Economy – Performance and Policies. This theme introduces the key measures of economic performance and the main instruments of economic policy primarily in the UK. Policies will be considered in a historical context, with particular reference to 2007/8, the Covid19 shock, and the 1930s.
<b>Theme 3</b>	Business Behaviour and the Labour Market. This theme builds on theme 1 and it examines the behaviour of firms in different market contexts and considers the role of government regulation of markets. The labour market will be evaluated, including a consideration of migration and the role of government.
<b>Theme 4</b>	A Global Perspective. This theme builds on theme 2. Students will study globalization, international trade, the balance of payments and exchange rates. They will also study the economics of developing and emerging economies as well the role of financial markets.

Assessment	
Assessment will be by written examinations at the end of the two year course. This will consist of three externally marked papers, each of two hours length. <b>Papers 1 and 2 will have 35% weighting each and Paper 3 will have a 30% weighting.</b>	
<b>Paper 1 - Markets and Business Behaviour</b>	This paper will assess microeconomics and questions will be drawn from Themes 1 and 3.
<b>Paper 2 - The National and Global Economy</b>	This paper will assess macroeconomics and questions will be drawn from themes 2 and 4.
<b>Paper 3 - Microeconomics and Macroeconomics</b>	Paper 3 will assess content across all four themes.

It is essential that students are aware of important economic changes and events in the real world. They are encouraged to read widely in the quality press as a necessary supplement to their work with the set analytical texts.

Much of the subject relies on a competence in basic mathematics, especially the ability to construct graphical models and analyse numerical data. Many of our keenest students participate in external essay competitions organised by the RES, NCH, IEA, the Financial Times, and universities.

# ENGLISH LANGUAGE: A Level

It is in fact very common to be fascinated by language. Maybe you listen with particular interest when you come across an accent that is different from your own; or you might have a young child in your family learning to talk before your very eyes (and ears); or perhaps you are intrigued by the way new words seem to appear on a weekly basis – or even by the unique histories of older words.

You will be familiar with the skills of textual analysis from your GCSE work, and this remains a fundamental part of the A Level Language experience. However, you will find this analysis becomes much more sophisticated, and you will extend your analysis across the spectrum of word classes.

One of the newest experiences on offer in studying English at A Level is the way that language can be treated as a science. You will debate the research of linguists trying to find the truths at the heart of the many conundrums that the English language, and its many variations, poses.

## Examination (80%)

You will sit two examinations at the end of the course. The examination units will focus on **individual and immediate social contexts for language** and **theories about language change and variety**, drawing on regional, ethnic, national and global Englishes. Another examination unit is the study of **language acquisition** which will help you to grasp some of the fundamentals of how children rapidly develop from pre-verbal babbling to fluent, subtle and creative communication in the space of a few short years. After understanding some of the main approaches adopted by researchers, you will also tackle the wider issues of literacy and the way in which reading and writing are mastered by children.

## Non Examined Assessment (20%)

The importance of original writing has been retained at A Level. Your first piece of writing will be a piece of original writing with a commentary. The commentary is the opportunity for you to reflect, exploring your own style and analysing your own writing. In addition to this, you will also complete a language investigation. Taking any area of language that you are interested in as a starting point, you'll be able to ask your own questions, formulate your own methodology and collect your own data. You will then analyse this, looking for patterns. Both of these pieces will make up your NEA folder.

You will be expected to participate fully in lessons, discussing observations and ideas with your classmates. You will need to have an analytical mind, thinking carefully about the details of language use.

## Co-curricular activities

We offer a very wide range of extra-curricular activities. Lit Soc meets weekly for talks and discussions on a range of linguistic and literary topics, led by Sixth Formers and teachers. The Linguistics Club meets weekly, spending the first half of the year practising and preparing for the UK Linguistics Olympiad, and the second half exploring the subject more generally. Students wishing to explore hands-on phonetic research more directly can also take part in the IRIS Club, which meets weekly after school.

# ENGLISH LITERATURE: A Level

The English Literature course at Godolphin and Latymer primarily aims to nourish a love of literature through wide reading and academically engaged textual discussions. Across the course of your studies with us, we aim to expose you to a wide variety of some of the greatest literature ever written, from across the scope of the literary landscape.

You will study a number of core texts in depth; exactly which texts varies from class to class and from teacher to teacher, but you will have the opportunity to grapple with poetry, prose and drama. Alongside close reading of your texts themselves, you will also be exposed to the contexts that impacted on them, and to the critical discussions that have developed around them.

As well as discussing texts in class, you will also spend time developing the articulacy and strength of your written expression - the study of English Literature is an excellent preparation for any university course with a written component, and an excellent complementary A Level for any other humanities subject.

This course will suit you if you love reading and talking about books.

## The syllabus

You will take two exams at the end of the course. One will be on three texts: a Shakespeare play, a drama text (not Shakespeare) and a poetry text. The other will be centred around a topic, for example 'Women in Literature', 'American Literature 1880-1940' or 'Gothic Literature'. For this exam you will study two set texts in detail, and will also be encouraged to read widely in the chosen topic. Each of these exams will be worth 40% of your final mark. You will also compile a folder of work for your Non Examined Assessment which will consist of two pieces of writing, one on a single text, the other comparing two texts, all of which must have been published after 1900, and one of which must have been published after 2000. The folder will total 3,000 words and will be worth 20% of your final mark.

## Co-curricular activities

Our co-curricular activities in English are run mainly by our team of excellent Laureates, alongside enthusiastic students from across the school. We are always eager to develop activities around the interests of our Sixth Form cohorts, and our English Literature A Level and IB students often meet outside of the course to discuss wider reading and attend performances socially. Lit Soc meets weekly for talks and discussions led by Sixth Formers and teachers.







# GEOGRAPHY: A Level

Geography helps students to understand both human societies and the natural environment. The key questions in geography are: why do societies and environments vary from place to place, and how have they come to be as they are?

The A Level course builds on the IGCSE foundations and draws together the different topics in geography under a common theme of contemporary global change. Through the study of dynamic and contemporary content, students will understand and interact with issues which affect people and places at a range of scales from local to global. The table below gives an overview of the teaching.

	Physical Geography	Human Geography
<b>Lower Sixth</b>	Landscape Systems: glacial environments	Changing Spaces; Making Places
	Earth's Life Support Systems: water and carbon cycling	Global Connections: global migration and human rights
<b>Upper Sixth</b>	Independent Investigation	Independent Investigation
	Geographical Debates: exploring ocean	Geographical Debates: the geography of disease

Several trips have been arranged as part of the A Level course. During the Lower Sixth year, as part of the Places unit, students will undertake a place study of the Battersea Power Station redevelopment. They will also have the opportunity to go to Iceland to study glaciers, volcanoes and waterfalls and to examine the human geography of one of the most sustainable places on the planet. In the summer of the Lower Sixth year a field course to Blencathra in the Lake District will be the focus of the independent investigation, worth 20% of the overall mark.

Students are encouraged to take advantage of links with the Royal Geographical Society and attend lectures outside school. There is a vibrant Geography Society run by the Sixth Form, in which contemporary issues are discussed and debated, and a thriving Geography Book Club. The geography magazine, *Aspect*, is written and edited entirely by the Lower Sixth and presents an opportunity to gather experience in journalism and editing.

# HISTORY: A Level

## Early Modern History

### Paper 1: The Tudors 1485-1603

**Breadth paper:** *This will involve a study of 100 years of significant developments. It will be examined in a 2h 30 min examination, worth 40% of the A Level and focused on historical interpretations.*

The course begins during the Wars of the Roses; a conflict in which the Lancastrians and Yorkists are vying for the ultimate prize – the crown of England. We examine how this civil conflict came to an end at the Battle of Bosworth in 1485. For Henry VII this is just the beginning of the challenge of establishing royal authority and securing the Tudor dynasty. In this wide ranging course, you will study how effectively the Tudors restored and developed the power of the monarchy by looking at key events such as the Break with Rome. Additionally we will be able to focus on how England's relations with foreign powers changed and what impact this had on the succession. We will look at how far intellectual and religious ideas developed, and with what effect, as well as studying key individuals such as Thomas Cromwell, Anne Boleyn and Mary Queen of Scots.

There are many Tudor historians in UK universities, so we are lucky enough to be able to attend academic lectures.

### Paper 2: Louis XIV France and Europe 1643-1715

**Depth paper:** *This will involve a study of major historical change and will require a consideration of some primary evidence. The examination will be 2h 30 min, worth 40% of the A Level.*

This period of French history analyses Louis XIV and France in its great age of cultural achievement. Louis worked hard to create an image of himself as an absolute monarch, through statues and coins, but most importantly through building his magnificent palace at Versailles. He was, in all respects, the 'Sun King'. By the 1680s he ruled over a country at the height of its powers: French became the international language of diplomacy and French fashion was copied throughout the courts of Europe. But the long and destructive War of the Spanish Succession at the end of his reign brought military defeats and huge financial debts to this once great country. You will be able to study the reign of this controversial monarch through both primary and secondary source material.

### Historical investigation: Early Modern Witchcraft

*This element is an exercise in assessing and evaluating interpretations of the past in a piece of writing of 4500 words.*

The NEA allows an exploration of social history as we explore the causes of the Early Modern witch craze across central Europe and Scotland. You will have the opportunity to consider whether religion, economics, perceptions of gender or the role of significant individuals contributed to this period of intense witch hunting. It involves examining legal transcripts and books written in the C16th and C17th documenting the craze, alongside considering the viewpoints of different historians.

# HISTORY: A Level

## Modern History

### Paper 1: Industrialisation and the People 1783-1885

**Breadth paper:** *This will involve a study of 100 years of significant developments. It will be examined in a 2h 30 min examination, worth 40% of the A Level and focused on historical interpretations.*

Huge changes in everyday life in Britain had considerable impact on the development of British politics. This wide-ranging course includes many different approaches to historical study – the role of the individual, how economies change, the development of political ideologies and the experience of different social classes. The government faced many new challenges in this era as a result of industrialization and you will have the opportunity to study these crucial moments in British history.

### Paper 2: The French Revolution

**Depth paper:** *This will involve a study of major historical change and will require a consideration of some primary evidence. The examination will be 2h 30 min, worth 40% of the A Level.*

This option provides for the study in-depth of a key period of history which was to change the relationship between the ruler and the governed, not only in France but throughout Europe and, in time, the wider world. A study of France in revolution embraces concepts such as absolutism, enlightenment, constitutionalism, democracy, republic and dictatorship. It also encourages consideration of issues such as the relationship between rulers and the ruled, the place of the Church in the State, the power of the people and promotes reflection on what makes and perpetuates revolution.

### Historical investigation: Germany

*This element is an exercise in assessing and evaluating interpretations of the past in a piece of writing of 4500 words.*

Nietzsche once wrote of the Germans “they are of the day before yesterday and the day after tomorrow - they have as yet no today”. What does it mean to be German? How is German national identity constructed? These are just some of the questions explored in the A Level modern history coursework which considers the political, social, economic and cultural debate surrounding the so-called ‘German Question’. German and non-German historians have long debated the complex nature of Germany’s history and in the mid and late nineteenth century this reached its peak as what had been a complex collection of independent states was unified as the nation state we now call Germany in 1871. Did political unification create a clear German national identity? Arguably German leaders from Bismarck and Kaiser Wilhelm to those of the Weimar democracy and finally to Adolf Hitler and the leaders of the divided Cold War East and West Germany have all sought to create a ‘national community’, to unify the German people in a common identity. We will explore the motives, nature and consequences of this continuing search for ‘Self’ for the country that is now one of the strongest forces in Europe.



# POLITICS: A Level

Over the A Level Politics course, students will develop a deep understanding of political ideologies, beliefs and institutions, as well as the range of complex power relationships that create the political systems of the UK and USA. As well as offering modules on different elements of modern politics (for instance, on voting behaviour, the role and regulation of the media, and constitutional law), the course will also set today's politics in the UK and USA in its historical context, and will explore in depth the philosophical foundations of modern political thought.

## **UK Government and Politics (Papers 1 and 2, Lower Sixth)**

The study of UK Government and Politics establishes a foundational understanding of how the UK's political system functions, as well as considering key debates, for example whether the House of Lords should be abolished, or if a new voting system is needed at Westminster. We will consider how Parliament and the Cabinet function, analysing the laws and conventions which limit their power. Students also study Elections, Electoral Systems, and Referendums, gaining an understanding of how citizens participate in UK democracy, as well as studying the philosophies behind the major political parties. Politics is, of course, not just about systems and structures but is also very much about people. Exploring the biographies of crucial individuals, such as Atlee, Blair, Churchill and Thatcher is fascinating and also provides a fantastic background understanding of why Britain is where it stands today.

Politics in the UK is a fast-moving target: as new parties rise, and the old order faces new and potentially transformative challenges from forces such as social media, populism, and globalisation, so the study of UK politics is an ever-evolving subject. UK politics has its roots in ancient conventions and centuries-old traditions which, at first sight, can seem staid and ponderous; even the most cursory examination, however, reveals a dramatic, vivid, and intertwining tapestry of bitter rivalries, competing ideas, and spectacular controversies which defy simple resolution.

## **Ideologies ( Papers 1 and 2, Lower Sixth and Upper Sixth)**

To study politics is to study the enduring tension between ideal and reality. Every political ideology is utopian to some degree: advocating the construction of a 'perfect' society, governed by rules and logic which often start to disintegrate when confronted by the unpredictability of human nature. The study of the three ideologies most dominant in modern politics – Socialism, Conservatism, and Liberalism – are crucial to any proper understanding of politics. A 'non-mainstream' ideology (such as feminism, anarchism or nationalism) will also be studied. First-hand engagement with sophisticated and influential political ideas, and the texts they are based on, will serve as excellent preparation for the future study of Politics, PPE (Politics, Philosophy and Economics), HSPS (Human, Social and Political Science) or International Relations at university.

## US Government and Politics (Paper 3, Upper Sixth)

The nature of government in the US is often recognisable from films and TV shows, and can seem very familiar; deeper investigation, however, brings to the fore a vibrant and unpredictable political landscape, driven by powerful currents of regional, racial, and cultural tensions that, to a European observer, can seem quite alien at times. The Constitution and the ideas which drove the Founding Fathers remain central to the study of US politics: in some ways, the political institutions have evolved rapidly to keep pace with modern values; yet, there are other aspects of US politics (such as the Right to Bear Arms, which has acquired an almost religious significance in some places) which might seem anachronistic. In exploring this fascinating subject, the constitutional mechanisms of the US government will be a starting point; but students will also investigate areas such as party ideology, racial politics, the Two Party System, and the quirks of America's unique, indirect voting system. We consider whether Presidents are the agents of continuity and change, or impotent figureheads, and examine how parties undergo change; for example how the internationally focused, free trade Republican Party of the 1980s morphed into the more isolationist and protectionist party of today.

<b>Paper 1</b>	UK Politics and Core Ideologies	2 hours
<b>Paper 2</b>	UK Government and Non-core Ideology	2 hours
<b>Paper 3</b>	US Government and Politics Comparative Politics	2 hours

## Beyond the Classroom

We encourage Politics students to take full advantage of our position at the heart of political activity in London, providing suggestions of events and lectures they might like to attend. Over the course of the two years, a visit to Parliament will be augmented, whenever possible, with trips to political meetings, conferences, and exhibitions. A programme of external speakers at the student-led Politics Society helps students to develop their understanding of the subject beyond the curriculum, for example giving insight into the US Supreme Court, trends in UK voting behaviour or the personal experiences of government ministers. Each year, a good number of students go on to study Politics, International Relations or associated subjects at university and the department provides regular university preparation sessions for those interested, seeking to stretch the students and develop their skills of debate, analysis and independent thinking. Furthermore, as well as the Politics Society, students also run a Politics Book Club and produce an annual Politics magazine giving plenty of opportunities for super-curricular development.







# HISTORY OF ART: A Level

History of Art is intellectually challenging, deeply rewarding, and available only in the Sixth Form. It is the study and interpretation of artworks and buildings from the past, revealing their meanings within the historical contexts for which they were produced and their significance to us today. Through observation, description and critical analysis of images, you will learn to discuss the materials, techniques and formal qualities of painting, sculpture, architecture and mixed media work using specialist vocabulary, as well as to recognise the characteristic styles of different artists, periods and places. You will study the historical, political, social, economic, philosophical and literary contexts of art through primary and secondary sources. The ultimate interdisciplinary subject, History of Art teaches a wide range of skills, develops cultural literacy and promotes cross-curricular links. No specific GCSEs or practical abilities in art are needed. Students will be required to research independently, contribute to class discussions and debates, give presentations and submit regular essays.

## Edexcel specification

### **A: Visual Analysis of art from c.500 BC to present.**

This is a skills-based course focusing on the formal qualities of painting, sculpture and architecture, such as colour, light, composition, space, pattern. You will acquire an in-depth understanding of materials and techniques and a new specialist vocabulary that will allow you to describe and interpret art and buildings with fluency and authority.

### **B: Thematic Studies of World Art and Architecture: 'Nature' and 'War'.**

Through these two units, you will learn how the themes of nature and war, both universal concerns of human experience, have been represented and interpreted differently by artists and architects from across the globe, dated from antiquity to the present day.

### **C: Period Studies of Art and Architecture: 'Invention and Illusion': The Renaissance in Italy 1420-1520', and 'Brave New World: Modernism in Europe 1900-1939'**

These units look at two of the most revolutionary periods in the history of western culture, in which the appearance and wider role of art changed forever. Through in-depth visual and contextual analysis you will learn the nature, causes and significance of these revolutions.

Each year there is typically an overseas visit to either Italy or Paris, alongside regular visits to London museums and galleries and opportunities to attend lectures and conferences.

History of Art has many career applications including any profession requiring skills of research, analysis and communication such as media and communications, publishing, museum and galleries, conservation and restoration, education, public relations and architecture. Most importantly, History of Art will teach students to understand our contemporary highly visual culture and prompt enthusiasms that last a lifetime.

# MATHEMATICS: A Level

Mathematics A Level is fascinating, challenging and popular. It will develop and deepen your knowledge of topics that you have already encountered, whilst introducing you to some new applications of Mathematics. You will develop important transferable skills such as logical and rigorous thinking, creativity, as well as problem solving. You will have the opportunity to build on your existing knowledge of Mathematics by further exploring topics such as Algebra, Calculus, and Geometry, whilst learning to identify links between topics in Mathematics, such as surds and trigonometry or calculus and area. An array of new mathematical applications will be introduced through the study of Mechanics and Statistics.

A level Mathematics requires an ability to think logically and creatively and apply mathematical skills in a variety of contexts. There is no coursework involved, however students are required to analyse a large data set in depth, make conclusions and answer questions about it in their examinations.

AQA A Level Mathematics consists of three two-hour examinations which take place in the summer term of Upper Sixth studies. These consist of topics in Pure, Statistics and Mechanics as shown in the diagram below:

	Paper 1	Paper 2	Paper 3
<b>A Level Mathematics</b>	Pure Mathematics (2 hours)	Pure Mathematics and Mechanics (2 hours)	Pure Mathematics and Statistics (2 hours)

All A Level Mathematics students to enter the UKMT Senior Maths Challenge in the Autumn terms of their Sixth Form study. They may also wish to join the Mathematics Society, mentor younger pupils, attend a lecture day or enter competitions.

All students studying A Level Mathematics or Further Mathematics will be required to have a CASIO fx-991EX Calculator. It is a requirement of the A Level Mathematics syllabus to have a sophisticated calculator which can solve systems of equations, numerically evaluate derivatives and integrals, and find probabilities for statistical distributions.

# FURTHER MATHEMATICS: A Level

For those with a real passion and talent for Mathematics this course can be immensely rewarding and satisfying. It will really extend and deepen your mathematical knowledge and also allow you to further build on the problem solving skills developed in A Level Mathematics. As well as furthering understanding of the topics covered in A Level Mathematics, new topics such as polar coordinates, complex numbers and matrices are introduced. In order to take Further Mathematics A Level you must also be studying Mathematics A Level.

In addition to the A Level Mathematics papers, there are three further examination papers taken at the end of the Upper Sixth which cover more Pure Mathematics, Mechanics and Statistics content.

	Paper 1	Paper 2	Paper 3
<b>A Level Further Mathematics</b>	Pure Mathematics (2 hours)	Pure Mathematics (2 hours)	Mechanics and Statistics (2 hours)

The following table shows which topics will be studied in each of the three areas of Further Mathematics: Pure, Mechanics, and Statistics.

	Pure Mathematics	Mechanics	Statistics
<b>A Level Further Mathematics</b>	Proof Complex numbers Matrices Further Algebra & Functions Further Calculus Further Vectors Polar coordinates Hyperbolic functions Differential equations Trigonometry Coordinate Geometry	Dimensional analysis Momentum & Collisions Work, Energy & Power Circular motion Centres of mass Moments	Discrete random variables Poisson distribution Type I and Type II errors Continuous random variables Chi-squared tests Exponential distribution One sample t-tests

All students will enter the Senior Mathematics Challenge and those who score particularly well will be invited to participate in additional Olympiad rounds (BMO). Further Mathematics students can also enter the UK Mathematical Olympiad for Girls (MOG) and will have the opportunity to attend seminars given by leading mathematicians on cutting-edge mathematics research and stimulating applications of mathematical topics. They may also have the opportunity to represent the school in the Hans Woyda Mathematics Competition or the Senior Team Mathematical Challenge.







# MODERN FOREIGN LANGUAGES

## Why study one or more foreign languages in the Sixth Form?

### Cultural understanding

The study of languages enhances our ability to communicate and therefore promotes our understanding of other cultures, both of which are vital skills in today's world. Speaking another language will help you to fully understand the culture (for example, through art, cuisine, dance and fashion) and its people, as language and culture go hand in hand. Learning another language opens one's mind to new ideas and new ways of looking at the world. In addition, when you speak another language, you can enjoy literature, film, and music in the original language. It is extremely difficult for a translation to be a perfect replica of the original; the best way to understand what the author really meant is to read what the author actually wrote.

### Business and careers

Speaking another language is a skill that will increase your marketability. The skills you acquire when learning a language are transferable to many workplace contexts. Employers tend to prefer candidates who speak one or more foreign languages. Even though English is widely spoken in much of the world, the fact remains that the global economy depends on communication. When dealing with another country, someone who speaks the native language will have an obvious advantage over someone who does not.

### Communication

An obvious reason to learn another language is to be able to communicate with the people who speak it. This includes both the people you meet when travelling as well as people in your own community. Your trips abroad will be greatly enhanced in both ease of communication and friendliness as speaking the target language shows respect for that culture. In addition, learning another language can foster better relations with local immigrant populations at home. London is known for having the most numerous foreign communities in the world.

### Language enhancement

Learning how another language differs from your own will increase your understanding of your own language. For many people, language appears to be innate - we know how to say something, but we do not necessarily know why we say it that way. Learning another language can change that. It has been scientifically proven that studying one or more foreign languages will increase one's problem-solving skills, memory and self-discipline.

### MFL at Godolphin and Latymer

The MFL department at Godolphin encourages all students to take up a language in the Sixth Form. Strong linguists are encouraged to take more than one language especially if they are considering studying languages at University. It is also worth checking online how many languages are required for careers in the diplomatic service, European Union, United Nations, if this is of interest to you.

We currently offer French, Spanish, German, Italian and Mandarin at A Level. In the classroom, great emphasis is placed on developing your oral and written confidence as well as expanding your knowledge of the target language country(ies) through the study of a variety of authentic sources and materials, including literary texts. You will learn to translate, analyse, research and debate. Outside the classroom, the school library and Room 26 are well resourced with a wealth of online newspapers, magazines, DVDs and other listening material. There are opportunities to take part in work experience schemes and there is a travel grant available, the Spong award. In addition, there are regular trips to films, plays, exhibitions, debating events and lectures. Developing individual areas of interest is always encouraged: you could give talks, run societies or be part of the editorial team for The Link magazine.

### What next?

Please refer to the pages for the individual languages on offer and do not hesitate to get in touch if you have any queries.

# FRENCH: A Level

## Why French?

France is a prominent political and business partner worldwide and is one of the pillars of the European Union. France is, of course, Britain's nearest neighbour and, with the Eurostar, Paris is more readily accessible from London than many British cities. France is a top tourist destination, with its fine heritage, climate, beaches, great mountains and vast expanses of unspoiled countryside. French is the second most commonly taught second language in the world (after English). Spoken by native speakers in all five continents of the world, French is one of the official languages in 33 countries including Switzerland, Belgium and many African countries, which have a distinctive Francophone culture. French is also one of the official working languages in many international organisations (EU, NATO, Interpol, UN etc.)

## Syllabus

The AQA course covers a range of interesting topics that are of particular relevance to young people and to France, in order to promote a deeper, richer learning of the French language and its culture. The topics are very varied and include:

- Social issues and trends: the changing nature of family, 'cyber-society', the importance of voluntary work, the positive features of a diverse society, the life of marginalised groups and how criminals are treated.
- Artistic culture: a culture proud of its heritage, contemporary music and the cinema, the 7th art form.
- Aspects of political life: teenagers, the right to vote and political commitment, demonstrations, strikes – who holds the power? And politics and immigration.

Following discussions on these topics, your fluency and confidence in French will increase hugely, as well as your insight into French culture and society. Newspapers, magazine articles, literary extracts and TV clips will complement the course book. Moreover, you will also have the opportunity to study a literary text, a film and do some research on a particular topic of your choice. All of which will no doubt further enrich both your language and cultural knowledge. The A Level course puts such an emphasis on linguistic skills (reading, listening, speaking and translating) through the study of authentic material that you will become a well-rounded linguist.

## Curriculum enrichment

The French Department encourages Lower Sixth students to watch French plays and/or films. There are also many exhibitions that are relevant to their French studies. There is often a Sixth Form French Cinema club and a Debating club where those studying French have the chance to discuss various current issues in French; this is a great way to improve your oral fluency and sharpen your analytical and critical skills. We also strongly encourage you to arrange to spend some time in France and/or in a French speaking country during your time in the Sixth Form. We can provide you with names of companies that Old Dolphins have used successfully. It is crucial for anyone studying a language to find a way to immerse oneself in the language but also in the culture. There is so much to gain academically and personally from such experiences.

## After A Level French?

You can of course pursue your study of French at university on a single or combined honours course. The possible combinations are numerous.

## Assessment

<b>Paper 1</b>	Listening, Reading, Translation from and into French	50%
<b>Paper 2</b>	Writing (Essays on one text and on one film)	20%
<b>Paper 3</b>	Speaking Discussion using a stimulus card and discussion based on your Individual research project	30%



# GERMAN: A Level

## Why German?

From an employment point of view, learning German makes perfect sense. Not only is German the second most spoken language in Europe and the most spoken language of the European Union, but Germany is also Britain's most important trading partner. With its strong financial services and business ties within the UK, German is the language in highest demand across UK job postings (source: The Independent). Studying German will set you apart from your peers, and you will discover first-hand what a musical and poetic language German is: check out Mozart's 'Die Zauberflöte' if you need more convincing.

## Syllabus

By IGCSE you will have mastered most of the grammar needed and the difference at A Level is that you cover more interesting topics, such as personal relationships, the media, festivals, art and architecture, immigration, reunification, politics and the news. The AQA course gives you direct contact with the stimulating world of German philosophy, history and art and provides you with the opportunity to read literature and study a film. You will develop speaking and writing skills, learn how to translate effectively from one language to the other and engage in oral activities so you can confidently discuss issues relating to German society, culture and heritage.

## Curriculum enrichment

To make the most of your studies you are encouraged to visit Germany and to engage in cultural activities. This will enable you to practise all that you have learned in the classroom and will really boost both your confidence and fluency. We will support you with this endeavour and help you to find the most appropriate opportunity for you, for example, a study visit to a language school or a work placement. In addition, theatre trips, cinema showings, study days and exhibition visits are organised or signposted by the department.

## After A Level German?

The German Department helps pupils to prepare for language courses at university, including Oxford or Cambridge applications, with targeted extra enrichment sessions and a variety of extracurricular opportunities for you to add to your personal statement. German is studied either on its own or in combination with another modern language, a Middle Eastern language or with other subjects such as Classics, English, History, Law or Philosophy.

## Assessment

<b>Paper 1</b>	Listening, Reading and Writing (Translation from and into German)	50%
<b>Paper 2</b>	Writing (one text and one film or two texts)	20%
<b>Paper 3</b>	Discussion based on a stimulus card and Individual Research Project	30%

# ITALIAN: A Level

## Why Italian?

Italy is a cornerstone in Culture, Art and History across Europe, you cannot help but be inspired to learn the language! From the Roman Empire to the mediaeval communes, from the Renaissance to Fascism, Italy has shaped the culture and politics of Europe and the wider world for over two thousand years! Studying Italian offers you a wonderful opportunity to engage with those traditions, as well as with one of the most vibrant and controversial European Nations of today.

## Course outline and assessment

During the first year of A Level, you will study a range of interesting topics that are of particular relevance to young people and to Italy, e.g. Relationships, Marriage, Family, Education, Leisure and the Arts and the world of Work. Because of discussions on these topics, your fluency and confidence in Italian will increase. Newspapers, magazine articles, literary extracts, TV clips and film studies will complement the course books.

In your second year of studies, in order to promote a deeper and richer learning of Italian, you will have the opportunity to study political issues, Fascism and Democracy, Feminism, Immigration, the North/South divide. Literary texts and film in Italian will be an important part of the course and will further enhance both your language and cultural knowledge.

## Curriculum Enrichment

Whenever numbers allow it, the Department organises a Study Trip to Bologna or Florence during October Half Term. You will be encouraged to watch Italian films and visit Italian exhibitions and events whenever they take place in London. Throughout the year there are opportunities to run Clubs for the Lower/Middle school: the Italian Film Club is a popular one! You will also have the opportunity to discuss various themes linked to the curriculum with your teachers and expand your vocabulary during the Italian Chats sessions. Uniprep lessons which are also offered to those who would like to study Italian at University. The Department strongly encourages the Sixth Formers to organise themselves independently and find ways to spend some time in Italy during the holidays (work experience, language courses). Support and suggestions from past students' experiences can be offered.

## Beyond A Level Italian

Italian can be studied in many prestigious universities as a single honour degree or alongside another language or even other subjects such as Economics, Law, Chemistry or Mathematics.

## Assessment

<b>Paper 1</b>	Listening, Reading and Translation	40%
<b>Paper 2</b>	Written Response to works and Translation	30%
<b>Paper 3</b>	Speaking	30%

# MANDARIN: A Level

## Why Mandarin?

China is now a global power with major economic and political influence. Studying Mandarin Chinese to a high level is not only a huge linguistic achievement, the topics studied in the A-level course also enable students to fully understand the making of modern China. This is both hugely enjoyable and it opens doors to many varied careers, from finance to diplomacy to environmental consulting.

## Syllabus

The Edexcel A Level course tests all four language skills in a variety of ways which will enable learners to reach a very high level of proficiency in Mandarin. Alongside language learning, students study a literary text and a film, learning to write critically on these in Mandarin. Speaking is tested via an oral which includes a conversation based on all themes and an Individual Research Project which is on a subject of the student's choice.

The aforementioned themes are: Changes in Modern Chinese Society; China's Culture; The Development of Chinese Society; Influences of post 1978 reforms on China. These broad themes not only build on topics covered at GCSE - such as the role of the internet, the environment and festivals - but also delve into current issues facing Chinese society such as the wealth gap, the rapid development of China's cities and internal migration.

## Enrichment

We are lucky to be based in London where Chinese film, art and theatre are relatively common and students will be encouraged to go to any events related to China. There are also many blogs, news sources and apps in Chinese (and about China) that students can access independently. Students are also encouraged to set up their own China-focused clubs which will be supported by the department.

## Beyond A Level Mandarin?

Mandarin is offered at a good number of universities with most offering ab initio courses alongside more advanced entry points. Many also offer brilliant joint honours courses, alongside single honours, combining Mandarin with a European language, Japanese or another discipline (such as Business or History). All courses offer a year in China, which is not only superb for language acquisition but is also highly valued by potential employers and hugely enjoyable. After university, the possession of a degree in Mandarin differentiates you from the crowd and so opens doors into any career.

## Assessment

<b>Paper 1</b>	Listening, Reading and (Chinese to English) Translation	40%
<b>Paper 2</b>	Written response to literary text/film & (English to Chinese) Translation	30%
<b>Paper 3</b>	Discussion based on a stimulus card and Individual Research Project	30%

# SPANISH: A Level

## Why Spanish?

Taking A Level Spanish gives students the opportunity to reach a high level of fluency in one of the major international languages. From cinema and literature to history and politics, A Level Spanish will challenge you to think, and inspire you to delve ever deeper into the incredible diversity of cultures not only in Spain but also in Latin America.

## Syllabus

The AQA Spanish A Level will introduce you to a wide range of topics of contemporary interest, including Social Issues and Trends, and Political and Artistic Culture in the Hispanic World. This means you will learn about a range of subtopics, including popular culture, regional customs and traditions, cyberspace, immigration and integration, the Spanish Civil War, Latin American dictatorships and contemporary social protest movements.

You can expect to make rapid linguistic progress in your Language lessons, developing your skills in listening, reading, translation (from and into Spanish) and summary (from both audio and printed material). In your literature lessons you will learn to write essays of critical analysis on Spanish literature and film. Set texts are the film *Volver*, by Pedro Almodóvar, and the play *La Casa de Bernarda Alba*, by Federico García Lorca. Your oral lessons will prepare you for the oral examination, for which you will choose a topic to investigate for your individual research project.

## Curriculum Enrichment

You are strongly encouraged to organise an independent visit to Spain or another Spanish-speaking country during the Lower Sixth year and we can advise on companies who offer work experience or language courses. Closer to home, there will be opportunities to visit exhibitions, lectures, films and plays, some of which may be organised by the department. At all times, you will be encouraged to listen to podcasts, watch films and keep up to date with Spanish and Latin American current affairs. In school, there is a lively debating club which prepares for the Spanish Debating Competition in the Spring Term. You may also run clubs for younger years, such as a Cinema club or Spanish Chats.

## Beyond A Level Spanish?

Recent G&L students of Spanish have gone on to read Spanish at a variety of top universities including Oxford and Cambridge, either combining with another language (eg French or ab initio Portuguese or Arabic) or another discipline (eg Law, English, Maths, History, History of Art), as well as in the USA. The skills and experiences you gain on your Year Abroad are highly prized by employers.

## Assessment

<b>Paper 1</b>	Listening, Reading, Translation from and into Spanish	50%
<b>Paper 2</b>	Writing (Essays on literature and film)	20%
<b>Paper 3</b>	Oral (Stimulus card and Individual Research Project)	30%



# MUSIC: A Level

The A Level Music course is one that is academically rigorous, wide ranging, and stimulating - but, most importantly, fun! Class sizes are small, lessons are a mix of practical and written tasks, and with 35% of the course based on performance, you can get credit for the instrumental or vocal skills you have developed outside of the classroom. We follow the AQA (7272) specification.

## The qualification is comprised of three externally-assessed units:

### Listening Exam (40% of the total marks)

A written paper based on a playlist of recordings which you control yourself and listen to with headphones, lasting 2h & 30m, taken in June of Upper Sixth. Questions vary from 1-mark multiple choice to a 30-mark essay.

### The content of this exam is:

**AoS 1 - Western Classical Tradition 1650-1910:** Baroque Concertos (Purcell, Vivaldi, Bach), The Operas of Mozart (focusing on *The Marriage of Figaro*) and The Piano Music of Chopin, Brahms and Grieg.

**AoS 3 - Music for Media** (Hans Zimmer, Thomas Newman, Bernard Herrmann, Michael Giacchino, Nobuo Uematsu) This is film and computer game music.

**AoS 4 - Music for Theatre** (Kurt Weill, Richard Rogers, Stephen Sondheim, Claude-Michel Schönberg, Jason Robert Brown) This is 20th and 21st century musical theatre repertoire.

### Performing (35% of the total marks)

You work towards a 10 minute, Grade 8 distinction standard solo or ensemble performance on an instrument or voice (recorded in March of the Upper Sixth). You have a free choice of repertoire (which means that you may play to your strengths) and you prepare this independently with the support of your instrumental/vocal teacher. There are many performance opportunities throughout the course (such as lunchtime recitals and class concerts - and some pupils curate their own concerts!) which will enable you to develop your skills.

### Composing (25% of the total marks)

You will compose one free composition in any style, for any combination of instruments (which allows you to play to your strengths and to write music that you're interested in) and two chorale harmonisation exercises (in the style of Bach) both completed between September and Easter of Upper Sixth. Scores (created using Sibelius) of these must be submitted along with a programme note explaining your process and intentions. The total length of these composition tasks must be at least 4 minutes and 30 seconds. Lower Sixth composition lessons are spent developing the skills required for these tasks, with more focused composition briefs and structured harmonisation activities.

## The Importance of Extra-Curricular Music

As an A Level music student you will be expected to play a full part in the extra-curricular opportunities available as these develop the skills assessed in all parts of the course. Typically this will amount to around three rehearsals a week during term time, on top of your academic homework. You may also wish to lead an ensemble of your own and full support is provided for this. We offer a superb range of ensembles, from Senior Chamber Choir to Symphony Orchestra, all of which perform at a wonderfully high standard.

## Destinations of Sixth Form Musicians

We are proud of the many Old Dolphins who have gone on to study Music at university and music college, or take up a choral scholarship alongside another course. Recent destinations include the University of Oxford and the Royal Academy of Music. Music Department staff are highly qualified to advise on higher education options in this field. However, an A Level in Music is highly regarded for the skills that pupils develop throughout the course, most notably those of communication, self-evaluation, and both interdependence and independence, and every year we have students who have career plans in non-musical fields who find their Music studies highly rewarding.

# PHILOSOPHY AND RELIGION: A Level

The OCR A Level H573 Religious Studies course will suit those with enquiring minds who would relish the chance to discuss complex issues by questioning the world around them. Indeed, the subject often raises more questions than answers, and we strive to inspire students to engage with topical issues which often are 'unanswerable'. By choosing this course, you will learn how to think logically, to analyse critically and reflect on your own attitudes.

This A Level provides students with the opportunity to engage in an in-depth study of three key areas within our discipline. It consists of three papers, each of which will be assessed by a two hour examination.

## They are as follows:

1	<p><b>Philosophy of Religion (33.3%)</b></p> <p><b>An examination of key philosophical issues and questions, such as:</b></p> <ul style="list-style-type: none"> <li>• Is the body more than just a physical substance?</li> <li>• How did the universe come into existence?</li> <li>• Why is there so much evil and suffering in the world?</li> <li>• Is there life after death? If so, in what form?</li> <li>• Is it meaningful to speak about God?</li> <li>• Is the universe designed? If so, who designed it?</li> </ul>
2	<p><b>Religion and Ethics (33.3%)</b></p> <p><b>An exploration of key ethical issues and questions, such as:</b></p> <ul style="list-style-type: none"> <li>• What do we mean when we say 'good', 'bad', 'right', and 'wrong'?</li> <li>• Do the ends ever justify the means?</li> <li>• Should businesses focus more on their employees, or purely on profits?</li> <li>• Does it matter who we love?</li> <li>• Where does the conscience come from?</li> <li>• Is assisted dying ever morally acceptable?</li> </ul>
3	<p><b>Developments in Christian Thought (33.3%)</b></p> <p>The students study Christian beliefs, values and teachings including how they have developed historically and how they are presently discussed.</p> <p><b>Questions discussed will include:</b></p> <ul style="list-style-type: none"> <li>• Is hell a place, an idea, or a symbol?</li> <li>• Are Christianity and feminism compatible?</li> <li>• Would a loving God deny any human being salvation?</li> <li>• Was Jesus nothing more than a political liberator?</li> <li>• Does Original Sin mean that humans can never be morally good?</li> <li>• Is faith sufficient reason to believe in God?</li> </ul>

Lessons will be varied and informative with an emphasis on thoughtful discussion and critical thinking. Our well-resourced department library, together with the fantastic school library, provides ample opportunity to cement your understanding of the course as well as explore the subject beyond the specification. The department regularly attracts high profile speakers who help students develop their love for the subject, as well as providing an early insight into what studying at university could entail. A number of students choose to apply for Philosophy and/or Theology (or related subjects) at universities all over the world, and regular uniprep sessions delivered by subject experts give these applicants the best opportunity for success. Students are encouraged to participate in the Philosophy Reading Group, help produce 'The Thinker' magazine, run the Junior Philosophy Society and attend lectures outside school.

# SCIENCES: Biology A Level

Have you ever marvelled at how the chemicals of life come together to form organisms that can grow, move and reproduce? Have you ever wondered how cells recognise each other and communicate to form tissues, or how such a vast and diverse world of living things can have evolved from simple single celled organisms? If so, Biology is the subject for you!

## **During the course you will be exploring some of these big questions:**

- What makes us all different?
- How do muscles work?
- How do you make a genetic fingerprint?

If you have a fascination for the natural world and its life processes, the study of Biology can be immensely rewarding. It offers the opportunity to explore a range of biological topics in greater depth and it builds on the skills acquired lower down the school.

## **The OCR A Level Specification**

Some of the topics you will study in the OCR Biology A course include: cell structure and function, biological molecules, exchange and transport, biodiversity, evolution, disease communication, homeostasis, energy, genetics, evolution and ecosystems. These topics will build upon your GCSE knowledge and you will develop a deep appreciation of the skills, knowledge and understanding of scientific methods. You will also develop competence and confidence in a variety of practical techniques. Mathematical skills are a significant feature of the course and the final examinations include at least 10%; studying mathematics alongside Biology is advisable.

Much of the theory you learn will be supported by relevant practical work. There is no coursework, however, there are twelve compulsory practical activities to complete over the two-year period (although you will complete many more). Each practical is teacher-assessed as either pass or fail and you will be expected to record all your practical activities. If you successfully pass all practical activities you will achieve a Practical Endorsement certificate, reported separately; this will not count towards your final grade. Universities expect all students to have passed the practical endorsement and will specify this when making admission offers.

The course also places a strong emphasis on scientific literacy and the application of biological knowledge to real-world issues. Students will explore the ethical implications of biological research, as well as the social and environmental impacts of scientific discoveries. You will be expected to complete independent study in and out of class, and all lessons are designed to be interactive. Everyone is encouraged to contribute their ideas.

You will have the opportunity to participate in a range of enrichment opportunities, including a compulsory ecology field visit, a lecture day and The Biology Olympiad competition. In addition there are clubs such as Dissection Club and BioMed Society, or you could get involved with producing Dr Dolphin magazines.



# SCIENCES: Chemistry A Level

From the moment you are born, and throughout your life, you are surrounded by Chemistry – the air you breathe, the food you eat and the clothes you wear – they're all Chemistry. Chemistry is the study of substances: what they are made of, how they interact with each other and the role they play in living things. Whether you want to care for penguin colonies in Antarctica or work in a dynamic business environment, Chemistry can help you achieve your goals.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

A diverse range of activities will be carried out in lessons: practical procedures to learn new laboratory skills, the discussion of theoretical concepts and calculations to quantify our observations.

You will have the opportunity to participate in a range of enrichment opportunities, including the Cambridge Chemistry Challenge and Chemistry Olympiad, enabling you to develop your understanding beyond the examined material. In school, there are also clubs to get involved in, such as *Science club*.

## The Edexcel A Level Specification

The A Level course starts with a revision of the key skills developed at GCSE. Calculations are developed to include more challenging examples and theoretical models are extended to include more detailed ideas about atomic structure and bonding. The foundations of Organic Chemistry laid at GCSE will be extended by examining functional groups, and our understanding of their chemical behaviour, through the examination of reaction mechanisms. Analytical techniques are used to identify unknown organic compounds. The reactivity of metals is examined in Inorganic Chemistry and the study of Redox will enable students to explain why these reactions happen. Physical Chemistry will cover key ideas about rates of reaction and equilibrium, met briefly at GCSE, and further calculations investigating the energy changes during reactions.

There is no coursework in the A Level. Whilst practical work is used to support the teaching of theoretical ideas, there are compulsory 'core practicals' of which every student must complete a minimum of 12 over the two years. These practicals are used to demonstrate different skills and you will be assessed by your teacher. If you successfully demonstrate competency in each skill, you will achieve a Science Practical Endorsement certificate; this will not count towards your final grade. Universities expect all students to have passed the practical endorsement and will specify this when making admission offers.

## There are three examination papers:

**Paper 1** will assess Physical and Inorganic Chemistry and relevant practical skills; **Paper 2** will assess Physical and Organic Chemistry and relevant practical skills; **Paper 3** contains synoptic questions that may draw on material from any topic. In addition this paper will include questions that assess conceptual and theoretical understanding of experimental methods that will draw on students' experiences of the core practicals.

# SCIENCES: Physics A Level

This course is an exciting and up-to-date look at modern physics and its applications. Physical laws govern everything that happens in the universe and therefore the course is filled with wonders and excitement that the students can discover.

Being a practical subject this voyage of discovery is often achieved through an experimental approach to the concepts and principles involved. There are plenty of opportunities to develop practical ideas into reality by designing and carrying out investigations. Students are pushed to question everything and think critically.

## The AQA A Level Specification

The course followed in Physics is not only suitable for students who are thinking of following a scientific career, but also students who may wish to include an intellectually stimulating, and indeed scientific, aspect to their studies, particularly now that more emphasis is being placed on breadth of study. The two year linear course contains a variety of topics and is ideal to prepare the students for their next stage of education. During the Lower Sixth students will study the principles and applications of particles and radiation, electricity, mechanics, materials and waves. In the Upper Sixth year students will move on to further study of mechanics and thermal physics, fields, and nuclear physics. They will also study one topic from the options list.

Laboratory work is continually assessed and although there is no coursework in the course 15% of your examination will be based on practical skills questions. You will also receive a Science Practical Endorsement certificate, awarded separately. This does not contribute to your grade but demonstrates the competency you have developed. Universities expect all students to have passed the practical endorsement and will specify this when making admission offers.

## Beyond the classroom

Students are encouraged to read around the subject and to attend physics lectures that are often taking place at many of the universities in and around London. Students may have the opportunity to visit Geneva on the CERN trip as well as participate in physics and engineering society events. Students enjoy writing articles for Accelerate the physics magazine, and giving lectures as part of the PhysEng society.

## After Godolphin and Latymer

After completing the course with us students have gone on to study Physics at Oxford and other universities around the world or Natural Sciences at Cambridge. Engineering is becoming more popular and many old Dolphins have gone on to read various types of engineering at UCL, King's, Imperial and Cambridge to name but a few.





# **IB SL AND HL COURSES**



# ENGLISH A: Literature

## IB Subject Group 1

Like English Literature A Level, the IB course at Godolphin and Latymer primarily aims to nourish a love of literature through wide reading and academically engaged textual discussions. Across the course of your studies with us, we aim to expose you to a wide variety of some of the greatest literature ever written, across cultures and continents.

You will study a number of core texts in depth; exactly which texts varies from Higher Level to Standard Level, class to class and teacher to teacher, but you will have the opportunity to grapple with poetry, prose, drama and non fiction. Alongside close reading of your texts themselves, you will also be exposed to the contexts that impacted on them, and to critical discussions that have developed around them.

As well as discussing texts in class, and delivering oral presentations, you will also be developing the articulacy and strength of your written expression. The study of IB English Literature at HL or SL is an excellent preparation for any university course with a written component, and an excellent complementary subject for any other humanities subject.

## Higher Level

You will study a range of texts in different genres, some of them in translation. You will write a coursework essay on one of these texts. In the Upper Sixth, you will give an oral presentation on short extracts from two of these texts, one originally written in English, and one in translation, connecting them with a global issue such as, for example, gender, power or identity. You will also take an exam at the end of the course in which you have to respond to two unseen passages of poetry, drama or prose; you will practise the skills for this exam throughout the course.

## Standard Level

Standard Level provides an experience that is essentially the same as Higher Level but with fewer texts, no written coursework, and the requirement to respond to one passage only in the final exam.

At both levels, you will be expected to participate actively in lessons, which will consist largely of discussion of texts. Homework will vary between the writing of essays about texts, preparation for discussion and oral presentations and wider reading.

## Extra-curricular activities

Our co-curricular activities in English are run mainly by our team of excellent Laureates, alongside enthusiastic students from across the school. We are always eager to develop activities around the interests of our Sixth Form cohorts, and our English Literature A Level and IB students often meet outside of the course to discuss wider reading and attend performances socially. Lit Soc meets weekly for talks and discussions led by Sixth Formers and teachers.

# MODERN FOREIGN LANGUAGES

## IB Subject Group 2

### Why study one or more foreign languages in the Sixth Form?

**Cultural understanding:** The study of languages enhances our ability to communicate and therefore promotes our understanding of other cultures, both of which are vital in today's world. Speaking another language will help you to fully understand the culture (eg art, cuisine, dance, fashion) and its people, as language and culture go hand in hand. Because language simultaneously defines and is defined by the world around us, learning another language opens one's mind to new ideas and new ways of looking at the world. In addition, when you speak another language, you can enjoy literature, film, and music in the original language. It is extremely difficult for a translation to be a perfect replica of the original; the best way to understand what the author really meant is to read what the author actually wrote.

**Business and careers:** Speaking another language is a skill that will increase your marketability. The skills you acquire when learning a language are transferable to many skills needed in the workplace. Employers tend to prefer candidates who speak one or more foreign languages. Even though English is widely spoken in much of the world, the fact is that the global economy depends on communication. When dealing with another country, someone who speaks the native language will have an obvious advantage over someone who does not.

**Communication:** An obvious reason to learn another language is to be able to communicate with the people who speak it. This includes both the people you meet when travelling as well as people in your own community. Your trips abroad will be greatly enhanced in both ease of communication and friendliness if you speak the language. Speaking the target language will show respect for that culture. In addition, learning the target language can also help you to communicate with local immigrant populations at home. London is known for having the most numerous foreign communities in the world.

**Language enhancement:** Learning how another language differs from your own will increase your understanding of your own language. For many people, language appears to be innate - we know how to say something, but we do not necessarily know why we say it that way. Learning another language can change that. It has been scientifically proven that studying one or more foreign languages will increase one's problem-solving skills, memory and self-discipline.

**Please note that the IB Language B courses are acquisition courses and therefore may not be studied by bilingual students or students with extensive (beyond GCSE) proficiency and experience of the language.**

### MFL at Godolphin and Latymer

Languages are very successful and popular at Godolphin and Latymer and the study of a modern language is at the heart of the IBO mission. IB students are expected to be both internationally and open minded, to be able to communicate in more than one language, and to be open to the perspectives, values and traditions of other communities. For these reasons at least one modern or classical language is compulsory for all IB students, and it is not uncommon to study two languages.

We currently offer French, German, Italian and Spanish at SL and HL and Mandarin at SL (not HL). Italian and Mandarin are also offered at ab initio level for students with no or limited experience in the language. In the classroom, great emphasis is placed on developing your oral and written confidence as well as expanding

your knowledge of the target language country(ies) through the study of a variety of authentic sources and materials, including literary texts (HL). Outside the classroom, the school library and room 26 are well resourced with a wealth of online newspapers, magazines, DVDs and other listening material. There are opportunities to take part in work experience schemes and there is a travel grant available, the Spong award. In addition, there are regular trips to films, plays, exhibitions, debating events and lectures. Individual areas of interest are always encouraged: you could give talks, run societies or be part of the editorial team for The Link magazine.

**What next?**

Refer to the pages for the individual languages on offer and please get in touch if you have any queries.

# FRENCH B

## IB Subject Group 2

### Why French?

France is a prominent political and business partner worldwide, as well as one of the pillars of the European Union. France is of course Britain's nearest neighbour and, with the Eurostar, Paris is more readily accessible from London than many British cities. France is a top tourist destination, with its fine heritage, climate, beaches, great mountains and vast expanses of unspoiled countryside. French is the second most commonly taught second language in the world (after English). Spoken by native speakers in all five continents of the world, it is one of the official languages in 33 countries including Switzerland, Belgium and many African countries, which have a distinctive Francophone culture. French is also one of the official working languages in many international organizations (EU, NATO, Interpol, UN).

### Syllabus

The Higher and Standard level courses for French B give you the opportunity to increase hugely your competence in the written and spoken language but also aim to develop your knowledge of the culture and civilisation of France and French speaking countries. They give you the opportunity to reach a high level of proficiency through exposure to a variety of multimedia. Emphasis is placed on listening, reading, writing and speaking tasks and the acquisition of registers. The focus is on learning about the language of study in a geographical, historical, political, social and cultural context. Higher Level students will have the opportunity to study literature (two set texts) during both years of the course, and all students will learn how to manipulate texts and to deal with a broad range of linguistic tasks and exercises.

### HL and SL core themes

- **Identities:** lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity.
- **Experiences:** leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration.
- **Human ingenuity:** entertainment, artistic expressions, communication and media, technology, scientific innovation.
- **Social organization:** social relationships, community, social engagement, education, the working world, law and order.
- **Sharing the planet:** the environment, human rights, peace and conflict, equality, globalization, ethics, urban and rural environment.

### Curriculum enrichment

The French Department encourages the Lower Sixth students to watch French plays and/or films. There are also many exhibitions that are relevant to their French studies. There is often a Sixth Form French Cinema club and a Debating club where those studying French have the chance to discuss various current issues in French; this is a great way to improve your oral fluency and sharpen your analytical and critical skills. We also strongly encourage you to arrange to spend some time in France and/or in a French speaking country during your time in the 6th form. We can provide you with names of companies that Old Dolphins have used successfully. It is crucial for anyone studying a language to find a way to immerse oneself in the language but also in the culture. There is so much to gain academically and personally from such experiences.



## After IB HL or SL French?

You can of course pursue your study of French at university on a single or combined honours course.

### Assessment

<b>SL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (photo + discussion)	25%
<b>HL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (literary extract + discussion)	25%

# GERMAN B

## IB Subject Group 2

### Why German?

With 120 million native speakers, German is the language most in demand by UK employers and, according to The Independent newspaper, can lead to the highest paid jobs. The culture of the German-speaking countries is exceptionally rich and vibrant; 18% of the books published worldwide each year are in German, as is 6% of the internet. German-speaking writers such as Goethe and thinkers such as Luther, Kant and Nietzsche have long been, and continue to be, at the forefront of intellectual life.

### Syllabus

IB German builds on the four skills acquired at IGCSE: listening, reading, speaking and writing. It is an interesting and wide-ranging course covering topics such as **identities, experiences, human ingenuity, social organisation and sharing the planet**. Students learn about new technologies, music and culinary delights; IB caters for all tastes! Through a variety of media such as newspapers, magazines, a range of authentic German literature texts, films and conventional textbooks, students build their understanding of German language and culture.

### Curriculum enrichment

Students should visit a German speaking country during their Sixth Form studies. There are many exciting opportunities such as work experience, courses at language schools or even some voluntary work, which would really boost your confidence and fluency. The German department will support you with this endeavour and, in addition, theatre trips, cinema showings, study days and exhibition visits are organised or signposted by the department.

### After IB HL or SL German?

We prepare pupils for language courses at university, including Oxford and Cambridge applications, with targeted extra enrichment sessions and extracurricular opportunities. German is studied either on its own, with another language or with other subjects such as Classics, English, History, Law or Philosophy.

### Assessment

SL	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (photo + discussion)	25%
HL	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (literary extract + discussion)	25%

# ITALIAN B

## IB Subject Group 2

### Why Italian?

Italy is a cornerstone in Culture, Art and History across Europe, you cannot help but be inspired to learn the language! From the Roman Empire to the mediaeval communes, from the Renaissance to Fascism, Italy has shaped the culture and politics of Europe and the wider world for over two thousand years! Studying Italian offers you a wonderful opportunity to engage with those traditions, as well as with one of the most vibrant and controversial European Nations of today.

### Course outline and assessment

The IB Italian B course will build upon the knowledge you acquired during the IGCSE and allows you to learn how the language works in different situations. The course is divided into five main themes: Identities, Experiences, Human Ingenuity, Social Organisation, Sharing the Planet. You will be exposed to a variety of different types of texts and learn how to use the language in different contexts.

The Italian Department offers IB Ab Initio to students with no previous experience of Italian who are willing to commit themselves to the challenges of a new language. The nature of the Ab Initio course requires a significant degree of independent learning, particularly with regards to building vocabulary.

### Curriculum Enrichment

Whenever numbers allow it, the Department organises a Study Trip to Bologna or Florence during October Half Term. You will be encouraged to watch Italian films and visit Italian exhibitions and events whenever they take place in London. Throughout the year there are opportunities to run Clubs for the Lower/Middle school: the Italian Film Club is a popular one! You will also have the opportunity to discuss various themes linked to the curriculum with your teachers and expand your vocabulary during the Italian Chats sessions. Uniprep lessons are also offered to those who would like to study Italian at University. The Department strongly encourages the Sixth Formers to organise themselves independently and find ways to spend some time in Italy during the holidays (work experience, language courses). Support and suggestions from past students' experiences is offered.

### Beyond IB Italian

Italian can be studied in many prestigious Universities as a single honour degree or alongside another language or even other subjects such as Economics, Law, Chemistry and Mathematics.

### Assessment

<b>Ab Initio</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (photo + discussion)	25%
<b>SL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (photo + discussion)	25%
<b>HL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (literary extract + discussion)	25%

# MANDARIN B

## IB Subject Group 2

### Why Mandarin?

China is now a global power with major economic and political influence. Studying Mandarin Chinese to a high level is not only a huge linguistic achievement, the topics studied in the IB course also enable students to fully understand the making of modern China. This is both hugely enjoyable and it opens doors to many varied careers, from finance to diplomacy to environmental consulting.

### Course Outline

Mandarin is offered at Standard Level for those continuing from GCSE and at ab initio for those who did not continue after Lower School.

Standard Level moves well beyond the GCSE in terms of content and language complexity. Tenacity and diligence is needed to acquire and retain the characters required for this level of language but, having studied GCSE, students will be aware of the levels of commitment required to succeed in this regard.

The themes of study at Standard Level, as for all languages at IB, are: Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. Topics are both broad ranging and fascinating. In line with the spirit of the IB, all topics are discussed with China at their core as students are learning not only the language but also the issues affecting China and the culture of the country. Examples of topics tackled are immigration; urban/rural divides; local culture and art; family relationships. As with other IB languages, the course uses a variety of different sources and text types which gives students great confidence in their ability in the language and the flexibility to use it in many situations. The course tests all four skills.

The Ab Initio course covers the same themes of study as the Standard Level course and it takes students from beginner to high GCSE level. It is assessed in all skills. Students will require diligence and commitment to acquire vocabulary - specifically Chinese characters - at a relatively quick speed.

### Enrichment

We are lucky to be based in London where Chinese film, art and theatre are relatively common and students will be encouraged to go to any events related to China. In addition, there are now many blogs, news sources and apps in Chinese (and about China) that students can access independently. Students are also encouraged to set up their own China-focused clubs which will be supported by the department.

### Beyond IB Mandarin?

Mandarin is offered at a good number of universities, with many offering ab initio courses alongside more advanced entry points. Many also offer brilliant joint honours courses, alongside single honours, combining Mandarin with a European language, Japanese or another discipline (eg Business or History). All courses offer a year in China which is not only superb for language acquisition but is also highly valued by potential employers and hugely enjoyable. The possession of a degree in Mandarin certainly differentiates you from the crowd.

### Assessment

<b>Ab initio &amp; SL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (photo + discussion)	25%



# SPANISH B

## IB Subject Group 2

### Why Spanish?

Taking IB Spanish gives students the opportunity to reach a high level of fluency in one of the major international languages. From cinema and literature to history and politics, IB Spanish will challenge you to think and inspire you to delve ever deeper into the incredible diversity of cultures not only in Spain but also in Latin America.

### Course outline and assessment

The IB Spanish B course will introduce you to a wide range of topics of contemporary interest, within the overarching themes of Identities, Experiences, Human Ingenuity, Social Organization and Sharing the planet. You will learn about popular culture, regional customs and traditions, cyberspace, immigration and racism, the Spanish Civil War, Latin American dictatorships and indigenous cultures. Group 2 Language courses are underpinned by the values of international mindedness and intercultural competence. In the spirit of Theory of Knowledge, you will be encouraged to think about your language acquisition through the four ways of knowing.

You can expect to make rapid linguistic progress in your Language lessons, developing your skills in listening, reading and writing. The IB course focuses on developing your conceptual understanding of why and how people communicate, so you will learn to write for different purposes and audiences, for example, blogs, articles, speeches, letters and emails. At SL, your oral will be based on a photograph, while at HL, it will be based on an extract from one of your set texts, such as the Spanish play *La casa de Bernarda Alba* by Federico García Lorca. You will learn to talk confidently about the themes, characters and socio-historical context of the works. You may wish to write your Extended Essay in Spanish and recent titles have included Spanish or Latin American authors, film directors and artists.

### Enrichment

You are strongly encouraged to organise an independent visit to Spain or another Spanish-speaking country during the Lower Sixth year and we can advise on companies who offer work experience or language courses. Closer to home, there will be opportunities to visit exhibitions, lectures, films and plays, some of which may be organised by the department. At all times, you will be encouraged to listen to podcasts, watch films and keep up to date with Spanish and Latin American current affairs. In school, there is a lively debating club which prepares for the Spanish Debating Competition in the Spring Term. You may also run clubs for younger years, such as a Cinema club or Spanish Chats.

### Beyond IB Spanish?

Recent students of Spanish at Godolphin and Latymer have gone on to read Spanish at a variety of top universities including Oxford and Cambridge, either combining with another language (eg French or ab initio Portuguese or Arabic) or another discipline (eg Law, English, Maths, History, History of Art), as well as in the USA. The skills and experiences you gain on your Year Abroad are highly prized by employers.

### Assessment

<b>SL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (photo + discussion)	25%
<b>HL</b>	Paper 1	Writing	25%
	Paper 2	Listening and Reading	50%
	Internal Assessment	Individual oral (literary extract + discussion)	25%

# LATIN

## IB Subject Group 2

The IB Latin course involves the study of Latin language and literature within its cultural context. Language skills are developed through reading of a range of texts, concentrating on the authors prescribed for the language paper. There is very little new grammar to learn, but your knowledge and understanding of the grammatical structures encountered at GCSE will be strengthened and revised. The set literary texts are studied in depth for content and stylistic features, and you will 'read around' the prescribed passages to gain a deeper appreciation. The Research Dossier will allow you to conduct personal research into an aspect of Roman life, literature or history. HL students will also complete a composition task.

### Assessment

Paper 1 - Language	SL: 35%	HL: 30%
You will complete comprehension questions and translation of an unseen passage from Latin into English. You will prepare for this paper by completing at-sight and regular written translations from a range of prose and verse authors, to gain close familiarity with their language and style and to gain fluency and accuracy in translation. In the examination, Higher Level students will also comment on the stylistic and thematic features of the passage. You may take a dictionary into the Language examination.		
Paper 2 - Study of Literature	SL: 35%	HL: 30%
You will undertake a detailed study of ancient texts. Core texts include Cicero, Virgil and Ovid, while companion texts range from Catullus to Horace and Pliny. You will gain insight into their stylistic and rhetorical nuances and you will examine the writing from a broader perspective, considering why the author continues to be important to the modern world. The examination will involve a combination of detailed questions on specific sections of the text and a wider-ranging essay question. Standard Level students study one core text and two companion texts, while Higher Level students study two core texts and two companion texts.		
Individual Study: Research Dossier	SL: 30%	HL: 20%
You will research and compile a collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence – the choice is yours (although your teacher will help you to guide your research effectively). Your final dossier will explore a specific research question by presenting a number of primary sources, which you will explain and evaluate.		
Individual Study: Composition	20%	
Higher Level students will compose a piece of Latin, taking inspiration from ancient or modern texts, and analyse their creation.		

The Classics Department offers a varied programme of extra-curricular events, including lectures, theatre visits, conferences, summer schools, and visits to museums and sites of Classical interest in Britain, Italy and Greece. You may choose to help with the Classics Society, the Ancient World Breakfast Club and the Classics magazine, or to help teach Latin to younger students.

# GREEK

## IB Subject Group 2

IB Greek consists of a mixture of language and literature. Language skills are developed through extensive reading of stories in their original Greek. The set literary texts are studied in depth for content and style, and additional reading in English from your chosen genres will allow you to build a comprehensive picture of the greatest literary texts from the most creative and exciting period of world literature.

### Assessment

Paper 1 - Language	SL: 35%	HL: 30%
You will complete comprehension questions and translation of an unseen passage from Greek into English. You will prepare for this paper by attempting at-sight and regular written translations of extracts from authors such as the tragedians and historians Herodotus and Xenophon to gain close familiarity with their language and style and to gain fluency and accuracy in translation. In the examination, Higher Level students will also comment on the stylistic and thematic features of the passage. A dictionary is allowed in the Language examination.		
Paper 2 - Study of Literature	SL: 35%	HL: 30%
You will undertake a detailed study of ancient texts from various literary genres. Core texts include Homer's Iliad, Euripides' Alcestis, Antiphon and Thucydides' history, while companion texts range from Aeschylus, to Aristophanes and Apollonius. From reading the set texts in their original language, you will gain insight into the stylistic and literary nuances of the genres. You will critically analyse each author's style, choice of vocabulary and figures of speech. You will also examine the writing from a broader perspective, considering what factors contributed to the author's point of view, and why the author continues to be important to the modern world. The examination will involve detailed questions on specific sections of the text, and a wider-ranging essay question. SL students study one core and two companion texts, while HL students study two core and two companion texts.		
Individual Study: Research Dossier	SL: 30%	HL: 20%
You will research, select and present an annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology or some aspect of classical influence - the choice is yours (although your teacher will help you to guide your research effectively). Your final dossier will explore a specific research question by presenting a number of primary sources and explaining and evaluating them through your own annotations.		
Individual Study: Composition	20%	
Higher Level students will compose a piece of Greek, taking inspiration from ancient or modern texts. You will then analyse your creation.		

The Classics Department offers a varied programme of extra-curricular events, including lectures, theatre visits, conferences, summer schools, and visits to museums and sites of Classical interest. You may choose to help with the Classics Society, the Ancient World Breakfast Club or the Classics magazine.

# HISTORY

## IB Subject Group 3

History is not all about 'great' men; it is not all about power and those who seek to exercise it; it is not all about politics and the lives of the privileged; it is not all about analysing masses of data or statistics; it is not all about what the Vikings put in their porridge; but it can be about any or all of those things. Perhaps history's greatest strength as an intellectual discipline is its diversity: the study of the past can be on as narrow or as broad a scale as the subject matter demands; an historical enquiry can be based in biography, sociology, archaeology, anthropology, codicology, or any number of other disciplines, often at the same time. We aim to capture this diversity in our IB History course. The range of subjects studied is broad; however, all topics are linked by the shared theme of the interaction between power and identity.

**Paper 1** (studied by HL and SL students in the Lower Sixth) is a source paper entitled **Rights and Protest**, looking in depth at two case studies of race, identity, rights and suppression: the Civil Rights struggle in the United States and the anti-Apartheid movement in South Africa in the middle of the twentieth century.

**Paper II** (studied by HL and SL students in the Lower Sixth) is an essay paper covering the growth, development, and decline of empires. Teachers will select a topic depending on their specialism. The current options are as follows. A study of the English Civil Wars examines the causes of the civil conflict as well as the ensuing wars and the development of military tactics. It enables students to consider the role of the individual by considering key players such as Charles I and Oliver Cromwell. In **Independence Movements** you will investigate how empires end. Comparing the processes by which different territories, such as Zimbabwe and Ireland, broke with their colonial pasts, you will see decolonisation not from the perspective of the imperialists but instead from the point of view of those who, fuelled by their burgeoning cultural and ethnic self-awareness, sought to build new states and new identities. The **Cold War** topic explores the origins of the crisis and studies the impact of the Cold War in two countries from different parts of the world. You will also compare and contrast the roles of Cold War leaders and examine the development of the conflict in Europe, Asia, the US and Africa.

Paper III (studied by HL students in the Upper Sixth) is an essay paper which examines cultural and intellectual history alongside more conventional, political topics. Britain during the build up to the First World War is studied allowing an examination of complex international relations in the shift towards global conflict. It involves themes such as Imperialism, nationalism and militarism to be explored in order to analyse the reasons for the outbreak of war in 1914. The second topic will focus on the nineteenth century, and may cover the history of Russia, 1855-1924; Britain, 1815-1914; or Italy and Germany, 1815-1890. In each case, you will see how the progressive ideals of the eighteenth century developed into new and radical political philosophies (eg Nationalism, Liberalism, and Communism) which threatened to overthrow the established order in Europe. In studying this period, you will glimpse the origins of the ideas and the politics that have shaped the modern world.

The **Historical Investigation** (completed in the Lower Sixth) offers an unique opportunity to research and write on an historical topic of your choosing, led by the extensive experience of the History Department. Recent topics have been as diverse as the Congolese civil war, the politics of Leonard Bernstein, Sweden in World War Two, the Stonewall Riots of 1969, and the democracy movement in South Korea.



# GEOGRAPHY

## IB Subject Group 3

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

<p><b>Part One</b></p> <p>Geographic Themes - seven options</p>	<p>Two options are studied at SL, and three at HL</p> <ul style="list-style-type: none"> <li>• Freshwater - drainage basins</li> <li>• Oceans and coastal margins</li> <li>• Extreme environments</li> <li>• Geophysical hazards</li> <li>• Leisure, tourism and sport</li> <li>• Food and health</li> <li>• Urban environments</li> </ul>
<p><b>Part Two</b></p> <p>Geographic perspectives - global change</p>	<ul style="list-style-type: none"> <li>• Population distribution - changing population</li> <li>• Global climate - vulnerability and resilience</li> <li>• Global resource consumption and security</li> </ul>
<p><b>Part Two - HL core extension</b></p> <p>Geographic perspectives - global interactions</p>	<ul style="list-style-type: none"> <li>• Power, places and networks</li> <li>• Human development and diversity</li> <li>• Global risks and resilience</li> </ul>

## Internal Assessment

Students will undertake fieldwork leading to one written report worth 25% at SL, or 20% at HL. Fieldwork can be based on any suitable topic from the syllabus.

## Outside the Classroom

Several trips have been arranged as part of the IB course. During the Lower Sixth year, as part of the urban unit, students will undertake a place study of Battersea Power Station. They will also have the opportunity to go to Iceland to study glaciers, volcanoes and waterfalls and to examine the human geography of one of the most sustainable places on the planet. In the summer of the Lower Sixth year a field course to Blencathra in the Lake District will give students an opportunity to collect data for their IAs.

Students are encouraged to take advantage of links with the Royal Geographical Society and attend lectures outside school. There is a vibrant Geography Society run by the Sixth Form, in which contemporary issues can be discussed and debated, and a thriving Geography Book Club. The Geography magazine, Aspect, is written and edited entirely by the Lower Sixth and presents an opportunity to gather experience in journalism and editing.

# ECONOMICS

## IB Subject Group 3

Economics is a social science concerned with the challenges common to all societies, of searching for acceptable levels of economic well-being. The quest is of particular relevance not only because of the vast gulf separating the poorest and the richest inhabitants of the planet, but also because of the limits of resources, time and human effort.

## Syllabus Content

Although the subject can be studied at two different levels, the aims of both higher and standard level courses are to encourage students to think critically about economics and the real world issues they will face. Students will gain knowledge of economic principles, and develop analytical and critical thinking skills. They will also learn to appreciate the difference between positive and normative statements in decision making.

The core syllabus for both levels involves the study of individual markets; why markets fail to be efficient; business decision making; macroeconomic issues and policy e.g. unemployment, inflation, GDP growth and the balance of payments. Both levels focus on the roles of interest rate and tax policy, and the importance of international economics. There is in addition a special consideration of the economics of development. In the new syllabus, there is extra depth and breadth required in certain areas at Higher Level. Both SL and HL students develop quantitative skills, but HL students will need to further develop these as appropriate, in analysing and evaluating economic relationships in order to provide informed policy advice. These skills are specifically assessed in HL Paper 3.

## Assessment

Assessment is divided between three written papers for HL and a portfolio of coursework. At SL assessment is by two written papers and a portfolio of coursework. Coursework accounts for 20% of the total marks at HL and 30% at SL.

At Standard Level, there are two externally marked examination papers. Paper 1 is an essay paper (1h 15 min); Paper 2 is a data response paper (1h 45min). At Higher Level, students will sit an additional 1 h 45 min Policy paper (Paper 3).

## Internal Assessment

Candidates produce a portfolio of three commentaries based on the application of economic theory and methods to real and current news extracts.

It is essential that students are aware of important economic changes and events in the real world. They are encouraged to read widely in the quality press as a necessary supplement to their given textbooks. Much of the subject relies on a competence in basic mathematics, especially the ability to construct graphical models and analyse numerical data. This applies to HL students in particular as they will be examined directly on these skills. Many of our keenest students participate in external essay competitions organised by the RES, NCH, IEA, and universities.

Students should note that a high capability in Mathematics is essential when applying to study Economics at university. In some of the most competitive courses, Higher Level/Further Mathematics is a requirement.

# GLOBAL POLITICS

## IB Subject Group 3

Climate change activists: '*prophets of doom*' or '*champions of the environment*'? These diverging views from recent US presidents demonstrate the intricate nature of many of the questions considered on the Global Politics course - for example, who gets to decide how we should deal with climate change? Are protest movements now more powerful than states as agents of change? As 49% of the world goes to the polls in 2024, is democracy still the best way to address the challenges countries face?

The course's main themes are;

- Rights and Justice
- Development and sustainability
- Peace and Conflict

Within these themes, many other issues of contemporary significance such as migration, diplomacy, conflict resolution, human rights law and sovereignty are studied. In every one of these areas, it will be seen that even those problems which appear simple are, in reality, far more complex, multifaceted, and interconnected than they seem. Delivering food aid to alleviate famine, for instance, is clearly a humanitarian act which saves lives, but it can also create a cycle of aid-dependency that is hard to break in the long term. Intervening in a conflict zone to keep the peace is obviously desirable in the first instance, but when does peacekeeping become an oppressive occupation which causes more problems than it solves? Enforcing human rights globally can improve standards of living and save lives, but it can also create deep resentment amongst people who feel that their traditions are not being respected. There are plenty of difficult questions in Global Politics, but no simple answers.

## Overview of Assessment

<b>Paper 1</b>	Source Paper (core)	SL and HL
<b>Paper 2</b>	Essay Paper (all topics)	SL and HL
<b>Paper 3</b>	Stimulus-based questions using case study knowledge to discuss global political challenges ( security, identity, technology, equality, poverty, borders, health, environment)	HL only
<b>Engagement Project</b>	A written report on a political issue explored through active engagement (e.g. interviews) and research.	SL and HL

## Beyond the Classroom

London is a truly global city, and we encourage Global Politics students to take full advantage of the many events put on by think-tanks, political parties and universities. A programme of external speakers at the student-led Politics Society helps students to develop their understanding of the subject beyond the curriculum, for example giving insight into the political philosophy of John Locke, National Populism or the personal experiences of politicians. Studying Global Politics is excellent preparation for a number of degree courses. As well as International Relations, PPE, Law, and Politics, applicants for History, Economics, Anthropology, Development Studies, Geography, and Philosophy will gain much from the study of Global Politics. The department provides university preparation sessions for those interested, seeking to stretch the students and develop their skills of debate, analysis and independent thinking. Furthermore, as well as the Politics Society, students also run a Politics Book Club and produce a Politics magazine giving plenty of opportunities for super-curricular development.

# PHILOSOPHY

## IB Subject Group 3

As one of the oldest academic disciplines, Philosophy, from the Greek *philosophia*, meaning 'the love of wisdom', has truly stood the test of time and remains as relevant and important today as it ever has been. The IB course covers a tremendous range of philosophical issues, from existential questions of the self, to whether art has any inherent value. With every lesson full of debate and discussion there are countless opportunities to deepen your thinking and prepare yourself to take on the complex moral issues of today's world.

The department regularly attracts high profile speakers who help students develop their love for the subject, as well as providing an early insight into what studying at university could entail. A number of students choose to apply for Philosophy and/or Theology (or related subjects) at universities all over the world, and regular uniprep sessions delivered by subject experts give these applicants the best opportunity for success. Students are encouraged to participate in the Philosophy Reading Group, help produce 'The Thinker' magazine, run the Junior Philosophy Society and attend lectures outside school.

<b>What is a human being</b> (Core Theme HL and SL)	<ul style="list-style-type: none"> <li>• Are human beings really different from animals?</li> <li>• Deep down, are we all selfish?</li> <li>• Would we do anything to survive?</li> <li>• Do we have an invisible soul?</li> <li>• Why do we live in society?</li> </ul>
<b>Aesthetics</b> (HL only)	<ul style="list-style-type: none"> <li>• What is art?</li> <li>• What makes someone an artist?</li> <li>• Are we all born artists?</li> <li>• Can we identify works of art outside what society calls art?</li> <li>• Should art have a religious, moral or political message?</li> <li>• How do we define what is beautiful and what is ugly?</li> </ul>
<b>Ethics</b> (HL and SL)	<ul style="list-style-type: none"> <li>• How do we decide if a particular action is right or wrong?</li> <li>• How should we treat people?</li> <li>• Are moral decisions culturally influenced?</li> <li>• Are there fundamental moral principles that apply in all situations?</li> </ul>
<b>Set Text: The Ethics of Authenticity by Charles Taylor</b> (HL and SL)	<ul style="list-style-type: none"> <li>• An original philosophical text will be studied providing the opportunity for engagement with primary sources. This is an opportunity for focused critical engagement with a philosophical text.</li> <li>• In this text, Charles Taylor calls on us to face the moral and political crises of our time, and to make the most of modernity's challenges. This bracing and provocative book gives voice to the challenge of modernity, and calls on all of us to answer it.</li> </ul>
<b>Coursework - Philosophical Analysis</b> (HL and SL)	<ul style="list-style-type: none"> <li>• Your chance to turn anything into Philosophy!</li> <li>• In previous years, essays have been written on: A John Lennon song Lipstick Prophecy in <i>Harry Potter</i> A scene from <i>Heroes</i></li> </ul>
<b>Philosophy and Contemporary Issues</b> (HL Only)	<ul style="list-style-type: none"> <li>• A HL extension which engages with pressing issues relating to "philosophy and the environment" and or "philosophy and technology".</li> <li>• This involves a discussion around the purpose and meaning of philosophy, and what it means to 'do' philosophy, not simply learn about philosophy.</li> </ul>



# ART HISTORY SL

## IB Subject Group 3

As a subject new to students in the Sixth Form, Art History is intellectually challenging, rewarding and enjoyable. Visual media dominate contemporary culture and Art History gives students the means to make sense of our world by studying the history of visual culture. Art History is available at standard level only.

The main focus is the investigation of the meaning and significance of works of art within a given historical context, and their significance to us today. This involves the study of historical, political, social, economic, philosophical and literary material through primary and secondary sources and promotes cross-curricular links. A range of methods, such as iconographic analysis, will be employed. Art History develops a wide range of skills. Through visual observation, description and critical analysis of images you will learn to discuss the media, techniques and formal qualities of painting, sculpture and architecture using specialist vocabulary, and recognise the features of broad historical styles and those of individual artists. The course does not require specific GCSEs.

## Syllabus Content:

### Two historical topics and a guided coursework project

**The Art of the Renaissance (c.1400-1550)** investigates the social and political history of Renaissance Europe looking at painting, sculpture and architecture in Italy and the North. We will look at the development in style from the early fifteenth century until the High Renaissance and later Mannerism. Humanism, patronage and the rise in the status of the artist will be discussed in relation to the classical revival and new naturalistic art in the works of Masaccio, Donatello, Brunelleschi, Leonardo, Raphael, Michelangelo in Italy, before exploring the changes in style as a result of the Reformation.

**Rococo to Realism (c. 1720-1860)** explores social and political history in 18th and 19th century Europe. We study Rococo art associated with the 'Ancien Régime' in France, the ideas of the Enlightenment and their impact on both Neo-classicism and the politics of the French Revolution in the work of J L David, and the shift to Romanticism in poetry and painting with Gericault, Delacroix and Goya. Alongside colonialism Orientalism emerges, while the status of the artist changes from a respectable individual to the Romantic 'genius' outside the norms of society. The role of women artists is also investigated as is the Realist's preoccupation with everyday life.

**Internal Assessment:** A 2,000 word cross-cultural investigation with illustrations which must not be related to the content of the taught syllabus; it assesses independent research and evaluation of sources (30%).

**Assessment:** Paper 1 examination requires short answer questions based on picture sources (30%). Paper 2 requires extended responses to the two historical topics (40%).

IB students join A Level students on trips, which in a typical year will include an overseas visit to Italy or Paris alongside regular visits to London galleries and museums.

# SCIENCES

## IB Subject Group 4

In Group 4, the subjects Physics, Chemistry and Biology have common aims and there is a single model of assessment for all three. This consists of an individual scientific investigation (IA) which is undertaken at a suitable point during the course and consists of 10 hours of work and is assessed through a written report with a maximum word count of 3000 words. Students complete practical work throughout the course, including a number of required practicals specified by the IB. These required practicals will be assessed through the written examinations taken at the end of the course.

**The assessment of the IA is undertaken internally by the teacher and externally moderated by the IB. There are four assessment criteria which need to be met:**

1. Design
2. Analysis
3. Conclusion
4. Evaluation

**The summative assessment that takes place at the end of the course is in the form of three written examination papers:**

- Paper 1: Section A, multiple-choice questions and Section B: experimental and data based questions.
- Paper 2: short-answer questions and extended-response questions

## Practical work

Practical work forms an important part of all the sciences and you will enjoy at least 40 hours of practical work as a SL student and 60 hours at HL. During this time you will complete your Scientific Investigation (the IA described above) and you will take part in a Collaborative Sciences Project.

## Collaborative Sciences Project

All IB students will undertake a Collaborative Sciences Project which takes about 10 hours spread over a few days. Students are split into teams which contain physicists, chemists and biologists (at least one of each). They are then set a task to work on, using their knowledge of their specialist areas.

The Collaborative Sciences Project aims to get students to work well together in teams, putting forward ideas, and listening to those of others, as well as working cooperatively towards a common goal. Students are always enthusiastic about this incredibly enjoyable, engaging and rewarding part of their IB and it is a real highlight of the year.

# BIOLOGY

## IB Subject Group 4

Have you ever marvelled at how the chemicals of life come together to form organisms that can grow, move and reproduce? Have you ever wondered how cells recognise each other and communicate to form tissues, or how such a vast and diverse world of living things can have evolved from simple single celled organisms? If so, Biology is the subject for you!

During the course you will be exploring some of these big questions: What makes us all different? How do muscles work? How do you make a genetic fingerprint?

If you have a fascination for the natural world and its life processes, the study of Biology can be immensely rewarding. It offers the opportunity to explore a range of biological topics in greater depth and it builds on the skills acquired lower down the school.

### Standard Level (SL)

For those who have succeeded at GCSE Biology, but feel their major interests lie in other areas, Biology SL can provide an interesting and perfectly accessible subject to complement your IB studies. **There are four core topics which include:** cell biology, molecular biology, organisms and ecosystems.

### Higher Level (HL)

If you have a natural interest in life processes and enjoy exploring the natural world, Biology HL could provide you with an excellent opportunity to develop your knowledge and investigate the subject in greater depth. In addition to all the core SL content, there is additional higher level content which involves exploring core topics in more depth, such as nucleic acids, metabolism, plant biology, genetics and animal physiology.

For both SL and HL there are two examinations at the end of your second year, which include multiple choice, data based, short answer and extended response questions. There is also one internal assessment (IA) that contributes 20% to the final assessment, involving 10 hours of practical work on an individual investigation. The IA provides students with the flexibility to choose a topic of interest, plan and carry out a scientific investigation, utilise appropriate techniques and equipment, and effectively communicate their findings.

There are opportunities within nearly every topic to raise an ethical debate and consider the 'nature of science' in the issues being studied. You will be expected to complete independent study in and out of class, and all lessons are designed to be interactive; everyone is encouraged to contribute their ideas.

You will have the opportunity to participate in a range of enrichment opportunities, including a compulsory field trip in the summer term, a lecture day and The Biology Olympiad competition. In addition there are clubs such as *Dissection Club* and *BioMed Society*, or you could get involved with producing *Dr Dolphin* magazines.

# CHEMISTRY

## IB Subject Group 4

From the moment you are born, and throughout your life, you are surrounded by Chemistry – the air you breathe, the food you eat and the clothes you wear – they're all Chemistry. Chemistry is the study of substances: what they are made of, how they interact with each other and the role they play in living things. Whether you want to care for penguin colonies in Antarctica or work in a dynamic business environment, Chemistry can help you achieve your goals.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

A diverse range of activities will be carried out in lessons: practical procedures to learn new laboratory skills, the discussion of theoretical concepts and calculations to quantify our observations.

You will have the opportunity to participate in a range of enrichment opportunities, including the Cambridge Chemistry Challenge and Chemistry Olympiad, enabling you to develop your understanding beyond the examined material. In school, there are also clubs to get involved in, such as Science Club.

The study of Chemistry through the IB enables you to make links between the theory and practical skills you are developing with applications in the wider world. The course exemplifies how scientific methodology helps us understand Theory of Knowledge in addition to developing a greater understanding of the Nature of Science.

The IB course starts with a revision of the key skills developed at GCSE. Calculations are developed to include more challenging examples and theoretical models are extended to include more detailed ideas about atomic structure and bonding. Through practical work you will learn about the uncertainties in measurement and gain an appreciation of how confident we can be of experimental results. The foundations of Organic Chemistry laid at GCSE will be extended by examining functional groups, and our understanding of their chemical behaviour, through the examination of reaction mechanisms. Analytical techniques are used to identify unknown organic compounds.

While the skills and activities of IB Chemistry are common to students at both SL and HL, students at HL are required to study some topics in greater depth through the additional higher level (AHL) material. The distinction between SL and HL is one of breadth and depth.

**You will be examined at the end of the second year, and there are two examination papers. Paper 1** is composed of two sections: **Section A**, a multiple choice paper, and **Section B**, made up of data based and experimental questions. **Paper 2** contains a variety of structured questions.

In addition, both SL and HL students will complete a hands-on laboratory investigation, marked by their teacher and moderated by an external examiner. This provides you with the opportunity to explore an area of Chemistry which you would like to learn more about whilst developing the key skills of scientific investigation. **It is assessed according to four criteria:** design, analysis, conclusion and evaluation.



# PHYSICS

## IB Subject Group 4

Physics is the most fundamental of the experimental sciences as it seeks to explain the Universe itself. From the classical physics of Newtonian mechanics, electromagnetism, and thermodynamics to the modern physics of quantum mechanics, general relativity and chaos theory, the scientific processes conducted by the most eminent scientists in the past are the same ones followed by working physicists today and crucially are also accessible to students in schools.

However, Physics is not just about staring out into the universe or obsessing over the tiniest of particles that make up the vastness of space. Physics is at the heart of discovery, and evolution of ideas and technology. Its very nature means that it is at the forefront of advances in communication, medical technology, renewable energy and exploration.

To study Physics you must be curious and creative and have ambition and drive. Being able to look beyond the syllabus and explore new ideas is key to success in this subject.

*'Look up at the stars and not down at your feet...Be curious.'*

Stephen Hawking.

All students studying IB Physics will study key theories and engage in experimental work. The SL course provides students with a fundamental understanding of physics whilst developing key skills. The HL course requires further in-depth study with extra topics allowing students to gain a solid foundation for further study at university.

At Standard Level you will study core material, covering, space time and motion, the particulate nature of matter, wave behaviour, fields, nuclear and quantum physics.

At Higher Level you will study the same core as above but in addition you will study further topics including, rigid body mechanics, Galilean and special relativity, thermodynamics, induction and quantum physics.

Students will also carry out an individual investigation. This internally assessed work will demonstrate the application of their skills and knowledge. This allows students to develop personal engagement with the subject matter as they design and test out their own theories and ideas.

Students may have the opportunity to visit Geneva on the CERN trip as well as participate in Physics and Engineering society events and UCL lectures. Students enjoy writing articles for Accelerate, the physics magazine, and giving lectures as part of the PhysEng society.

# IB MATHEMATICS

## IB Subject Group 5

Mathematics within the IB is enjoyable and interesting. There is a focus on investigation and students undertake an independent project component as part of their course in which they can explore a problem of particular personal interest.

All IB students will study a common core of topics as well as course specific subjects across Number, Algebra, Functions, Trigonometry, Geometry, Statistics, Probability, and Calculus.

**Analysis and Approaches Higher Level:** A demanding and stimulating course predominantly based on Pure Mathematics with an emphasis on exploring, developing and understanding the logic of the subject. This course explores the concepts of proof and the abstract applications of Mathematics. Designed for students with a real passion and talent for Mathematics who wish to study the subject in depth, either as an enjoyable and challenging subject in its own right, or because they intend to pursue further studies with a dependence on Mathematics, in particular Physics, Engineering and some Chemistry or Economics courses.

**Analysis and Approaches Standard Level:** A demanding and rigorous course; this is a subset of the topics in Analysis Higher Level and students will be studying challenging topics from the very start. It is an exciting course aimed at strong mathematicians with a natural enjoyment of the subject. This course is ideal if you are considering a university subject which requires a strong foundation in Mathematics, for example Medicine.

**Applications and Interpretations Standard Level:** For those who would prefer to pursue subjects in the Arts or Humanities, Applications Standard Level provides a course which is more accessible than Analysis Standard Level. There is a focus on problem solving and the practical application of Mathematics, developing the skills necessary to cope with the mathematical demands of a technological society. This course will contain more applications of Mathematics with greater focus on statistical processes and utilising technology.

Godolphin currently offers these three options of Mathematics within the IB. The fourth option, Applications Higher Level, is not currently offered as some university programs that previously required Higher Level Mathematics will only accept Analysis Higher Level and not Applications. There are currently no courses which require Applications Higher Level which do not also accept Analysis Higher Level.

All students taking IB Mathematics will be required to purchase a CASIO Fx-CG50 Graphical Display Calculator. This sophisticated calculator is necessary for all IB calculator papers and enables students to plot graphs, solve systems of equations, and instantly calculate statistics. These can be purchased through the school at the start of the course.

# MUSIC

## IB Subject Group 6

### Why study Music?

In IB Music, students engage with a diverse range of music that will broaden their musical horizons and provide stimuli to enrich their own musical projects. They will gain an informed understanding of music from different times, places and cultures and develop strong performance and composition skills through regular practical music-making with an emphasis on creativity.

### What previous experience is useful?

IB Music suits students who are well-rounded musicians who are creative and open-minded. It is useful to be Grade 6+ in an instrument or singing, and to have taken Grade 5 Music Theory prior to starting the course, as well as having a good grounding in musical analysis and composition, including using compositional software. It is not essential to have taken GCSE Music as long as a student is confident in the skills outlined here.

### Where will it lead me?

The Music course provides a valuable foundation for further study in Music at university or conservatoire level. Nonetheless, the skills developed on the course are highly transferable for students who may wish to pursue other ambitions.

### Course structure

There are three components that both Standard Level and Higher Level students are required to complete:

- **'Exploring music in context' (external assessment worth 30% at SL, 20% at HL)** allows students to engage with a wealth of musical material and reflect on the personal, local and global contexts in which it is composed and performed.
- **'Experimenting with music' (internal assessment worth 30% at SL, 20% at HL)** provides students with the opportunity to gain a deeper understanding of the music they engage with at both a theoretical and practical level.
- **'Presenting music' (external assessment worth 40% at SL, 30% at HL)** allows students to practise and prepare compositions and performances that will be presented to an audience.

In addition to this, Higher Level students study a component called **'The contemporary music maker'** (internal assessment, worth 30%) in which they plan and collaboratively create a project that draws on the competencies, skills and processes found in the three previous components, inspired by the process a professional musician would follow.

Students will demonstrate their skills in the components listed above in a mixture of written work, practical exercises, composition and performing. There will be the opportunity to work on multimedia projects, explore music technology and work collaboratively with others. This course allows students to encounter music in a variety of different roles – including as a researcher, creator and performer.

# VISUAL ARTS

## IB Subject Group 6

The course is designed to develop a meaningful understanding of the processes of making art. Students are encouraged to develop methods of research and investigation through observation and analysis. The course promotes a study of art from both historical and contemporary sources and from a wide variety of cultures and countries. IB Artists are asked to consider the audience for their work and curate an exhibition of their own work as part of the end-of- course assessment.

### The IB Syllabus

Students are able to set their own themes and work on their own ideas using a wide range of media. During the first term the basic elements (shape, pattern, colour, texture etc.) are explored.

The course has three components: a Process Portfolio, Comparative Study and an Exhibition of studio work. Visual Arts can be studied at Higher or Standard Level.

Studio Work (practical) includes opportunities both for exploring visual elements and for personal research which is wide-ranging and experimental. A selection of studio work chosen by the students will then be presented in an exhibition at the end of the course. Many techniques and media can be used such as drawing, painting, ceramics, photography, collage and printmaking. Experiments are documented in the Process Portfolio.

During the two-year course two or more Visual Arts Journals will be produced as a personal record of your research. They will contain both visual and written information. These journals should show your research in the historical and cultural context of artworks as well as recording observations, developing ideas and experimental work. Life drawing is an integral part of the IB Visual Arts course; it is instrumental in the development of core practical skills and you will be expected to attend these extra-curricular classes as well as a range of innovative workshops provided by staff to support and extend skills outside of the classroom.

### Higher Level Students

Assessment consists of an evaluation of the three elements: the Process Portfolio (40%), Comparative Study (20%) and Exhibition (40%). There is no timed examination piece. The emphasis is rather on the development of your work throughout the two years of the course. IB Visual Artists are assessed on their ability to make and exhibit artworks, to compare and analyse the work of others, to assess the impact of this work on their own practice, and to experiment with a range of materials and processes.

### Standard Level Students

The assessment breakdown for Standard Level students is the same as Higher Level, but the quantity of work required is reduced. In the Comparative Study, Standard Level students are not expected to make links to their own practice.

### Curriculum Enrichment

We provide a wide range of extra-curricular activities such as specialist workshops on topics such as bookbinding, animation, encaustic painting, liquid light photography and many more. In the Autumn Term the department organises a visit sometimes to a gallery and/or major exhibition or to a location for a recording workshop. You will be expected to supplement your research and idea development through independent visits to museums and galleries. Life drawing is an integral part of the IB course; it is instrumental in the development of core practical skills and you will be expected to attend these extra-curricular classes as well as a range of innovative workshops provided by staff to support and extend skills outside the classroom.



# THEATRE

## IB Subject Group 6

Theatre is a dynamic, collaborative, and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. Students will have the opportunity to make theatre as creators, designers, directors and performers. You will discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness.

### The Syllabus

The syllabus is the same for HL and SL, with one additional assessment item required at HL. There are four assessment tasks undertaken across the two year course for HL and three tasks for SL. At HL, Task One is a Solo Theatre Piece, based on a theatre culture different from your own. You will not be assessed on your performing skills, but rather on your written evaluation of your performance. The performance can take on a variety of forms, for example a monologue from a published play, a piece of Indonesian shadow puppetry, or a dance piece based on Japanese Noh Theatre. The choice here is endless, and you can choose a culture you are genuinely interested in.

Task Two is for both HL and SL, and consists of creating a Production Proposal. You will choose a published play text, study the text, and then create your directorial vision in your notebook. This will include detailed notes on how you will stage key moments of the play, design choices, and staging decisions, so will include sketches and diagrams as well as written detail.

Task Three is a Research Presentation for both HL and SL. You will choose a theatre tradition from around the world, research it and then present a 15 minute talk outlining your discoveries. The topic must be something with which you are unfamiliar, and can be from any culture or time period. You will include practical demonstrations in your presentation as well as slides and supporting images.

The final task is a Collaborative Project. You will devise and create a piece of theatre collaboratively and present it to an audience. A portfolio of your ideas is submitted alongside the work. It is this portfolio that is assessed, rather than the performance itself. You will research a professional theatre company as an influence on your performance work, and will outline this research in your portfolio.

We have designed the extra-curricular Drama programme to work smoothly with IB Theatre, with many of the skills transferable across both platforms. You will also have the opportunity to lead younger pupils by assisting with the Lower School Production.





# The Sixth Form Personal Development Curriculum

The personal development programme is a core component of every Sixth Former's education at Godolphin. It begins with a formal induction programme at the beginning of the Lower Sixth, through which all students are introduced to the different routines and expectations in the sixth form and given the opportunity to reflect, with their tutors, on the habits and characteristics of successful sixth formers. These themes are consistently revisited over the following eighteen months, culminating in the 'life skills' sessions all Upper Sixth students take part in as they begin to prepare for their journeys beyond Godolphin at university and beyond.

The personal development curriculum in the Sixth Form consists of a number of complementary 'threads' that run alongside one another and are gradually pulled together as the academic year unfolds. These include: Personal, Social and Health Education (PSHE), including Relationships and Sex Education (RSE), Citizenship, Current Affairs, Critical thinking, Learning in the pastoral curriculum, and Leadership. The curriculum is delivered through discussions and activities led by tutors; whole year group meetings and Sixth Form assemblies; and talks and workshops with a range of external speakers and facilitators, all leading experts in their fields, from academics to clinicians to entrepreneurs, including a number of Old Dolphins. The curriculum is intellectually rigorous and engaging, and will equip all sixth formers with the skills and knowledge to support both their academic work and their broader pursuits beyond the classroom and, ultimately, beyond school.

Sixth Formers are invited and encouraged to provide their own suggestions for the further development of the curriculum, and will have opportunities to do so through ongoing conversations with the Sixth Form pastoral team throughout the school year.





# The Sixth Form Enrichment Programme

We aim to provide as full an educational experience as possible alongside our academic courses. A broad range of extra and super-curricular activities enable sixth formers to develop existing interests and areas of expertise as well as to try out new things and to find out more about areas of study they might not have considered previously.

All Sixth Form students are expected to participate in our formal Enrichment Programme which is delivered through form times and a weekly timetabled lesson. The programme includes talks by internal and external speakers, opportunities to discuss and debate current affairs and to develop key life skills; it also guides students through the different stages of the IB Extended Essay or A Level Extended Project, as well as their preparation for and completion of Higher Education applications.

A highlight of the Enrichment Programme is a series of timetabled talks delivered by school staff on topics of their choice. The programme for Autumn 2023 is presented below as a sample. Students select their preferred talks early in the term. We hope that these talks inspire Lower Sixth students to explore beyond their A Level and IB courses in preparation for embarking on their Extended Essays or Projects. For the Upper Sixth, we hope that the topics on offer will enrich the body of knowledge they have already developed, adding to their academic confidence and enhancing their preparations for entrance to Higher Education. They may also introduce students to new lines of inquiry they might follow when they move on to study beyond school. For all, we aim to stimulate and encourage wide ranging discussion and individual reflection.



Lecture I	Lecture II	Lecture III	Lecture VI
<b>Tuesday 20 September</b>			
Introduction to Enrichment Programme: <b>'Margins, Measures and Meaning'</b>			
<b>Tuesday 26 September</b>			
An exploration into the margins and measures of the construction of a Geodesic Dome.	Growing up on the margins between the Republic of Ireland and Northern Ireland.	An exploration of the significance of textiles to women in the US between the Revolutionary War and the Civil War, including the most marginalised such as slaves.	Infants learning language: how do they make meaning, and how do we measure it?
<b>Tuesday 3 October</b>			
Can data make a difference? Charles Booth's life and labour of the people in London and the founding of sociology.	Making meaning of the Anthropocene: how artists, activists and authors are making meaning from it.	The impact of the Irish famine on the rise of nationalist movements and on Irish migration.	Marginal characters in Shakespeare and his interest in the perspective, insight and inherent pathos in these characters.
<b>Tuesday 10 October</b>			
Happiness: what does it mean; can it be measured; and how can we increase it?	From La Haine to les Misérables: how French cinema exposes the marginalisation of suburban youth.	The British Prime Minister's measure guaranteeing Polish Independence on March 31st, 1939	Zoonotic diseases. Why is this happening? What do we know about the mechanisms of these spillover events? And how can we stop them?

# Sixth Form Sport

Sport is a vital part of the timetable in the Sixth Form as it offers students a chance to rejuvenate their minds and helps promote a positive attitude towards studying. With this in mind the department offers an extensive programme of sports for students to choose from on a termly basis. These include activities such as trampolining, yoga, rock climbing, zumba, fun netball, football, running, fitness suite, self defence, BOOM cycle (off-site) and weightlifting (off-site); several activities are taught by external qualified coaches. Activities change in the summer term slightly to include tennis, cricket and rounders instead of hockey, netball and football with the rest staying the same.

Members of the hockey and netball squads will participate in either training or fixtures on Wednesday afternoons. There is also the opportunity to tour with the squads either in the UK or overseas which helps the students develop their playing skills and unites them further as a squad.

The rowing squad will either have an ergo session or water session depending on the term and use their lesson to travel to the water ready for a 4pm training session.

All Sixth Formers will participate in sport at least once a week throughout the year in the Lower Sixth and just the Autumn and Spring Terms in the Upper Sixth, although they are welcome to join for the Summer Term if they wish. All students are welcome to use the fitness suite (in pairs) during their free time, if it is not being used for lessons.







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