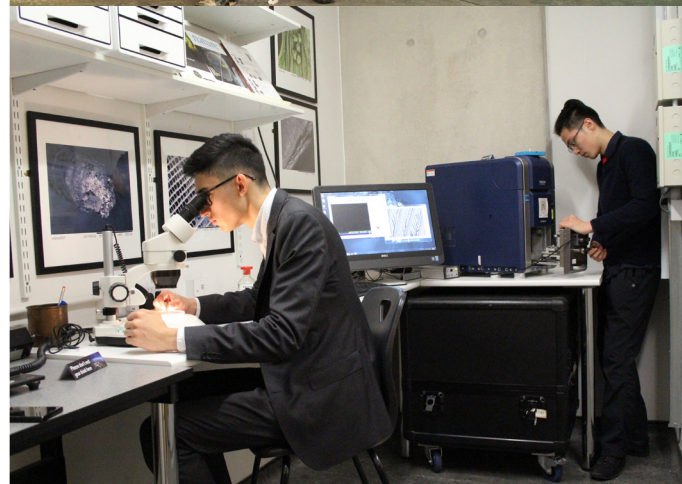


Eighth Form Courses

From
September
2023



St Paul's School
FOUNDED 1509



CONTENTS

Timetable for A level choices	4
Introduction	5
Reformed A Levels	5
Extended Project Qualification (EPQ)	5
Lower Eighth subject choices	5
Upper Eighth subject choices	5
Timing of choices	6
Lower Eighth examinations	6
Practical considerations: staffing and timetabling	7
Other points to consider when making your choices	8
Subjects	8
Ancient History (Greek and Roman) (A level)	9
Art (A level)	11
Biology (A level)	12
Chemistry (A level)	14
Computer Science (A level)	15
Economics (A level)	16
Engineering (Extended Project Qualification)	18
English Literature (A level)	19
Extended Project Qualification	21
Greek (A level)	24
Geography (A level)	25
History (A level)	26
Latin (A level)	28
Mathematics & Further Mathematics (A level)	29
Modern Foreign Languages (A level) – French, German, Italian and Spanish	31
Music (A level)	35
Philosophy (A level)	37
Physics (A level)	39
Politics (A level)	40
Religious Studies (A level)	41
Theatre Studies (A level)	42
General Studies and other Non-examined Courses	44
Work Experience	46
Eighth Form Courses and Higher Education	47
University Admissions Tests	49
University Course Requirements	50

TIMETABLE FOR A LEVEL CHOICES

June 2022 – February 2023

Careers test: Fifth Form Summer Term completed online.

Follow-up interviews based on careers test results commence in the summer term; pupils' own research commences in the summer term until January 2023.

December 2022

This booklet was issued to Sixth Formers.

Tuesday 10 January – Wednesday 18 January 2023

Sixth Form examinations.

Monday 16 January at 6.30 pm

Meeting for parents. This is designed to explain the procedure for choosing Eighth Form courses and the underlying issues. There will be an opportunity for questions from the floor.

Monday 23 January – Friday 27 January

Briefing Week: Heads of Department will be making presentations at which pupils will be able to find out more about the courses available. There will also be opportunities for pupils to have individual conversations with Heads of Department.

Wednesday 1 February at 5.30 pm

Parents' meeting on Zoom with subject teachers and tutors.

Tuesday 7 February

Pupils' choices due.

INTRODUCTION

A Levels

At St Paul's, all A levels are taught as two year courses which are examined at the end of the Upper Eighth year. The advantages of this approach are

- they allow our pupils to have an enriching experience both in studying their chosen subjects but having the opportunity to achieve the depth of understanding without being interrupted by early examinations;
- they allow our Heads of Department to determine the order in which the syllabus is taught to support our pupils in the aforementioned point.

When the government reformed A levels in 2015, they introduced a new AS Level (Advanced Subsidiary) qualification which is a stand-alone qualification with a smaller syllabus than the A level syllabus. At St Paul's, in common with many similar schools, we have decided that pupils will not take these AS Level examinations, either in the Lower Eighth or Upper Eighth. So the only course which is examined in the Lower Eighth is the Extended Project Qualification.

A Level is graded A*, A, B, C, D and E.

Extended Project Qualification (EPQ)

The EPQ allows you to select and research a topic which interests you. The project has four possible outcomes: a dissertation; a field study or investigation; a performance (e.g. musical/theatrical); an artefact (e.g. a short film/portfolio of photography/creative writing). Each project is produced independently, but you are supported by a short introductory course of taught lessons and weekly one-to-one supervisions with a tutor-assessor. You will cover and be trained in the necessary skills for research which will also be beneficial to any future university study. Universities welcome the EPQ because it develops your skills of planning, research, critical thinking and creativity, analysis, synthesis, evaluation and presentation. It will also give you something substantial to talk about at interview and when writing your applications. It is completed in the Lower Eighth.

Lower Eighth subject choices

You must choose either

- three subjects and an EPQ, or
- four subjects, or
- four subjects and an EPQ (alongside four subjects, the EPQ cannot be art).

If you choose further mathematics, you must also choose mathematics. Mathematics and further mathematics together count as two subjects.

Upper Eighth subject choices

- In the Upper Eighth, you will continue either three or four subjects.

Guidelines for Lower Eighth choices

1. Will I be disadvantaged by having no AS qualifications when I apply to university?

- No. We are certain that you will not be disadvantaged. The majority of schools (and certainly most schools like SPS) will not be taking AS Levels – in order to free up the summer term of the Lower Eighth year for additional learning before university applications are made. The proportion of students nationally without AS Level qualifications will be much higher than it was under the old modular scheme.
- 2. Without AS qualifications, how will universities distinguish between strong candidates?**
- Some universities, and Cambridge in particular, used to consider candidates' AS module marks. They have had to change under the new regime. Even where students are still taking AS Levels, there will be no module marks and just an overall grade. More than 80% of AS Level results achieved by Paulines have been grade A, so the new linear AS Level does not discriminate usefully between strong candidates.
 - To combat this, universities are increasingly making use of additional aptitude tests to identify the strongest candidates during their final year at school. These are required for many courses at Cambridge and Oxford and sometimes required for entry to some courses including law, mathematics and medicine at other universities. There is further guidance at: <https://www.ucas.com/ucas/undergraduate/getting-started/entry-requirements/admissions-tests>. We offer preparation for whatever tests pupils need.
- 3. Should I choose four subjects or three subjects and an EPQ?**
- Our philosophy is to offer you flexibility and choice in your post-GCSE subject choices, which is why (unlike most schools) we attempt to timetable your chosen combination rather than require you to pick from set option blocks. Our advice is therefore to explore and discuss all the options, and choose a combination that is right for you. So what is the 'standard' option? A majority of pupils choose four subjects in the Lower Eighth; many will continue with all four to the end of their time in the Eighth Form and some will drop to three subjects during the Lower Eighth. This keeps options open for longer and delivers curriculum breadth.
 - Three subjects and an EPQ is still a strong basis for university admission, which will be based on grades in three A Level / Pre-U subjects. An important consequence of this choice is that you will be committing to your three Upper Eighth subjects from the outset, with no option to change after the first few weeks in the Lower Eighth. If your choices included a subject which is new to you (such as economics or politics), you would have no option but to continue it to the end of the Upper Eighth even if you did not enjoy it or were not good at it.
- 4. What about four subjects plus an EPQ?**
- This option will be very demanding indeed and there is a real danger of diluting performance in all subjects – you should only undertake this option if you are confident that you can cope with the load without your grades suffering. The EPQ requires high levels of independent organisation and self-motivation, because it is mentored and supervised rather than directly taught.
 - Universities want quality rather than quantity. You will need time to work beyond the syllabuses and to develop the extensive super-curricular experience that admissions tutors are looking for.
- 5. Does an EPQ grade give any advantage in university application?**
- We do not believe that taking an EPQ will increase (or decrease) your chance of an offer. Some universities may include the EPQ in their offers – check individual university guidance for information – and a few will slightly reduce their A Level requirements if you have an EPQ grade A (e.g. Southampton might give you *either* an offer of AAA at A Level *or* AAB at A Level and A in the EPQ). If you wish to do an EPQ, we recommend that you choose it for

positive reasons, not strategic. EPQs can provide an excellent foundation in university-style independent research and a good basis for academic discussion at university interviews.

6. A Level predictions are very important for my university application. Without AS results, how will you make these predictions?

- Our predictions for university application will use evidence from tests taken across the year group; the Lower Eighth internal summer exams; progress through the year, including quality of homework, attitude in class, and evidence of independent work and 'scholarship'. Examined coursework will be taken into account as well. Different departments will weigh up these with reference to their relevance to their individual subjects and this is communicated to pupils during their Lower Eighth year.

7. What other options are there for academic enrichment?

- In addition to the EPQ and enrichment which takes place during normal lessons, there are opportunities for academic enrichment through subject-specific national competitions, such as Olympiads, prize essays, and other challenges. The High Master's Prize offers an opportunity to undertake an extended piece of work based on research and independent study. This voluntary activity takes place in the summer of the Lower Eighth, and leads to an internal and joint symposium each September and the award of prizes at Apposition. It is popular and successful: last year over 100 pupils in the Lower Eighth participated.

Timing of choices

You will choose your Lower Eighth subjects just before Remedy in February. On the basis of these choices, we shall construct a timetable for the Lower Eighth year. You may change your choices until the start of the Lower Eighth year provided that your new choices fit the timetable.

In February of the Lower Eighth year we ask you to choose subjects to continue into the Upper Eighth. On the basis of these choices, we construct a timetable for the Upper Eighth year. You may change your choices until the start of the Upper Eighth year provided that your new choices fit the timetable.

Lower Eighth examinations

There will be end-of-year school internal exams in the Lower Eighth summer term. A Level and Pre-U predictions for university entry will be based on work throughout the year, including tests and these end-of-year exams.

Practical considerations: staffing and timetabling

1. A course will only run if enough pupils wish to take it and staff are available to teach it. It may not be possible to run subjects for which there are insufficient numbers to make a viable set.
2. We shall endeavour to ensure that as many pupils as possible can take their chosen combination. It may not be possible, however, to timetable some combinations even though the combinations are in themselves perfectly reasonable.

Other points to consider when making your choices

- Consider your academic strengths and weaknesses, and choose courses that you will enjoy and in which you think you will do well.
- Consider your long-term aims. Read the sections on Higher Education and University Course requirements at the end of this booklet.
- The *quality* of your results is more important than the *quantity*.
- Even if, at this stage in your career, you are undecided about your eventual choice of University course, try to ensure as far as you possibly can that at least two of your Eighth Form subjects are related and provide a coherent foundation for higher education

ANCIENT HISTORY (GREEK AND ROMAN) (A Level)

The Ancient History course covers some of the most pivotal and fascinating periods in world history. What would have happened if Persia had overwhelmed the Greeks at Salamis and Plataea? What if the Roman Republic had not fallen? These key moments in the Greek and Roman world shaped the course of western history, and have ongoing effects in our politics, society, and culture.

The course requires no previous familiarity with Ancient History, and it is equally suitable for those who have studied GCSE and those who come to the subject new. Special emphasis is placed on looking at original sources in translation – historical narrative, biography, letters, philosophy, political oratory, comedy, inscriptions, archaeology, and so on.

The course is divided into two halves, Greek and Roman, each accounting for half of the marks. Within each half, you will study both a broad sweep of classical history and a shorter period in depth.

Greek

Period Study: *relations between the Greek and non-Greek states in the years 492-402 BC*

This course covers the Persian Wars, a David and Goliath moment in which the tiny Greek states faced off against the massive Persian Empire... and won! The rest of the period looks at the wars waged between Athens and Sparta in the fifth century, a time when both states were at their height in terms of power and culture.

Depth Study. The choice between options depends heavily on the interests of those taking the subject.

- *The Society and Politics of Sparta, 478-404 BC.* This looks at the education, social structures, politics, and military of Sparta in the 5th century.
- *The Culture and Politics of Athens, 460- 399 BC.* This looks at the high point in Greek civilisation: democratic rule, the new thinking which emerged at this time, as well as Athenian art and architecture at what was arguably its peak.
- *The Rise of Macedon, 359-323 BC.* This looks at how Macedon transformed politics in Greece during the 4th c., as well as the major events in the careers of both Philip and Alexander, and their respective characters.

Roman

Period Study: *the Julio-Claudian emperors, 31BC–AD 31*

The period covers the exciting transition between Republic and Principate. A close look is taken at the career of Augustus, and then the next four emperors: the paranoid Tiberius, the mad Caligula, the sickly Claudius, and the murderous Nero.

Depth Study: The choice between options again depends heavily on the interests of those taking the subject.

- *The Breakdown of the Late Republic, 88-31BC*. This investigates one of the most tumultuous periods in Roman history: the gradual collapse of the Republic into monarchy. Starting with Sulla, the first Roman to march on Rome, it works through the careers of Pompey, Caesar, Antony, and Octavian, the future emperor Augustus.
- *The Flavian emperors, AD 68-96*. This depth study continues on from the history covered in the Period Study, looking at the careers of Vespasian, Titus, and Domitian. There is particular focus on the development of the Principate, particularly in its art, coins, inscriptions, literature, entertainment, and religion.
- *Ruling Roman Britain, AD 43-128*. This depth study covers the conquest of Britain as well as the expansion of Roman rule on the island. Resistance to, and the effects of, Roman rule are also covered.

At the end of the course, two papers are sat, one on Greek history, the other on Roman. On the Period Study there is an essay question, followed by a question requiring you to respond to the views of a modern historian. On the Depth Study one question asks about the usefulness of a source studied during the course; the second question is an essay on one of the broad topics within the period.

ART (A Level)

A Level Art allows us to consider and reflect on our place in the world through visual language and an involved process of research and exploration. As an A Level subject it is recognised for demanding high levels of independence and creative problem solving. Although it is especially suitable for those considering a creative future in areas such as design, engineering and architecture it provides a valuable complementary subject, grades achieved in A Level art will contribute to course offers from universities both in the UK and USA.

Fine Art is the general umbrella for all work submitted, offering specialisms including photography, film, 3D studies, painting, drawing and printmaking. The first two terms of the Lower Eight are given over to a foundation course where students work in a range of disciplines; painting and mixed media, print, three dimensional work and lens based media. Projects are designed to introduce new ways of working and to challenge and stretch students in developing work that meets the expectations of the qualification. This part of the course is largely teacher led with taught programs offering clear opportunities for independent creative thinking and visual decision making. During these terms the weekly twilight session is used for life class, which we consider to be essential in developing analytical drawing skills.

In the Summer Term students select the area they wish to work in for their independent project. This project is given a thematic focus which offers students a point of departure and replicates the starting point set by the board in the Externally Set Assignment. Independent projects developed in the Personal Investigation and the Externally Set Task follow the same creative methodology which asks students to consider their work in relation to other artists, explore media in response to subject matter, record ideas and resolve work in line with expressed intentions.

Each pupil will be assigned an 'art tutor' who will oversee that individual's teaching. Group critiques encourage discussion and help build a critical approach to the subject. Visits to museums and galleries will be encouraged for both practical coursework and contextual studies.

Unit 1 Coursework	60%	Component 1: Personal Investigation
Unit 2 Externally Set Task	40%	Component 2: Externally Set Task

Component 1: Personal Investigation (60%)

Component 1 incorporates two linked elements – Part 1: practical work and Part 2: personal study.

For Part 1, from a personal starting point you will submit a fully researched and technically developed practical project. You will have the opportunity to generate practical work, ideas and research from primary, secondary and contextual sources. You will experiment with a variety of media For Part 2, you will submit a piece of continuous prose of a minimum of 2000 words. This essay will be an opportunity to explore theory and critical thinking related to your chosen area of work.

Component 2: Externally Set Assignment (40%)

Component 2 represents the culmination of the course. It is an externally set, broad-based theme which is released on 1 February of the final year. You will have allocated time to produce preparatory studies followed by a personal outcome in 15 hours of controlled assessment.

BIOLOGY (A Level)

Our understanding of the biology of living organisms has seen rapid progress in recent years, due in no small part to advances in molecular biology and genetics. The Cambridge International A Level biology course combines familiar topics, such as mammalian physiology, with recent developments in genetics and molecular biology to provide an understanding of the function, diversity and evolution of organisms.

You will study the fundamental principles that underpin the way in which molecules, cells, organisms, and ecosystems interact and function. Wherever possible, we incorporate the most recent biological advances into the course, for instance studying the origin and spread of infectious diseases, or the way in which newly discovered genes coordinate the development of a complex multicellular organism from a single cell and we make use of the latest scientific research papers in our teaching. There is a particular emphasis on cell and molecular biology, biochemistry and genomics since these disciplines underpin our understanding of much of biology and these topics highlight the difference in approach between IGCSE biology and A level.

Practical work is central to the course and ranges from dissections of a wide range of organisms to using the latest molecular biology techniques such as gel electrophoresis and PCR to amplify DNA fragments. In the summer term there is an extended practical investigation based on a Cambridge Natural Sciences undergraduate practical course in which you will study the molecular biology of the cell nucleus using a range of advanced laboratory techniques.

The department has offered the Cambridge International A Level course for the past seven years. The final examinations comprise four written papers, which make up 88% of the total marks, and a single practical examination worth 12% of the total marks. Question styles in the written papers range from multiple choice, short and longer-answer questions, and data analysis and experimental design. There are no practical assessments during the course.

There are opportunities to take part in Biology Olympiads in both the Lower and Upper Eighth. The latter competition may lead to competing for the UK in the International Biology Olympiad in which Paulines have enjoyed much success in recent years. Lunchtime biology project clubs are offered such as Pask Soc, which introduces you to a range of molecular biology techniques normally encountered at university, and Journal Discussion Club in which primary research articles are studied.

A Level chemistry is not required to take biology at A Level, although we would normally expect anyone planning on studying the biological sciences or medicine at university to take chemistry A Level.

The major topics covered in the course are:

Molecules, Membranes and Cells

Cell structure and function is covered in much greater detail than at IGCSE and sets the scene for much of what follows. It includes an introduction to biochemistry, particularly focusing on the structure and function of proteins and enzymes and includes computer modelling of protein structure. Cell ultrastructure is introduced, using the school's scanning electron microscope. Particular emphasis is placed on the modern techniques that have been used to elucidate cell structure and function, such as fluorescence microscopy, the use of reporter genes, and X-ray crystallography.

Transport, Disease and Immunology

The challenges faced by large multicellular organisms in providing a regular supply of materials to cells are investigated, and the structure of the mammalian respiratory and cardiovascular systems are covered, including the electrical activity of the heart using ECGs and how a heartbeat is initiated. The biology of infectious diseases such as malaria, TB, and HIV-AIDS and cholera is studied which forms the basis for investigating the way in which the immune system works at a molecular level.

Homeostasis and Bioenergetics

The structure and function of the nervous system, hormonal regulation, and osmoregulation in multicellular organisms are studied in the context of maintaining constant internal conditions. The structure and function of muscle is studied and also various aspects of animal behaviour and their links with the nervous system. The fundamental biochemical processes of respiration and photosynthesis (bioenergetics) are covered in detail, explaining how ATP is formed and how it is used by cells, which builds on the biochemistry that was covered earlier in the course.

Genes, Genomics and Evolution

Various aspects of genetics are studied, from exactly what a gene is and how they work, to a mathematical treatment of their behaviour in populations. Modern techniques of molecular biology are explored to investigate the structure of genes and genomes, such as gene sequencing, genetic modification and the new technique of gene editing. Evolution, a central theme of biology, is studied, including the generation and conservation of biological diversity.

CHEMISTRY (A Level)

PRACTICAL SKILLS		Practical endorsement – assessed internally over both years of the course, reported separately to grade and does not count towards A Level grade
EXAMINATION	100%	3 units, including one synoptic paper

To a good approximation, everything is chemistry: it is central to all our lives and touches nearly all of the frontiers of science. The chemistry A Level course extends key topics that you met at IGCSE such as bonding, energetics, the periodic table and organic chemistry, though none of these areas is exactly what it may have seemed until now.

The Lower Eighth course develops two themes: firstly, the uses of chemistry in all their diverse, elegant, productive, destructive, exotic and innovative guises; and secondly, the molecular mechanisms that underlie such uses – this is where the A Level course digs deeper into nature, and so provides a much more satisfying explanation than you will have encountered before.

During the Upper Eighth, the core areas of physical and inorganic chemistry are developed in a more quantitative way than during the Lower Eighth and you will get to investigate the colourful chemistry of the transition metals, catching a glimpse of the quantum world along the way. Organic chemistry also takes on new significance as synthetic pathways to medicines and materials are explored. You will encounter some of the fundamental biochemistry of life and find out why thalidomide failed as a drug and how morphine, codeine and heroin are all interrelated.

During both years the syllabus is followed carefully, but there is plenty of time to go into the fundamental ideas of chemistry in more detail. In addition, as part of the course, the department gives lectures on areas of chemistry that you would never get to meet in the ordinary A Level such as drug design, poisons and the origins of colour. There is also a large quantity of problem solving, and almost all of the cohort will put their skills to the test by entering both the Chemistry Olympiad and the Cambridge Chemistry Challenge – and in doing so, most earn awards. L8th pupils can also join the Chemistry Problem Solving Club, which will help them to prepare for the Olympiads and also occasional team competitions like the Cambridge Chemistry Race and the RSC Analyst competition.

Practical work is integrated into the course and you will get to use sophisticated apparatus and instrumentation that you will not have been able to touch before. A wide range of experiments is carried out in class and, though no practical work is done under exam conditions, exam questions will draw on knowledge of experiments carried out during the course. You will assemble a record of practical work over the two years that will lead to a practical endorsement – formal recognition of your competence in practical chemistry – which will be reported on your exam certificate alongside your final A Level grade.

If you enjoy practical chemistry, the Chemistry Projects Club offers the opportunity to undertake a series of organic syntheses during lunchtimes – the sorts of syntheses that usually go on only at universities and which have the power to transform your practical skills. Those who join the club will also have the opportunity to contribute to the department's outreach programme in the spring term as pupil demonstrators.

COMPUTER SCIENCE (A Level)

Computing is a problem solving subject. Throughout the course you will develop a thorough understanding of the nature of defining and approaching problems, how to design solutions and then program them on a computer. As Vint Cerf, one of the founding fathers of the internet said:

"There was something amazingly enticing about programming. You created your own universe and you were master of it - the computer would do anything you programmed it to do. It was this unbelievable sandbox in which every grain of sand was under your control".

Many pupils for this course will have done the GCSE but you do not need any previous experience or prior knowledge – however please talk to Dr Harrison if you are in this position. You will need to have an interest in using computers to solve problems (be they your own coding projects or competition based challenges). You will need to be prepared to be persistent – initial solutions will almost certainly need adjusting before they function effectively. You can expect to spend at least half your lesson time actually on the computer and some of your prep time as well. We expect many pupils on this course to do well in the Olympiad and other competitions.

The skills learnt within a computing course will be valuable within many other disciplines, an understanding of how machines can be controlled by instructions you have issued will make any student a more effective user of the technology.

COURSEWORK	20%	The Non-Examined Assessment (a.k.a “The Project” completed during the U8)
EXAMINATION	80%	Two 2.5 hour papers: one at a computer, one written.

Paper 1 and Paper 2 are both two and a half hour exams, each worth 40% of the final mark. You will learn a programming language: we will teach C#, a common professional language which allows all modern concepts (including graphical user interfaces) to be used. Other languages (e.g. Python, Haskell, SQL) are also referenced.

Paper 1 is on screen and is about programming, data structures, developing algorithms (outline program instructions) and the theory of computation. A large part of the exam consists of understanding and then amending or enhancing a piece of code you will have studied for a period of time before the exam. It will also contain some short answer questions covering the theoretical aspects of the specification.

Paper 2 is a written exam, it includes how to represent data in computers, how computers work (this links with digital electronic theory), communications and networks, databases, big data, functional programming, consequences of computer use and systematic problem solving.

The coursework is a project where you design and program a solution to a problem which you have investigated yourself – you will be guided on how to do this. Your work is evaluated from the written report that you produce.

ECONOMICS (A Level)

Economics provides a fascinating insight into some of the most important forces that shape the modern world. It is the study of how consumers, firms and government make decisions when trying to allocate limited resources. An understanding of economics has become increasingly necessary to make sense of the world around us, and the reasons and consequences of decisions taken by governments and firms for the national and global economy. However, it is not the same as business studies; you will not learn how to run a business or be a successful financier.

On this course, you will learn:

- How to develop an understanding of economic concepts and theories through a critical consideration of current economic issues that affect everyday life.
- To understand economic concepts and theories come from a range of perspectives, which can be applied to a range of contexts, in order to appreciate their value and limitations in explaining real-world phenomena.
- How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of firms and government within it.
- To use an enquiring, critical and thoughtful approach to improve information processing and problem-solving skills.
- You will develop logic, analytical and quantitative skills and the ability to communicate ideas through extended writing.

Lower Eighth year

The course in the Lower Eighth (and Upper Eighth) involves the study of micro and macroeconomics.

In microeconomics, the function of markets are examined before moving onto business behaviour and how the effect of competition between firms is affected by the number, structure, strategy and size of firms.

In macroeconomics, the model of aggregate demand and supply and the main objectives and instruments of government policy are explored in the context of the UK economy. The economics of international trade and the role of exchange rates are also covered.

Upper Eighth year

The course in the Upper Eighth is organised in the same way but also considers the synoptic links between micro and macroeconomics.

In microeconomics, there is further study of business economics, but also labour market issues, such as wage determination and inequality, are explored, alongside broader reasons why markets might fail. This allows consideration of a range of different types of government intervention and their strengths and weaknesses, for example policy responses to climate change, or how regulators could address concerns over Big Tech firms.

In macroeconomics, the course becomes more global and explores the causes of growth and development in a wide range of countries, such as the US, China and Zambia, as well as the economics associated with trade, FDI, competitiveness, and globalisation. We also consider the function and regulation of financial markets and their links to the economy.

Economics is an intellectually demanding subject that requires – and develops – a wide range of skills. Mathematics at A Level is helpful but not essential (though strongly advised for those hoping to read economics at university, whilst further mathematics can benefit an application to a top university). Analytical and evaluative skills are important, as is the ability to write clearly and logically, with both structured essays and extended answers required in A-level exams and in higher education.

ENGINEERING (Extended Project Qualification)

Lower Eighth year only

In this course you will have an introduction to engineering and engineering design. You will also learn the skills required to select and complete an appropriate project (including project planning, research, analysis, decision making, evaluation and presentation). All engineering EPQs will be focused on the design of an artefact; some will take this through to a manufactured product, prototype or model while others will produce an entirely 'virtual' artefact. All will require the application of sound engineering principles with links to mathematics and physics.

An engineering EPQ will be particularly suitable for those students intending to study engineering, physics, physical natural sciences or architecture; completion will give real substance to their answers to questions like "Why do you want to study engineering/physics/architecture?"

ENGLISH LITERATURE

Whilst drawing on the skills developed over the past two years, A-Level English Literature will allow you to explore a much more comprehensive array of texts in considerably greater depth and detail. There is freedom to approach writing and ideas from a variety of perspectives, and the course will both develop and draw on a wide range of cultural and social experience. Unlike at GCSE, there is no formal or examined language element, as the focus is entirely on literary texts; however, fluency and sophistication of expression is an essential and transferable skill that you will develop throughout your studies.

We believe the Eduqas A-Level is the most exciting and stimulating English Literature course available. It will leave students with a detailed knowledge of great literary works across the ages, from Chaucer to the present day, helping to develop a love of literature and build vital skills for life beyond St Paul's.

The course is neatly structured, with individual components being devoted to a particular genre. The set texts are thought-provoking and well-chosen, allowing for exciting in-depth study of individual works and meaningful comparison between texts. Independent study is encouraged and rewarded throughout, and is given particular focus in the non-examined assessment where candidates are able to take ownership of their own exploration of prose texts in a full-length essay.

Component 1: Poetry

2 hour examination 30% of qualification

3 poetry texts are studied in total

Section A: Poetry Pre-1900 (open book, clean copy)

- One two-part question on one set text
- Set text authors for section A include: Chaucer, Donne, Milton, Keats, Blake, Rossetti

Section B: Poetry Post-1900 (open book, clean copy)

- One question from a choice of two asking candidates to compare two further set texts
- Set text pairings for section B include: Hardy and TS Eliot; Hughes and Plath; Larkin and Duffy, Heaney and Sheers.

Component 2: Drama

2 hour examination 30% of qualification

3 plays are studied in total

Section A: Shakespeare (closed book)

- One two part question on one Shakespeare play
- Shakespeare set texts include: *King Lear*, *Hamlet*, *Antony & Cleopatra*, *The Tempest*

Section B: Drama pre-1900 and post-1900

- One question from a choice of two, asking candidates to compare two plays, one written pre-1900 and one written post-1900.
- Drama pairings for Section B include: Marlowe (*Dr Faustus*) and Prebble (*Enron*); Webster (*The Duchess of Malfi*) and Williams (*A Streetcar Named Desire*); Middleton (*The Revenger's Tragedy*) and Orton (*Loot*)

Component 3: Unseen**2 hour examination 20% of qualification**

Section A: Unseen Prose

- One question from a choice of two, analysing an unseen passage of prose, taken from one of two prescribed periods for study (1880-1910 & 1918-1939)

Section B: Unseen Poetry

- One question from a choice of two, analysing an unseen poem or poetry extract.

Component 4: Prose**Non-exam assessment 20 % of qualification***2 prose texts are studied in total*

One 2500-3500 word comparative assignment based on the reading of two prose texts, one from pre-2000 and one post-2000. This is internally assessed and externally moderated.

EXTENDED PROJECT QUALIFICATION

Overview

The Extended Project Qualification (EPQ) offers you the chance to develop your own scholarship and creativity beyond the confines of the A Level syllabus. It gives you complete academic and creative freedom to produce a project on a subject of your own choice, and allows you to pursue your interest in a field that you might not otherwise be able to study in depth.

There are different types of EPQ: the dissertation; investigation/field study; performance; creative artefact.

Dissertation

A dissertation EPQ is an academic essay of 6-7000 words. You can focus on any question that interests you: this year's dissertations cover topics from a huge range of subjects, including politics, economics, philosophy, environmental studies, literature, history, geography, classical literature, medicine, and film studies. Last year's projects included:

- Which SARS-COVID vaccine should the UK implement to combat COVID-19?
- Should humans allow artificial intelligence to rule in court?
- Should genes be patented? The case of Myriad Genetics vs the Association for Molecular Pathology
- Is the National Security Law the most significant factor in the erosion of 'One Country, Two Systems' in Hong Kong?
- Could CRISPR radically change the treatment of cancer within 10 years?
- Why do people experience grief differently?
- Who is culpable for the 2018 wildfire tragedy in Mati, Greece?
- Welfare for the 21st Century: should the UK introduce a Universal Basic Income to address poverty, economic insecurity and inequality?
- Should the US prison system be abolished?
- What were the causes of L'autunno caldo?
- How influential was the Attlee government in forming the post-war consensus present in British politics?
- Was President Theodore Roosevelt's hunting at odds with his conservation?
- In the USA, is race a more prevalent factor than socioeconomic background in reaching the NBA?
- Are current school shooting prevention measures in the USA doing more harm than good, and how can they be improved to become suitable?
- Was the rule of the Vikings from 1016-1042 beneficial for England?
- Is blockchain technology in the form of cryptocurrencies an effective tool to facilitate financial inclusion in developing economies?
- Who is responsible for dealing with the Great Pacific Garbage Patch?
- What has caused the current political polarisation of the US Senate?
- Should we separate conjoined twins?
- Who was responsible for the 2008 Financial Crisis?
- Should the Ming Treasure Voyages be interpreted as proto-colonial in nature?
- Can the development of Energy from Waste technologies make municipal residual waste the centre of renewable energy in the UK?

Investigation/Field Study

An investigation/field study EPQ gives you the opportunity to devise an experiment to test a question or hypothesis, which can be scientific, but doesn't necessarily have to be. Past projects have included:

- What kind of paper is best for photographic printing?
- To what extent does one's ideal leader reflect one's own personality?
- Does personality impact performance in cricket?
- Using SEM Microscope to measure the effect of ionizing radiation on everyday objects

Creative: Performance/ Artefact

The Creative EPQ offers you the chance to produce your own creative project in any style, genre or medium within the following categories:

- Creative Writing
- Producing a musical composition or performance
- Music production (creating your own tracks using software DAWs, e.g. Logic, Ableton, Cubase)
- Fine Art
- Craft
- Film-Making [NB for this option, you would be expected to have some existing knowledge and experience]

The Course

Teaching for the Creative EPQ starts at the end of the sixth form, with an initial introduction, so that you can begin working on your project over the summer. In the autumn term, you take a short course focussing on the skills you need for your project. You also have weekly meetings with your project supervisor, and work on the project in your own time.

Your finished project includes a review of the research you have done, including analysis of other artists, influences and techniques you have used, and a commentary on your finished piece. You keep a weekly journal where you reflect on each stage of your work, and at the end of the project, you give a short presentation on what you have done, which contributes to your final mark.

You complete your project by the end of the spring term, and submit it to the exam board in May. There is no exam: the Creative EPQ is assessed entirely as coursework, and graded from A* to E.

Previous Creative EPQs have included:

Creative Writing

- A novella in the style of Cormac McCarthy
- Short story collections inspired by Stephen King and H P Lovecraft
- A historical novel set in 12th century Britain, influenced by Hilary Mantel and Umberto Eco
- Detective fiction in the style of G K Chesterton and Arthur Conan Doyle
- A series of short stories based around the Seven Deadly Sins
- A series of intertwined fantasy short stories influenced by Brandon Sanderson, Patrick Rothfuss, Terry Pratchett and Neil Gaiman

Music and Theatre Performance

- Writing an opera based on Shakespeare's *Macbeth*
- Producing a concept album in the style of Pink Floyd's *Dark Side of the Moon*
- Writing a piano composition in the style of Chopin's *Nocturnes*
- Producing a piece of music in the instrumental hip-hop style of DJ Shadow

- Writing a fugue for four voices in the style of J S Bach
- Directing a production of Sarah Kane's **4.42 Psychosis**

Art

- Creating a character illustration depicting the pop culture of contemporary Tokyo, inspired by the art of anime and manga
- A portfolio of photographs showing the effect of light, history and architecture on London
- A painting that reflects the theme of deconstruction
- Designing a Megacity
- Designing and marketing a collection of jewellery

Film-Making

- A two minute animation reel using Disney's 12 principles of animation
- A short horror film that uses experimental film-making techniques and conveys a moral message
- Writing, producing and directing a revenge film inspired by the cinema of Martin Scorsese
- A psychological short film that uses colour, framing and camera movement to convey the emotional experiences of a single character
- Writing, producing and directing a short film that shows the impact of lockdown on young people's mental health

If you'd like to find out more about the Creative EPQ, or discuss whether what you're interested in would make a good EPQ topic, please feel free to come and talk to the EPQ Coordinator, Miss McLaren. You can find examples of past year's projects in the Kayton Library and in the EPQ Digital Archive [here](#).

GEOGRAPHY (A Level)

The A Level course follows the Cambridge Assessment International A level (CAIE) specification and examines some of the most engaging components of contemporary human and physical geography. The course offers an opportunity to delve deeper into themes that most Paulines will only have briefly touched upon in the past.

The human element focuses on key components and skills particularly relevant to global finance, management, law and politics. The topics range from the study of the implications of sweeping demographic change across the developing world, to the unfolding crisis in global energy supplies and the vast opportunities presented by rapid urbanisation and hyper- development. Throughout the course pupils have a unique chance to gain a detailed understanding of the principal drivers of the modern international economy.

Within the physical component, the topics reflect the global agendas of governments, corporations and the wider scientific community. Careful consideration is given to the implications of the expansion and intensification of harsh arid environments, especially in regions already facing acute population pressure, before weighing up the considerable potential to revolutionise our control of the most precious of resources: water. Time is then spent exploring the complex relationship between human activity and the climate, while with the cost of natural hazards estimated to be \$2.97 trillion since 2000, the course also examines the science behind tectonic and other hazardous events.

There is NO coursework or personal investigation. In the Lower Eighth we do though spend a day exploring the City of London & Docklands to assess recent changes and also visit the picturesque River Tillingbourne. There is also an optional geography trip at the end of the Lower Eighth to Switzerland to visit organisations including the UN, the World Bank, the WTO and the Red Cross.

Topics

	HUMAN	PHYSICAL
Lower Eighth	Population	Hydrology and fluvial geomorphology
	Migration	Atmosphere and weather
	Settlement dynamics	Rocks and weathering
Upper Eighth	Environmental management	Hot arid and semi-arid environments
	Economic transition	Hazardous environments

GREEK (A Level)

A Level Greek enables you to read original Greek fluently, giving you access to a wealth of literature, history, oratory, and philosophy. In a broader sense, the course allows you to develop an understanding of the civilisation in which this literature blossomed and the impact it has made on European life and thought to the present day.

Half the course works on improving your language skills. This is primarily done through prose composition (translation from English to Greek). This is an exciting intellectual challenge, which simultaneously builds your knowledge and understanding of Greek grammar and vocabulary to a level far beyond GCSE. Don't worry if you have not done much of this before - we start from scratch!

The other half of the course looks at an array of Greek literature. You will spend some of your time in the L8th reading around the subject to gain a greater appreciation of the Classical world.

There are four papers at Greek A Level: unseen translation, prose composition (which together make up 50% of the marks), prose literature and verse literature (which make up the remaining 50%).

In both prose and verse, two texts are usually offered. In 2025, these are likely to be:

Prose

- Herodotus *Histories* book 1: often labelled "The Father of History" (or was he "The Father of Lies"?), Herodotus relates the epic wars between the Greeks and the Persians. In his opening book, he sets the scene for what is about to come, by giving an account of the mythological abductions (e.g. Helen of Troy) that led to animosity between Greece and Persia, as well as narrating the rise of Lydia, an area that would be crucial to all that followed.
- Plutarch's *Antony*: masterful general; loyal companion to Julius Caesar; influential politician; a man enticed by Cleopatra into a life of excess and debauchery. This text covers the life of Mark Antony, one of the most important characters in the 1st Century BC. In particular, our section covers the death and disgrace of Antony, after his defeat by Octavian (later Augustus).

Verse

- Homer's *Iliad*, book 16: one of the most fundamental pieces of literature in history, the *Iliad* tells the tale of Achilles' anger at Agamemnon and his eventual duel with Hector in the latter stages of the Trojan War. Book 16 provides the turning point - Achilles' companion Patroclus goes out to fight instead of him, an action that turns the tide of the entire war.
- Euripides' *Hippolytus*: drama had such an important role in 5th Century BC Athens and it is difficult to get more dramatic than the *Hippolytus*. The eponymous character, son of the legendary hero Theseus, dismisses the goddess Aphrodite, leading to her desire for vengeance. The results break up the family in the most shocking manner - but is Hippolytus really to blame?

These texts are examined with short questions and commentaries on selections from the texts, as well as a discursive essay on the whole prescription.

HISTORY (A Level)

Our courses range from domestic politics and economics focused on London and Washington D.C. to consider imperial entanglements in the West Indies, Latin America, Europe, and East Asia. We also look carefully at cultural history. Pupils are taught how to engage with such conceptual categories as race, gender, and religion; there are plenty of opportunities to blend insights from neighbouring disciplines.

The OCR course exposes you to what we consider is the best available history curriculum. It emphasises breadth as well as depth of learning and teaching, demands that you learn how to work effectively with a range of source materials, and insists that you undertake a serious piece of independent research on a topic of your choice. The course has four components, all of which are examined at the end of the two-year course.

1. British Outlines: From Pitt to Peel 1783-1853. Examined by a response to sources and an essay question.

2. Non British Outlines: examined by two short essays in 1 hr (15%) Candidates will study The American Revolution (1740-1796) considering the causes of the rebellion, the reason for the colonists' victory and the achievements of the early republic.

3. Thematic and historical Interpretations: Examined by a response to two interpretations and writing two essays. 2 Hours (40%). Candidates will study Civil Rights in the USA 1865-1992. The course will focus on the struggles for Civil Rights considering Women, African Americans, Native Americans and Trade Unions.

4. Coursework- an essay of 3-500 4,000 words written on a subject chosen by pupils and supervised by an expert in the following fields:

The Wars of the Roses 1450-85

The Wars of the Roses are a complex, fascinating period of English history; a series of dynastic conflicts which spanned three decades and ushered in the beginning of the Tudor era. The intricacies of its battles, betrayals, and sudden reversals of fortune have been a source of debate for historians ever since, as well as inspiring popular literature from Shakespeare's history plays to Game of Thrones, and an entire sub-genre of detective fiction based around the enduring mystery of the Princes in the Tower. There is enormous scope to explore the political, diplomatic, military, social and economic dimensions of the conflict for a topic-based essay.

The British Middle East in the Age of Revolution

This course provides the opportunity to study the nature and role of the British Empire in the Middle East between the Napoleonic Wars and the construction of the Suez Canal. Students can explore the politics behind imperial expansion, the rough and ready lives of East India Company agents traversing the landscape and the way in which the region was understood and represented in

popular culture in Britain. Studies can focus on grand themes and trends or can explore the role of exciting and intrepid individuals. Those who have enjoyed considering the impact of fast-paced political and social change in Britain during the Pitt to Peel course will be able to expand on their interests further and see how many of the same characters brought their European experiences to bear on a world that seemed totally alien to their own.

West African Kingdoms, c.1400-c.1800

Outline: Underpinning this course is an ongoing discussion about the study of history: how we write about the past and the sources we use to construct our narratives. The course will focus on the kingdoms of Asante, Songhay, Dahomey & Oyo, Kongo and Benin to explore the political, cultural, economic and social structures within and between these kingdoms as well as between these kingdoms and the wider world. We will draw heavily from the wide range of material on the West African Kingdoms site curated by Dr Toby Green (OP) of King's College London (AfricanKingdoms.co.uk).

The Cultural Revolution

1966-1976 was a fundamental attack on every aspect of Chinese society, not just a coup at the top of the Chinese Communist Party. China witnessed an attack on the Four Olds (customs, culture, habits, beliefs), a purge of old party officials, a transformation of social order in line with Mao's belief in permanent continuous revolution to boost fading revolutionary spirit, a violent uprising of the young generation who had not been active in the last seventeen years of Communist rule and needed 'hardening in the crucible of revolutionary struggle', a period of new beginnings after many felt life in China wasn't fair and the ideals of revolution had not yet been lived up to. Not only is this period of "madness" hard to explain and fathom, but it also has a profound effect on China today.

Witchcraft in England and Scotland during the Sixteenth and Seventeenth Centuries.

The course will consider why so many people (mainly women) were persecuted for the crime of witchcraft, paying special attention to the trials in the 1640s. The course will look at a range of different reasons with participants moving beyond "traditional history" to consider anthropology, psychology and other related disciplines.

LATIN (A LEVEL)

A Level Latin enables you to read original Latin fluently, giving you access to a wealth of literature, history, oratory, and philosophy. In a broader sense, the course allows you to develop an understanding of the civilisation in which this literature blossomed and the impact it has made on European life and thought to the present day.

Half the course works on improving your language skills. This is primarily done through prose composition (translation from English to Latin). This is an exciting intellectual challenge, which simultaneously builds your knowledge and understanding of Latin grammar and vocabulary to a level far beyond GCSE. Don't worry if you have not done much of this before - we start from scratch!

The other half of the course looks at an array of Latin literature. You will spend some of your time in the L8th reading around the subject to gain a greater appreciation of the Classical world.

There are four papers at Latin A Level: unseen translation, prose composition (which together make up 50% of the marks), prose literature and verse literature (which make up the remaining 50%).

In both prose and verse, two texts are usually offered. In 2025, these are likely to be:

Prose

- Cicero *pro Caelio*: one of the greatest orators of all time and most important politicians of the 1st Century BC, Cicero is defending his political rival Caelius on a charge of political violence. While there are complexities around the actual case, Cicero uses his oration to attack the family of the prosecutor, focusing particularly on his sister, Clodia - a speech full of malice, wit and classic Ciceronian flair!
- Tacitus *Annals* book 14: after the steadying force of Augustus, the paranoia of Tiberius, the madness of Caligula, and the idiocy of Claudius comes the brutality and tyranny of the Roman Emperor Nero. Book 14 of the *Annals* covers the start of Nero's reign of terror, starting with the murder of his mother and escalating to purges throughout Rome.

Verse

- Juvenal *Satires* 6: a famous satirist from the 1st Century AD, Juvenal holds a mirror up to society and makes witty observations about what he sees. Satire 6 talks of chastity and marriage, providing interesting discussion points about the portrayal of women in the ancient world and encouraging comparisons between modern and ancient perceptions.
- Virgil *Aeneid* book 2: Virgil's epic masterpiece on the trials and tribulations of the Trojan (or Roman?) hero Aeneas does not get more epic than this book. Aeneas relates the fall of Troy from his own perspective: how the Trojans reacted to the wooden horse; how the Greeks deceived the Trojans and swarmed through the city; how Aeneas himself heroically fought his way out with his family.

These texts are examined with short questions and commentaries on selections from the texts, as well as a discursive essay on the whole prescription.

MATHEMATICS & FURTHER MATHEMATICS (A Level)

Mathematics is one of the best subjects to develop your analytical, research and problem solving skills. Aptitude is essential as well as an enjoyment of the subject. It is a significant step up from GCSE, so you need to feel comfortable with the more challenging work. If you fit these criteria, then you can confidently choose A Level mathematics. You will already have studied some topics well beyond the GCSE specification in preparation for a solid start to the A Level course. Topics such as linear graphs, differentiation, quadratic equations and trigonometry are extended further. If you have coped with and enjoyed these topics then mathematics would be a good choice. If you are finding any of the material difficult, you should seek the advice of your mathematics teacher and the Head of Department, Mr Ashworth Jones, about your suitability before opting for A Level mathematics.

The Algebra Test and the A* papers taken in class are of crucial importance in telling you whether mathematics is a sensible choice. Those without the necessary aptitude, and in particular the necessary level of algebraic skills, will struggle to obtain a high grade.

The course includes pure mathematics and applications of mathematics through mechanics and statistics.

Scientific calculators are essential and graphics calculators may also be used.

Further mathematics

Further mathematics is available as an extra subject on top of mathematics A Level. The course is taught concurrently with A Level mathematics over two years. It is a challenging qualification, which extends and deepens your knowledge and understanding beyond the standard A Level mathematics. Therefore, serious consideration must be given before committing to the course.

If you are likely to read mathematics, computing, sciences, engineering or economics at university, you will benefit enormously from taking further mathematics. You will be introduced to new topics such as matrices and complex numbers that are vital in many STEM degrees. Students who have studied further mathematics find the transition to such degrees far more straightforward as more of the first year course content will be familiar.

Further mathematics qualifications are highly regarded and are warmly welcomed by universities. Students who take further mathematics are really demonstrating a strong commitment to their studies, as well as learning mathematics that is very useful for any mathematically rich degree.

Aptitude is even more important in further mathematics and you should take the results of the internal tests very seriously.

However be warned that a poor result in further mathematics can rapidly lead to a rejection by a top university. As a rough guide, those who are not in the top 50% or so of the year group's mathematicians will find it difficult to get an A* or an A in further mathematics.

If you are interested in A Level further mathematics, you should choose both mathematics and further mathematics when making your Lower Eighth choices. If you are unsure whether you are a suitable candidate for further mathematics then talk with your teacher or the Head of Mathematics. The choice of further mathematics is a two-year commitment and you do not complete either mathematics A Level or further mathematics until the end of the Upper Eighth.

The double choice mathematics and further mathematics takes 16 periods per week throughout the Eighth Form.

The Institute of Mathematics and its Applications says: "A Level mathematics is tremendously important. It provides a firm foundation for all scientific, technical, engineering and mathematical careers and a flying start for many other types of career, such as those in finance, medicine, agriculture ... etc. The list is endless! "

MODERN FOREIGN LANGUAGES (A Level)

French, German, Italian, and Spanish

As a successful GCSE linguist you will already have experienced the buzz of being able to communicate in a foreign language, and will, perhaps, have begun to see the world through different eyes. Anyone with an interest in international communication, film, literature, economics, politics and history will find the Eighth Form courses exciting and engaging, and you can be certain that by the end of the Upper Eighth year you will have reached a degree of independent fluency which will surprise you. That is richly satisfying in its own right, but more than that, high-level modern linguists are currently among the most employable of all graduates in a huge variety of professions. Those students likely to pursue scientific careers often value (as do their eventual employers) the balance and different perspective offered by a language qualification. While one modern language is often chosen as a complement to other A Levels, able linguists might well consider the value of taking two languages.

The courses

In the Lower Eighth year, we focus on language acquisition and proficiency, acquiring a depth of knowledge, not just of the language itself, but of the culture of the country whose language we are learning. Our emphasis is on the acquisition of skills, essential to the linguist but also transferable to a range of environments such as critical thinking, independent learning and effective, appropriate and accurate written and spoken expression. In addition to the topic areas (which differ slightly from language to language), you will spend additional time focusing on current affairs, sourcing materials of interest to enhance your comprehension and summary skills as well as to prompt discussion and debate.

We use a variety of media, both in print and online, and almost all of our audio and video resources can be accessed from home, giving more time in class for debate and discussion. In all the themes, we try to include some literature or short film clips to stimulate discussion and give a cultural context, and students enjoy this synthesis of journalistic and literary language.

Each language will take you through an exciting introduction to literature, which will build up to the study of either two texts or a text and a film, which are studied in stages across the two years and often ends up being a highlight of the course.

In the Upper Eighth year, you can explore your own interests through the study of a cultural research topic for the oral exam. This could be a film or literary text which provides the stimulus for discussion on wider issues such as immigration, racism or socio-economic issues.

There are three units which contribute to the overall grade: Paper 1 is a combined listening and reading comprehension paper with a translation task; paper 2 enables students to demonstrate their engagement with the literary text and/or film we have studied with essays on each in the target language, whilst paper 3 is an oral exam, comprising of a discussion of your independent research project as well as of a stimulus you receive on the day.

Studying a Modern Language

- All languages follow an A-Level course.
- Language classes in the Eighth Form are fun and motivating as well as intellectually engaging. Working with like-minded pupils, teachers and language assistants, progress is fast and

satisfying.

- In class, the 'target language' is used predominantly and confidence in speaking is reinforced by a compulsory weekly session in small groups with one of the foreign language assistants. Discussion in a foreign language is also practised in class and in debating competitions with other schools.
- There is a very active Eighth Form Language Society, Eurosoc, which invites eminent University academics to talk about all the countries we study, and to which you're warmly welcome; we run regular trips abroad (Málaga, Siena, Munich and Nice) and frequently into London for exhibitions and plays.
- There is the option of taking part in (inter)national essay, linguistics and translation competitions, where Paulines frequently distinguish themselves.

All modern foreign languages are continuation courses.

French

More countries use French as a national language than any other apart from English, and along with English, French is the only language spoken on all continents. The incredible variety of landscapes, monuments, influences and cuisine also makes France itself the most visited country in the world. It is, perhaps, no wonder then that French remains the most studied modern language in this country. The A-level course seeks to build on the strong foundations which have been laid during the junior years with the aim of giving you the skills to communicate with confidence with French-speakers for work or for leisure. To this end you will have a weekly lesson with one of our native-speaker language assistants, and it is hoped that all pupils studying French in the Lower and Upper Eighth will arrange an individual visit to a French-speaking country during the course. We offer a senior study trip, which all linguists are strongly encouraged to join. It goes without saying that any time spent in a French-speaking country will be beneficial, not only to improve oral competence, but also for the cultural experience such time affords. We also arrange film and theatre trips in London. There is a strong emphasis on social and cultural issues throughout the course, involving the study not only of up-to-date journalistic texts and resources but also of contemporary literature and cinema.

German

German: the most widely spoken native language in Europe, the language of Europe's largest economy and the native language of some of the most influential figures in history. The value of speaking German – once described by John le Carré as a "language of the gods" – cannot be underestimated. Being equipped to communicate with those in Europe's most populous country is not only an immensely practical and useful skill, it is a challenging and enriching one.

At GCSE, you will have had a grounding in the basic constructions of the language; at A-level we push this much further to take students to a point of fluency and confidence in both spoken and written German. It affords the opportunity to examine and discuss a whole range of topic areas in the language: questions of art and culture, science and ethics, politics, and history. The course also allows you to explore the works of German-language authors like Kafka, Schlink, Dürrenmatt and Brecht, as well as Oscar-winning film directors, such as Link and Henckel von Donnersmarck.

As an integral part of the course, students will have a timetabled lesson with our German assistant every week, which rapidly accelerates proficiency in spoken German, as well as the opportunity to participate in our long-standing and successful exchange with a *Gymnasium* in Munich. There are regular and very popular film showings and theatre trips to broaden students' awareness and

appreciation of German stage and film.

Italian

Italy has the fourth largest economy in Europe and the eighth largest in the world. It is a world-leading force in industry, boasting Europe's second biggest manufacturing sector. Yet because it is studied in so few British schools, the demand for quality graduates with Italian language skills is not being met. In the future, knowing how to communicate and deal with Italians might just give you the edge. In your three years studying Italian to GCSE you will have made rapid progress in gaining fluency in and understanding the key grammatical structures. The A-level course builds on this, offering a fast-paced course that will quickly provide you with the tools to communicate confidently and fluently for business, undergraduate study or pleasure.

But studying Italian at this level is far more than just learning the language: you will also experience its fascinating culture. A-level Italian allows you to immerse yourself in the language of literature, and to explore in the original, not just some of the great works of the past (of Dante or Machiavelli), but also famous recent writers (of Pirandello, Calvino, Sciascia, or Ungaretti), as well as renowned exponents of the visual arts and cinema. In your L8th year you will examine the theme of Italian Fascism which will lead to an in-depth study of Benigni's 1997 holocaust film *La vita è bella* in the U8th. During your U8th studies you will examine Leonardo Sciascia's novel *Il giorno della civetta*, a novel examining the effects of the Sicilian mafia, and published at a time before their existence was widely acknowledged.

Contemporary Italy still has much to teach us. Italian A-level students enjoy a weekly conversation class with our native Italian assistant where discussion will typically centre on Italian society, politics or current affairs. We offer frequent film screening, theatre trips and other lectures in London to broaden students' understanding and appreciation of Italian culture. The Italian department also offers the opportunity to study at the famous Università per Stranieri in the inspiring surroundings of medieval Siena as part of our biennial homestay study trip at Easter.

Spanish

Spanish is the official language of over 20 countries on four continents, the third most widely spoken language worldwide (with an estimated half a billion speakers), an official language of the United Nations and an increasingly important language of global trade. To study Spanish introduces you to a world of incredible geographical, political and cultural diversity: apart from the magnets that are Madrid and Barcelona, consider the wealth of other historical locations in Spain, the Andes and Iguazú Falls in South America, salsa & Che Guevara in Cuba, the legacy of the Aztec, Mayan and Inca empires in Mexico and Peru, as well as football everywhere. However, despite this diversity, the language you study (peninsular Spanish) is usable across the Hispanophone world. If you add to the vigour and colour of the language a rich and complex cultural heritage that ranges from the prototype of the modern novel, *Don Quixote*, to films by celebrated contemporary directors like Almodóvar, del Toro and Iñárritu, and you have something of the flavour of what the A level Spanish course offers.

You will engage with stimulating, contemporary material in class, have a weekly timetabled lesson with the *lector(a)*, and develop useful independent research and learning skills. The cultural element will comprise a general introduction to Spanish & Latin American literature, as well as a detailed study of one or two literary texts and/or a film. In order to put what you are studying into practice, you might choose to participate in the biennial trip to Málaga or request information on selecting appropriate language courses in Spain for independent study. In addition, you are offered the opportunity to see Spanish language films and plays in London and to take part in both the annual London-wide Spanish debating competition and the inter-schools' Spanish drama

competition. After two more years of study, post-GCSE, in which to perfect your already sound knowledge of the language, your A level studies should equip you very well indeed to read Spanish at university level or enable you to use your skills with confidence in a working or leisure environment.

MUSIC (A Level)

The A Level course follows on comfortably from IGCSE music and, as before, combines the practical, the creative and the academic. The difference is that the demands in all areas are greater, so you will find that this course supports your developing musicianship: as a performer, as a listener and as a thinking musician. If you are considering studying music at A Level, you should arrange to talk to a member of the full-time music staff to confirm your suitability.

COURSEWORK	Performance: 35% Composition: 25%	Recordings and Compositions as for IGCSE
EXAMINATION	40%	One paper comprising sections on Listening, Analysis and Essay

Examination

You will study the Western Classical Tradition (1650-1910) plus **two** of the following optional areas of study:

- Pop music
- Music for media (film, TV, video games)
- Music for theatre
- Jazz
- Contemporary traditional music
- Art music since 1910

The current topics are **Music for media** and **Art Music since 1910**.

The paper is divided into three sections:

1. Core **unprepared listening** exercises on the Western Classical Tradition and the optional areas. All files are accessed digitally and personally in the exam so that you can play the extracts as many times as required. This will also include some **melodic dictation** (in both treble and bass clefs).
2. **Analysis** questions, again supported by audio extracts, will be answered on selected strands of the Western Classical Tradition, with specific cited works. Questions will relate to specific features of given score material and will relate to technical areas of study (chords, keys, cadences, etc), as well as more discursive writing putting the given extract in wider context.
3. A choice of **essay** questions, related to the **optional** areas of study listed above.

Performing

Recordings will be compiled between (March and May of the Upper Eighth) to the duration of between **10** and **12 minutes** of performances. These may be made up of solo (including piano accompaniment), ensemble or technology-based performances, in consultation with the teacher.

Composition

Two compositions (lasting **at least 4.5 minutes'** duration) are submitted in the Upper Eighth:

1. **Composition to a brief.** Seven externally set briefs are released in the September of the Upper Eighth. These will include different stimuli relating to the optional Areas of study, including:
 - i. **Written words, poem or a piece of text**
 - ii. **Photographs, images or film**
 - iii. **Notation (such as the completion of a chorale melody)**The **chorales** option is the one currently undertaken by the department.
2. **Free Composition.** A project chosen by the candidate that may reference a brief if desired. The composition has no obligation to follow any of the set areas of study.

PHILOSOPHY (A Level)

Philosophy A Level enables students to think rigorously about the greatest and most fundamental questions about the nature of reality, the extent of human knowledge and how to live a good life.

Studying the ideas, theories, and texts that have shaped the last two millennia of western thought—including the works of philosophical heavyweights such as Plato, Aristotle, Kant, J. S. Mill, Bertrand Russell, Elizabeth Anscombe and Philippa Foot—we tackle such questions as: What is the nature of reality? How ought we to live? What can we know? How does the brain produce consciousness? Do we have free will? Does God exist?

Philosophy A Level lessons give our Eighth Formers a constructive, inspiring and exciting space in which to question, consider and form their views about the reality we live in and their role within it.

The syllabus focuses on developing those skills that are the key indicators of intellectual ability—in particular, the capacity to critically examine and evaluate evidence, the capacity to construct and defend clear, coherent and persuasive arguments, and the ability to write very precisely and clearly.

The course fits very well with any combination of humanities and science subjects, and constitutes excellent preparation for those intending to read at university any discipline that requires rigorous and clear thinking and the analysis of complex ideas—such as medicine, law, the natural sciences, mathematics, history, PPE, etc. There are no pre-required GCSE subjects.

The course consists of four papers:

Moral Philosophy:

Does anything ultimately matter? Is there a right way to live? Do you have to create your own purpose in life? Are there objective moral facts or is morality all just a matter of personal preference? Do moral terms even mean anything at all? We study ethical theories such as utilitarianism, Kantian ethics, Aristotelian virtue ethics as well as metaethical theories such as emotivism and naturalism. We then apply these to issues such as simulated killing and video games, eating animals, stealing and lying.

Epistemology:

How do you know you are not trapped in the matrix or a computer simulation? What is knowledge, and how do we get it? Do our minds create our reality? We study the nature of perception, empiricism and rationalism, the logic of deduction and induction, scepticism and the limits of human knowledge.

Philosophy of mind:

How can consciousness fit into the physical world? Are our minds distinct from or identical to our brains? We study the so-called ‘hard problem of consciousness’—which is right at the frontier of modern science—, the nature of sentience, the arguments for physicalism and dualism, and consider the implications of these views for whether we can hope for life after death.

Metaphysics of God:

Does God exist? If so, what is God's nature? Can God create a stone too heavy for God to lift? Is the

existence of evil compatible with a good, all-powerful God? We study arguments for and against the existence of God, and whether the properties commonly ascribed to God are coherent or paradoxical. We also examine whether religious language can be meaningful in the first place, or merely metaphorical.

The department makes the most of the exceptionally rich co-curricular opportunities for philosophy available in London—conferences, lectures, seminars, philosophy competitions, the Freud museum, Bethlem Museum of the Mind, art exhibitions and theatre productions, etc.—and offers annual trips, joint with SPGS, for those studying Philosophy A Level to the amazing How The Light Gets In philosophy and music festival.

We have been very successful in national essay competitions in philosophy. Recently, a Pauline had their work published in the highest circulation philosophy periodical in the UK, *Philosophy Now*, and another published a paper in the international philosophy student journal *Dialexicon*. And we had Paulines publish and present work at the major international gathering of philosophers: The Joint Session of the Mind Association and the Aristotelian Society.

PHYSICS (A-Level)

Physics seeks and has been inexplicably successful in finding answers to the most fundamental questions we have: from “how does the sun shine?” to “*how did the universe begin and how might it end?*”

Physics lessons at St Paul’s are thus about inspiring you to find out about the world in which you live. As one pupil in the Upper Eighth recently said (paraphrasing Richard Feynman), “When playing any game, it’s good to know the rules, and physics is about deciphering the most basic rules of the game that is our reality.”

Nobel prize winner Eugene Wigner said: “The miracle of the appropriateness of the language of mathematics for the formulation of the laws of physics is a wonderful gift that we neither deserve nor understand” and it should be noted that this course has a considerable mathematical content. Thus, while it is not necessary to take mathematics with A-level physics, it should be noted that this would rule out many related subjects at university.

As highlighted in the universities section of this booklet, an A-level in physics is key to applications in natural sciences, engineering, and materials science, as well as being a recommended subject for medicine. There are plenty of opportunities to plan and carry out experiments, communicate complex ideas, create simulations, think critically, and solve problems – all of which are skills highly valued by universities and employers. The ability to construct and work with mathematical models is vital to many careers outside of academia. It is for this reason that physicists can be found in such a wide range of work environments, from engineering companies and scientific spin-offs (e.g. developing artificial intelligence and computer reasoning), to banks, trading floors and financial technology companies.

At St Paul’s we follow the ‘OCR A’ Physics A-level syllabus, which consists of a balance of learning about the classical and the modern understanding of the world - taking you from Newton to Einstein and beyond. In both years, the syllabus extends in a way suitable for an inquisitive mind, offering many extra-curricular opportunities. The course is structured throughout to allow you to have more opportunity to undertake work of a rigorous, scholarly nature and to better explore the links between the different areas of this vast academic discipline.

Many familiar areas from IGCSE physics are given a proper treatment, tailored to your mathematical ability, quickly leading to the introduction of new concepts like superposition and quantum theory. Throughout, there is a tension between the old (pre-1900) ways of thinking, and the more “uncertain” quantum world of wave-particle duality.

The Physics Department is proud to house St Paul’s state of the art Scanning Electron Microscope (SEM), which is integrated into lessons whilst further acting as a hub of a growing SPS research culture for example the Halley Society.

Recent trips and competitions include visits to CERN and the Rutherford Appleton Laboratory, the British Physics Olympiad, the Weizmann Safecracking Competition and the Beamline for Schools Competition (run by CERN). There are also a host of other competitions that are hosted between physics and engineering.

POLITICS (A Level)

Politics as a subject seeks to answer three related questions:

- Where does power lie in the political systems in which we live?
- Where should power lie in the political systems we design?
- What is the relationship between people and the institutions that rule them?

Politics at A Level blends the practical knowledge of UK and US or global political systems with the theoretical understanding of political ideas and ideologies. During your two years you will examine institutions, ranging from Parliament to Congress to the UN, IMF or G20, to political parties and voting systems, whilst at the same time gaining a broad understanding of how these interact with current affairs. A portion of the A Level is devoted to political thought, and you will develop a detailed understanding of arguments in political philosophy, by studying liberalism, socialism, conservatism and nationalism in the ideas of people like Karl Marx or John Stuart Mill.

No previous knowledge or experience is required, but an interest in current affairs is crucial. You will participate in debate and learn how to construct arguments, both written and verbal. Alongside this, you will develop excellent analytical abilities.

UK Politics

The course covers Politics and Government in the UK, considering such questions as: the role and function of Parliament; the nature, role and ideologies of political parties; the role of pressure groups; whether the UK has become more or less democratic in recent years; and how effectively rights and liberties are protected in the UK. While historical aspects – such as the Magna Carta and the history of elections – are studied, the focus is predominately on the present day issues.

Political ideas

We study the ideas, concepts and major controversies in modern political thought through the ideologies of socialism, liberalism, conservatism and nationalism. These are addressed through a combination of key texts and modern day applications, and lend themselves to a seminar-style environment with plenty of discussion and argument. Political philosophy seeks to answer the moral, normative questions of how we ought to arrange political institutions: where should power lie in the political systems we design?

You will have the opportunity to choose between US Politics and Global Politics in the U8th:

US Politics

The course addresses the political systems in the United States. How far has the role of the presidency been changed by its occupants? Is the US Supreme Court primarily a political institution? Have the rights of racial minorities been advanced in the 21st century? Again, the focus is on contemporary developments in the US system.

Global Politics

This course focuses on the impact of globalisation on international relations, looks at the rise of regional organisations and how global issues are tackled today. We also focus on the extent to which China and the EU have successfully challenged US hegemony and the crucial issue of whether the rules-based international order can survive the re-emergence of authoritarian nationalism from Russia and China in their challenges to Ukraine and Taiwan.

RELIGIOUS STUDIES (A Level)

A Level Religious Studies enables students to think rigorously about matters of religion. Honing skills by studying the foundational texts of the Christian tradition, analysing the beliefs and practices of Buddhism and exploring the ethical implications of religious beliefs, students who study this course will come out well placed to contribute to our modern socio-political context in which the understanding of religion is essential. “[I]t might well be said that one's education is not complete without a study of comparative religions or the history of religion and its relationship to the advancement of civilization.” Justice Thomas Clark.

Religious Studies lessons give our Eighth Formers a constructive, inspiring and exciting space in which to question, consider and form their views about the reality we live in and their role within it.

The course fits very well with any combination of humanities and science subjects, and constitutes excellent preparation for those intending to read at university any discipline that requires rigorous and clear thinking and the analysis of complex ideas—such as medicine, law, the natural sciences, mathematics, history, PPE, etc. There are no pre-required GCSE subjects.

The course consists of three papers:

Paper 1: Religion and Ethics

Focussed in particular on environmental issues and questions about social equality, this paper introduces key religious and ethical theories, such as natural law theory, situation ethics, and divine command theory. We then apply them to key contemporary issues, such as sex ethics, medical ethics and the ethics of warfare.

Paper 2: New Testament

This paper comprises an in-depth study of the history, interpretation and texts of the four canonical gospels. Pupils will look at the primary themes of the gospels, their historical accuracy, the other gospels that never made it into the Bible, and their impact today.

Paper 3: Buddhism

This paper comprises an in-depth study of the beliefs, values and practices of the major Buddhist traditions of the East. It invites comparison with other religious traditions, as well as investigation of the changing socio-political contexts of Buddhism. Students will study the life and teachings of the Buddha, their interpretation in different schools, and the application of Buddhist teachings to contemporary society.

The assessment consists of three examinations, each worth 33.33% of the final mark.

The department makes the most of the exceptionally rich co-curricular opportunities for philosophy, theology and religious studies available in London—conferences, lectures, seminars, philosophy competitions, Freud Museum, Bethlem Museum of the Mind, art exhibitions and theatre productions, etc.—and offers annual trips, joint with SPGS, for those studying Religious Studies A Level to the amazing *How The Light Gets In* philosophy and music festival.

THEATRE STUDIES (A Level)

Theatre Studies A Level is the same in all essentials regardless of the examining board, with only minor changes of emphasis. At present, we follow the AQA Specification, described below.

COMPONENT 1	40 %	Written paper – Drama and Theatre (Set Texts and Live Theatre Criticism) Externally examined
COMPONENT 2	30 %	Practical coursework – Creating Original Drama (Devised Theatre) Internally examined, externally moderated
COMPONENT 3	30 %	Practical coursework – Making Theatre (Scripted Theatre) Externally examined

Although GCSE Drama is not a prerequisite, a fair amount of performance or technical theatre experience is recommended for anyone considering the course who has not done the GCSE. Anyone in this position and interested in taking the A Level should contact the Head of Academic Drama, Mr Dormandy.

Foundation Course

Practical work represents a major feature of the A Level. This begins in the Lower Eighth with a foundation course exploring the work of a number of international theatre practitioners such as Stanislavski, Artaud, Alecky Blythe, Complicité and Max Stafford-Clark. For each practitioner, rehearsal techniques, performance styles, dramatic forms and design methodologies are explored practically through application to a range of plays and other material, broadening candidates' knowledge and understanding of drama and theatre, and developing their skills as performers and theatre-makers.

The A Level consists of three Components.

Component 1 is the written paper and includes three sections.

The first section involves the study of a play from the perspective of director, designer and performer. In the exam, you are permitted an unmarked copy of the text and you will answer on one of a choice of two questions. This question is worth 12.5% of the A Level.

The second section involves the study of a second play from a different period or genre. Three questions will be set on an extract: one will be from a director's perspective, the second from a performer's and the third from a designer's. These questions together are worth 15%.

The third section requires you to write a critical review of an aspect of a live theatre production we have seen together, such as the design, direction or performances. We make a point of seeing a wide range of current productions at venues such as the National Theatre, the Royal Court or the Donmar Warehouse, as well as watching recordings of classic productions online. This question is worth

12.5%.

Component 2 is a practical unit resulting in the production of an original piece of theatre.

The focus is on devising your own short piece of original theatre in a small group, drawing on the work of an influential practitioner. It will be completed just after Christmas in the Upper Eighth year, and will consist of a performance (10%) and a working notebook documenting your process (20%). This will be internally marked and moderated by the exam board.

Component 3 is a practical unit resulting in the staging of extracts from published plays.

The focus is on text-based theatrical performance through the practical exploration of three key extracts from three different plays. Recent texts used for this component have included *The Hothouse*, *Sizwe Bansi is Dead* and *Another Country*. This component will be examined at the beginning of the Summer Term of the Upper Eighth by a visiting examiner and will consist of a performance (20%) and a reflective report (10%).

Although historically SPS students have tended to focus mainly on performance in Components 2 and 3, it also is possible to concentrate on a design skill, such as lighting, sound, set, costume or puppet design, or on directing, in either or both practical Components.

GENERAL STUDIES AND OTHER NON-EXAMINED COURSES

General Studies, PSHE, Wellbeing, Voluntary Service and Extra-Curricular Opportunities

As part of the new joint Friday Afternoon Programme with St Paul's Girls' School (launched in September 2019), all pupils in the Lower Eighth will participate in a carousel of activities focused around General Studies (Academic Enrichment), Leadership skills, and volunteering.

General Studies (SGAA)

All Lower Eighth pupils choose a General Studies course from an eclectic range which reflects the specialist interests of teachers. The courses are non-examined and are not necessarily academic in nature; they are designed to stimulate new interests and provide further depth to the curriculum. Courses run for five consecutive weeks and are offered with St Paul's Girls' School, delivered at both schools with mixed classes, providing an excellent opportunity for collaboration. Most courses will not involve homework, but there may be reading or preparation involved in some cases.

Courses on offer in the most recent academic year include Cuban salsa, Black composers in western classical music, Modern Japanese literature and media, the science of willpower and self-control, Sport Performance management, and Ecopoetry.

SPS Leadership Course

We often ask our Eighth Form students to lead: be it taking leadership roles in societies, leading sports' teams, supporting younger students with informal or more organised mentoring or simply taking more responsibility for their own way of working. What is more, in the summer term we will appoint our prefects, house leads and the Captain and Vice Captain of School. The SPS Leadership course is designed to create opportunities for education about styles of leadership, the challenges of leadership and what good leadership can offer as well as creating a space for pupils to reflect on their own qualities and what leadership might look like from them.

PSHE (MPP)

PSHE is taught as a weekly, timetabled, lesson to all Eighth form pupils (taught in small groups of 13-15 pupils) on a range of topics, centred around three key areas in each year group. In the Lower Eighth these areas are: 1) Managing mental health; 2) Relationships and sexual health; and 3) Setting goals. The course will incorporate lessons on drink driving, drug driving and other aspects of alcohol, drugs and the law, alongside sessions on relationships, pornography and sexual health. The Upper Eighth course areas are: 1) Becoming financially independent; 2) Living safely as an adult; and 3) Preparing for life after school. The financial literacy component of the course covers student loans and finance, debt management and banking, and living away from home and insurance. Teaching of financial literacy is supplemented in the spring term of the final year with a presentation from an external consultant; this looks specifically to prepare students for financial independence at university and covers budgeting issues, the tax implications of working, as well as issues to consider around their biggest expenditures at university. Pupils considering heading to US universities will be given a presentation which is geared towards American finance and university life.

In the summer term, all pupils receive a talk from the RAP ("Raising Awareness and Prevention")

Project, which looks at the move from school and home to university, and ways to cope with these changes. It covers potential issues in university life (including the proliferation of misogyny and “laddism”), and the principles of mutual respect and consent. It also includes some safety advice for music festivals and while travelling abroad.

Volunteering (EGH)

For the volunteering rotation on Friday afternoons, each member of the Lower Eighth is allocated a placement doing one of a range of activities off-site, such as helping in classrooms or coaching sport in our local partner schools, or spending time in a local care home for the elderly. Some students remain on-site, to help as classroom assistants in SPS classes - for example, if they are doing A level maths they can opt to help in 4th form maths lessons.

Students are asked to fill in a volunteering questionnaire in the 6th form and, where possible, they are allocated placements in the L8th based on their stated preferences.

Additional Opportunities

We encourage our Eighth Formers to engage in a rich school life which includes making the most of the many extra and super-curricular opportunities. There are a huge number of societies, clubs and events for pupils to get involved with. Everything from debating, drama productions, Duke of Edinburgh Award, European Youth Parliament, Model United Nations, music, sport, pupil voice/School Council, work experience, Young Enterprise and numerous other clubs and societies- and we continue to develop the provision inspired by pupils’ interests and ideas.

In addition to the PSHE lessons and talks, pupils can access information via year group classrooms and on platforms such as Unifrog.

In the Lower Eighth we also run a Friday Afternoon Programme which consists of a General Studies course run with St Paul’s Girls’ School, a Leadership Course, and Volunteering opportunity. Additionally, throughout the year, pupils can access a great number of lectures and talks. Many of these are run by societies and there are some which run for the whole cohort and cover key issues and topics. As part of the Harry Parsons Lecture series, all Eighth Formers will receive a talk which seeks to promote their social and emotional wellbeing.

WORK EXPERIENCE

All Eighth Form Pupils are encouraged to undertake Work Experience (either physical or remote) as an introduction to the world of work and to give a taste of possible future career paths. Although the placement would ideally be in an area that you wish to pursue as a career, it is valuable to gain work experience in any area.

A placement normally lasts around a week and will take place in the holidays. The beginning of the summer holidays after the Lower Eighth year is the ideal time, as it will not interfere with Lower Eighth studies or revision. It should be noted that the School does not permit absence during term-time except in absolutely exceptional circumstances. If a case did arise, pupils would need to seek special permission from their Undermaster at least three weeks in advance.

Most pupils find their own placement through family contacts but there are also placements available and advertised through the School via the monthly Careers and Universities Bulletin and St Paul's Connect (our internal professional networking platform). Information and guidance on work experience placements can also be found on the Careers Intranet pages.

If securing a physical placement is challenging, firms may be able to offer virtual / remote opportunities. Additionally, completing online courses in an area of interest and attending events through our Professional Networks Programme would be valuable. Undertaking career research using Unifrog, or completing a MOOC (Massive Open Online Course) may also be a useful activity to extend understanding of a particular career area. Such courses can be found via the Unifrog MOOC tool.

All Lower Eighth students will have the opportunity to complete CV, mock interview and networking skills' workshops during the summer term. Students should also know that they can contact their careers advisor from the Sixth Form interview and reports process should they like additional guidance.

Please note that St Paul's School does not operate or endorse any of the jobs or internships listed on our work experience pages, and has no control over their terms and conditions. Therefore, the School accepts no responsibility for students engaged in any work experience or internships listed on any of its intranet pages or in the C&U Bulletin. Please also note that we do not verify the validity or authenticity of the jobs or internships that are posted, but simply provide them for your convenience. Parents and pupils are responsible for checking the credentials and integrity of an employer or posting before embarking on a work experience or internship placement.

Pupils and parents should be aware that the School has not carried out vetting checks or due diligence on the services provided by work experience providers listed on the intranet pages. No references have been sought or provided for the placement nor can any guarantees be provided in relation to the quality or safety of placements. Pupils and Parents wishing to apply for a placement do so at their own risk.

Pupils seeking advice on how to find work experience placements or further guidance on applications should speak to the Head of Careers, Dr Brigham.

EIGHTH FORM COURSES AND HIGHER EDUCATION

1. The quality of your academic achievement is a major factor in university selection. This includes your achieved GCSE grades and predicted A Level grades (normally announced at the end of the Summer Term of the Lower Eighth).
2. In trying to decide which subjects to study, a useful starting point is to consider which subjects you enjoy most and which are of greatest interest to you; these are also likely to be the subjects in which you will do best.
3. As part of your one-to-one careers interview you will have discussed possible university choices that interest you. If you have a particular course in mind at university, you should talk to the relevant Heads of Department and the staff responsible for university advice. They will be able to tell you which subjects are recommended for your course. Our University staff are:

UK Universities

Adviser	Subject
Dr D J Brigham	Philosophy, Theology and Religious Studies
Mr A J Broughton	Anglo-Saxon, Norse, & Celtic, Anthropology & Archaeology, Architecture, Art, Drama, English, Film Studies, History of Art, Human Sciences, International Relations, Media Studies, Politics, Politics & Philosophy
Dr L Cereceda	Computing, Maths, Maths with Physics
Mr A Stewart	Ancient History, Classics, Human Social & Political Sciences, Law, Psychology
Mr G C Larlham	Asian Studies, Earth Sciences, Geography, Geology, Land Economy, Liberal Arts, Modern Languages
Dr M Fitzpatrick	Medicine, Veterinary Medicine, Dentistry
Dr J R Bennett	Biosciences including non Oxford Biomedical Sciences
Mr J Swartzentruber	Engineering and Physics
Miss A Jeffery	Chemistry, Engineering (including Chemical Engineering) and Materials Science
Dr A C Ruddick and Dr J Newton	History
Mr F J Allen	Philosophy, Politics and Economics (PPE)
Mr A J Sykes and Miss R McGreevy	Accountancy, Business Studies, Economics, Finance, Management
Mr B Martin	Physics, Engineering, Music

US Universities - Head of US Universities

Note that students applying to the US do not apply to a specific department within the university therefore US counsellors advise all students regardless of subject interest.

Mr T H P Carter

Mr G C Larlham

Mr T A Lowes

Miss J McLaren

Ms S I Milanova

Colet Fellows - The Colet Fellows are appointed each year and specialise in assisting students with US university essays.

If you are thinking of applying to a university in the United States, you should contact the Head of US Universities.

All other overseas universities - Dr Iva Franjic (Head of non-US International Universities)

The entry requirements for international universities vary greatly from country to country and university to university. Admission criteria are always detailed on university websites, and more support is available from the Careers and Universities Department if you are unsure about requirements for a particular course at a university abroad. Many universities have their own admissions tests that must be sat separately to A levels or GCSEs. **If you are interested in applying to a European university, especially those in Switzerland or Germany, please note that many will require as a condition of entry, the taking of a foreign language at A Level. Some universities in Switzerland and Germany may also require A Level in English.**

If you are thinking about applying to an overseas (non-American university), you should contact Dr Iva Franjic, Head of non-US International Universities.

DR D Brigham - Head of Careers - Degree Apprenticeships, Gap Years, Work Experience, Careers

Mrs J C Richards - Careers & Universities Administrator - General advice

4. All Lower Eighth pupils will complete a course of university lessons in the Spring Term. These are led by our University Advisers and will help you understand the admissions process whilst giving you an opportunity to research possible courses and institutions.
5. The member of staff with whom you had your one-to-one careers interview can give further advice.
6. UK university places are usually conditional on the grades obtained in three of four A Level subjects.

UNIVERSITY ADMISSIONS TESTS

UK Universities

There is a whole range of extra tests which need to be sat for Oxbridge, Medical, Law and some engineering candidates. As well as these, many universities require various Admissions Tests in specific subject areas. For details, follow the link below. If you are in any doubt, contact your university adviser. Please note that some of these may need to be completed during the October Remedy of your Upper Eighth year, depending on the exam dates.

<http://www.ucas.com/how-it-all-works/explore-your-options/entry-requirements/admissions-tests>

These are important tests and will be used by the universities to judge your applications and decide who to invite to interview. Those preparing for entrance to universities which require special entrance tests will be offered enrichment sessions where appropriate.

US Universities and A Levels

US universities have no subject preferences with the exception of engineering programs which expect to see maths and physics. Students considering US universities should select A Level/EPQ subjects just as if they were applying to a UK university. US universities will prefer top scores in three A Level subjects to inferior scores in four A Level subjects.

US Testing

US testing refers to the SAT or ACT which are equally accepted by universities. For the past few years US universities, with the exception of MIT and Georgetown, have not required US testing. However, we advise that students take the SAT or ACT in the L8th year, if possible, in case the requirement is reinstated by most universities. It is important to note that US testing is much less important than GCSE results and predictions as an indicator of academic fit. Indeed, some major universities dropped US testing years ago. Students can access free test prep via BridgeU. BridgeU is primarily a platform which the US Universities team uses to transmit school documents, however students have a personal 'dashboard' where they can research and shortlist universities as well as take practice SAT/ACT tests. Students requiring accommodations for tests should contact Mrs Helena Howard as soon as possible. It is important to understand that American standardised testing and A Levels are only a part of the holistic assessment of candidates for US universities. For more information on US applications please get in touch with the US Universities Department.

UNIVERSITY COURSE REQUIREMENTS

All universities will accept candidates holding three A Levels and the typical offer will be for three A Level grades. If you are doing four subjects, you could be asked for four grades although this does not usually happen.

You are advised to take A Levels in the subjects that you enjoy and are most interested in. You should also consider the subjects required to pursue a specific career path if you already have this in mind. You will have already discussed this with your one-to-one careers interview with your careers adviser in the Sixth Form. For example, if you are most interested in being a doctor, applying for medicine would require Chemistry and Biology. If you choose not to study a recommended subject which is available at school, you may need to be able to defend your decision at a university interview.

For many subjects, especially those which are not studied at school, you may be able to learn more about it and show a real interest by doing an Extended Project.

You can also find information on-line at www.ucas.com. In the 'Find courses, information and more' box, type the course in which you are interested, click on 'undergraduate', choose a university, then scroll down the university details to 'Entry Requirements'.

You should speak to a university adviser and heads of subject departments if you would like further information.

The following is a broad guide and should be treated as such. Some universities may prefer quite specific subject combinations and you should check university web sites for specific course information.

University course	Subjects that may be required or recommended
Accountancy	Mathematics
Ancient History	No subjects specified although history is recommended
Architecture	Mathematics, physics, art
Art	Art followed by Foundation course
Biochemistry	Three science/mathematics including chemistry; biology recommended
Biological Sciences	Biology and chemistry
Business Studies	Mathematics
Chemical Engineering	Maths needed. Most courses require chemistry and many require physics; appropriate Extended Project and/or Further Maths recommended
Chemistry	Chemistry and mathematics
Classical Civilisation	No subjects specified
Classics	No subjects specified, though from a school such as SPS at least one of Latin, Greek, or Ancient History should have been taken to A Level

Computer Science	Mathematics; further mathematics recommended
Drama	No subjects specified. Theatre studies and English recommended plus extensive experience
Economics	Mathematics and economics; for some courses further mathematics is an advantage (speak to the Head of Mathematics to discuss further)
Engineering (apart from Chemical)	Mathematics and physics; appropriate Extended Project and/or further mathematics recommended
English	English Literature
French	French
Geography	Geography
German	German
History	History
History of Art	History and art recommended
Human Sciences	Biology and mathematics
Human, Social, and Political Sciences	No specific subjects required
Italian	Italian
Land Economy/Management	No subjects normally specified but economics, geography and mathematics are useful
Law	A foreign language required for International Law, plus an essay subject
Materials Science	The recommended subjects are maths, physics and/or chemistry. Some universities require all three.
Mathematics	Mathematics and further mathematics
Medicine & Dentistry	Chemistry, biology. Third subject can be anything except Oxbridge, when mathematics/physics is helpful. We have no evidence that taking four subjects as opposed to three, will offer any particular advantage in the admissions process for almost all medical schools.
Combined Modern Languages	Typically only one of the languages needs to have been studied to A Level
Modern Languages not taught at School	Arabic, Mandarin, Portuguese and Japanese and other foreign languages can be started ab initio; you need a modern language plus evidence of commitment
Music	Music and Grade 5 Keyboard skills
Natural Sciences (Physical)	Chemistry, physics, mathematics and further mathematics

Natural Sciences (Biological)	Biology, chemistry and mathematics/physics
Oriental Studies	A modern language plus evidence of commitment
Philosophy	No subject specified, but at least one essay-based subject such as Philosophy, History, or English recommended
Philosophy, Politics and Economics (PPE)	No subjects specified but mathematics along with an essay based analytical subject such as philosophy/politics/economics/history/English recommended
Physics	Physics and mathematics; further mathematics recommended
Physics and Philosophy	Physics and mathematics; further mathematics recommended
Politics or Politics, Psychology, and Sociology (PPS)	No subjects specified but politics recommended
Psychology (Arts)	No subjects specified, not many courses offer this route
Psychology (Science)	At least one or two A levels in sciences or mathematics
Spanish	Spanish
Theology	No subjects specified but philosophy & theology recommended
Veterinary Science	Chemistry and biology, plus physics/mathematics



St Paul's School

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