

YEARS 12-13

A GUIDE TO THE
SIXTH FORM
AT BLUNDELL'S



Blundell's

FOUNDED 1604

'LAST YEAR'S RESULTS
WERE **SERIOUSLY STRONG**.
UNSURPRISINGLY, RUSSELL
GROUP UNIVERSITIES WERE
VERY KEEN TO **SNAP UP**
THESE WELL ROUNDED
STUDENTS'

TATLER

INTRODUCTION



I have always thought that starting in Year 12 is one of the best moments of a school career. Finally, you can choose the subjects you are best at and you can pursue deeply held interests. In addition to that, you now become a member of the senior part of the school and teachers do treat you differently. They will expect more of you and will treat you as the young adults you are. Your classes are smaller, the lessons are more frequent and your rapport with those teachers will grow stronger.

Of course, the academic programme is just one element of being in the Sixth Form at Blundell's and the wide range of subjects is outlined in this guide. Equally important to us is the intention to develop young men and women of consequence. We want to nurture your passions and interests so that when you leave here you will care deeply about the world and the impact you can have on it.

And then of course there is the prospect of moving into Westlake in the Upper Sixth. Westlake is our exciting bespoke boarding house that is designed with the needs of Year 13s in mind. It is spacious and well-equipped to support your studies and your interaction with your peers. It is an environment in which you learn to take more responsibility for yourself, with fewer restrictions and with greater freedom. It is intended to be an environment in which you prepare yourselves for a life beyond the confines of school.

A handwritten signature in black ink, reading "Bart Wielenga". The signature is written in a cursive, flowing style.

Mr Bart Wielenga BEd Natal
HEAD



WELCOME TO THE BLUNDELL'S SIXTH FORM



With more freedom, extra responsibilities, and a chance to study the subjects that they are passionate about, life in the Sixth Form is very different. The Sixth Form Team run an Induction programme at the start of the Autumn Term, with follow ups throughout the year, designed to help pupils with the transition from GCSE. Workshops range from critical thinking and mindset, to study and time-management skills, with input from Year 13s, who reflect on their time in Year 12, giving key advice. In addition, they have easy access to the Sixth Form Team, the Careers Department, their tutors, teachers, and Houseparents.

"Our Sixth Form offers its pupils an environment in which to grow and flourish into young people, equipped to fulfil their own unique potential. We aim to provide opportunities for self-discovery and personal development, preparing pupils for life beyond Blundell's.

Learning in Years 12 and 13 is a purposeful, rigorous and, above all, enjoyable experience - we are very proud of the exciting all-round education we offer our Sixth Form pupils. We welcome and encourage young people with the drive and enthusiasm to make the most of the multifarious opportunities here and we support them at every turn."

Dr Jonathan Ratcliffe
HEAD OF SIXTH FORM



“ The support and opportunities offered to the Blundell's Sixth Form are enormous. I always feel there is someone I can turn to if I need help with anything, no matter how small. The extra Futures lessons are especially helpful with preparing ourselves for the next stage in life.

HEAD GIRL

THE SIXTH FORM TEAM

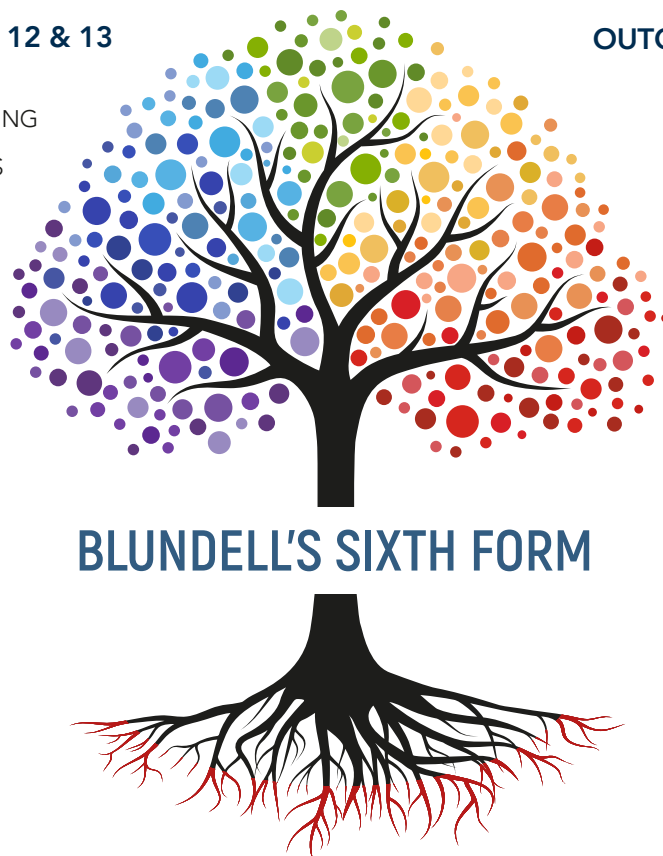
Dr Jonathan Ratcliffe
HEAD OF SIXTH FORM

Mrs Pippa Bucknell
HEAD OF CAREERS



YEARS 12 & 13

INNOVATIVE TEACHING
EXCITING CHALLENGES
INDEPENDENT LEARNING
INTELLECTUAL CURIOSITY
SELF-EFFICACY
ACADEMIC ENRICHMENT
COLLABORATIVE LEARNING
CRITICAL THINKING



BLUNDELL'S SIXTH FORM

OUTCOMES

DRIVE & COMMITMENT
SELF-DETERMINATION
STUDY SKILLS
SELF-CONFIDENCE
ACADEMIC ENTHUSIASM
TENACITY & RESILIENCE
REACHING POTENTIAL
FUTURE AMBITIONS

WESTLAKE YEAR 13 CO-EDUCATIONAL HOUSE



"We really hope everyone leaves Westlake and Blundell's with excellent results, happy memories, few regrets and lasting friendships; the final year in Westlake should give them stronger 'wings', built upon deeper 'roots'."

Graham Baily
HOUSEPARENT WESTLAKE



The ultimate preparation for life beyond Blundell's and arguably the most important year of anyone's school career.

Blundell's was one of the first schools in the country to open a purpose-built co-educational boarding house for the whole of Year 13. It is a very exciting and stimulating environment in which to spend your last year at school and one where all pupils are encouraged to start seeing themselves as an individual and everything they do should be an investment in themselves and their own future.

Living in a co-ed house of around 100 students will provide its own challenges, but learning tolerance and respect for others, combined with compromise is a key aspect of happy co-existence in Westlake. Pupils are encouraged to take an increasing amount of responsibility for their own lives in communicating with staff and not relying on parents. The Sixth Form team are very pro-active in supporting Year 13 along the pathway towards greater independence and getting on to the next step of life, whatever that may be.

Throughout the many generations who have been fortunate enough to enjoy their formative years at Blundell's, there remains a deeply felt loyalty for their Alma Mater and the final year in Westlake reinforces this strongly.

“

I have loved my last year at Blundell's – I am ready to leave but I will miss the fun and camaraderie of Westlake.

”

SIXTH FORM PUPIL

“

I felt that Westlake was like one step out of school but still with all my friends around me – just great.

”

SIXTH FORM PUPIL



Westlake has its own grounds and is tucked away on the edge of the campus. Year 13 pupils are afforded more independence, learning to be more self-reliant, whilst preparing for life beyond school.



ENRICHMENT AND INTELLECTUAL CURIOSITY

The concept of enrichment underpins much of the Sixth Form curriculum but most importantly, our talented and highly qualified staff are skilled at extending pupils in the classroom. Our small classes ensure staff have time to spend with each individual pupil, understanding and responding to their individual needs. We know that our pupils have different strengths, and we take great care in finding ways to build on these during class time. We also have a unique, structured enrichment programme that runs throughout the school.

In the Sixth Form, our enrichment programme runs on a Friday after school, when the pupils have a range of compulsory and optional talks. The aim of these is for pupils to hear from a range of speakers delivered by members of staff and/or outside speakers, that challenge, inspire and help to create a well-rounded person.

The programme is thematic, with each term providing opportunities for academic extension and personal growth.

In Year 12, enrichment covers:

Term 1: Transition to A level – helping pupils develop the skills to thrive in Sixth Form.

Term 2: Super Curricular – from sessions delivered by visiting universities to a careers fair which is visited by other schools.

Term 3: Knowing Yourself – from talks on identity and mental health to subject specialists giving deep insights into their fields and careers to enhance Personal Statements and CVs.

In Year 13, the themes are:

Term 1: Beyond Blundell's – writing Personal Statements and CVs, preparing for entrance tests and interviews and a study abroad event.

Term 2: Preparing for independence – life skills, such as cooking on a budget, managing money and general health and wellbeing.

Term 3: Finishing Well – we invite guest speakers in to cover a variety of topics they may encounter in the next phase of their lives.

“

The Sixth Form at Blundell's is an encouraging and inspiring environment. With the variety of subjects available each individual pathway is fully supported. Everyone is always on hand to help you with whatever you need, both academically and in other aspects of school life, wherever your aspirations and passions lie. It allows you to reach your full potential.

”

SCHOOL MONITOR

MEDIC AND VET SOCIETY

The Medic and Vet Society meet weekly to discuss a wide range of medical/veterinary-related topics, give presentations and try out problem-based learning scenarios. The group also improve their communication skills and manual dexterity by leading younger pupils in our Dissection Club and by running a healthcare role-play rotation, trying out heart rate and oxygen saturation monitors, stethoscopes and reflex hammers.

They attend a lecture series run in conjunction with the Royal Society of Biology, experts in human and animal healthcare fields. Old Blundellians also return to talk to pupils, giving their top tips for applying and an insight into their course and life at university. Pupils benefit from extensive support in gaining work experience, preparing for UCAT and BMAT, writing Personal Statements and in practising for both panel and MM interviews.

Dr Jonathan Ratcliffe

LEADERSHIP AND RESPONSIBILITY

We look to our Sixth Form pupils to set a strong example and positions of responsibility and leadership are awarded to pupils in Year 12, as House Monitors, and in Year 13 as Heads of School and School Monitors.

The Blundell's Sixth Form offers many exciting and supportive opportunities to enrich and prepare its students for the next stage of their education. As well as excellent teaching, Blundell's offers many extracurricular programmes, from Futures lessons preparing for university and apprenticeship applications, extra support for Oxbridge candidates, specialist pathways, and EPQ sessions.



"The Sixth Form at Blundell's is noticeably different to our GCSE years, with greater personal responsibility being obvious right from the start of Year 12. The move to Westlake really does give us more independence and encourages us to start preparing for life beyond school."



"The last year at Blundell's highlights our friendly and tight-knit community and that feeling of belonging stays with most Blundellians for life. The working relationship between pupils and staff evolves easily and everyone is very supportive of each other."

"We have always been encouraged to try many sports and activities, and to develop our interests. Sport has been at the centre of both of our experiences here at Blundell's and has given us life-long memories, such as of travelling to South Africa and India, between us playing hockey and cricket. But what will be most valuably remembered are these last few times that we run out with our team-mates before we move on to the next stages of our lives - our Blundell's life will be sorely missed."

Jack Ramsay & Georgia Withey
HEADS OF SCHOOL



BEYOND BLUNDELL'S

We are committed to helping our students make informed choices about the options and pathways available to them post 18 and to develop the skills required to enhance employability and contribute positively to the world in which we live.

OXBRIDGE APPLICATIONS

We provide personalised one-to-one support throughout the application process for Oxbridge candidates – this includes:

- a university college visit
- support with Personal Statements & Subject preparation
- Interview workshops
- Mock interviews – internal & external
- test preparation sessions
- Extended reading, competitions, MOOCs and podcasts

RUSSELL GROUP APPLICATIONS

The vast majority of those applying to university from Blundell's go to Russell Group universities.

SPECIALIST APPLICATIONS

Students pursuing specialist pathways, receive additional support in preparing for assessments and throughout the application process. For example, Medicine, Veterinary and Dentistry; Law; Conservatoires and Drama Schools; Architecture, Art and Design Courses; Apprenticeships and School Leaver Programmes.

“

I can honestly say I wouldn't have made it to Cambridge university without the support of the teachers at Blundell's.

FORMER PUPIL

”

OVERSEAS UNIVERSITY APPLICATIONS

Blundell's is very proud to maintain its global perspective and actively promotes international understanding and accord. The International Committee is run by the senior overseas pupils within the International Hub and they help to co-ordinate events and to provide role models for younger pupils. We have a Tutor dedicated to supporting applications to universities worldwide, including preparing for SATs.

Recently pupils have successfully applied to Brown, Dartmouth College, Northwestern, Duke, Carnegie Mellon, Rice, Queen's and Georgia Tech in the USA. Alongside this we have supported families and pupils applying throughout the world from The University of Toronto, Trinity in Dublin, Maastricht in The Netherlands, Heidelberg in Germany to Bocconi in Milan.



All of our Sixth Form follow the Futures careers programme, which is underpinned by the Gatsby benchmarks: a framework which defines excellent career guidance and the structure of our careers provision.

These are some of the ways our Futures programme supports our Sixth Form:

- Fortnightly timetabled 'Futures' lessons
- 1-1 support from tutors and careers advisors
- Regular talks and drop-in sessions with universities and employers
- Use of guidance resources, Unifrog, and Morrisby
- Tailored support with specialist applications, including Oxbridge, medicine, veterinary and dentistry, Conservatoires, apprenticeship, school leaver programmes, application completion and preparation for admissions tests and interviews
- Visits to HE Fair, Employer Insight and apprenticeship events
- Sourcing work experience opportunities, including via our Old Blundellian community
- UCAS week – dedicated time to work on applications, with support from tutors and workshops with employers and our Old Blundellian community
- A weekly UCAS/applications drop-in session
- Access to the Futures SharePoint with key resources, including from university outreach and admissions teams
- Access to MOOCS (massive open online courses) to help enrich applications
- Information and support on International University applications

The Futures lessons help prepare for life beyond Blundell's and show Sixth Formers how to:

- Explore subjects, opportunities and participate in super-curricular activities
- Reflect on activities and competencies and describe these, ready for use in applications
- Develop the sought-after employability skills to equip them for the changing world of work
- Create a CV and cover letter to present themselves in the best light to employers
- Research the many options of degrees, non-university options, including apprenticeships; to determine which pathway is right for them
- Complete application forms, including UCAS, and for apprenticeships
- Write a personal statement, factoring in key guidance from university admissions teams
- Prepare and practice for interviews, on-line, video, telephone or face-to face
- Network, to create opportunities for work experience and use social media
- Research gap year opportunities

VALUE ADDED

WE **ADDED**

ALMOST HALF AN A LEVEL
GRADE PER SUBJECT TO EACH OF
OUR YEAR 13 PUPILS OVER THE
LAST THREE YEARS COMPARED
WITH THE AVERAGE FOR AN
INDEPENDENT SCHOOL.

Most
Popular
Universities

93%

OF BLUNDELL'S
A level STUDENTS
GAINED THEIR
UNIVERSITY OF CHOICE

TO
CARDIFF
BRISTOL

EDINBURGH
BATH

MANCHESTER
BIRMINGHAM

NEWCASTLE
OXFORD

SOUTHAMPTON
IMPERIAL

UCL

HOW DO I CHOOSE MY A levels?

We concentrate our efforts on maximising the potential of all our pupils, whatever their ability. At Blundell's we are extremely proud of our pupils' progress. They consistently perform to an excellent standard at GCSE and A level, while **our value-added regularly places us among the top schools in the country.**

Overall we added almost half an A level grade per subject to each of our Year 13 pupils over the last three years compared with the average for an independent school. **93% of our pupils were placed in their university of choice**, our specialist programmes are very successful with pupils gaining offers from Oxbridge each year and **80% of pupils in our Medic/Vet Society over the last 4 years received offers.**

In addition, the results of the top half of our A level candidates confirm that we are a school at which the very strongest candidates thrive, with these pupils gaining **over 70% A*/A and over 90% A*-B in each of the last three years.** This compares favourably with the most academic co- educational schools across the country.

GUIDING PRINCIPLES:

- YOUR SKILL SETS
- SUBJECTS YOU ENJOY
- A SENSIBLE COMBINATION
- CONSIDER NEW SUBJECTS
- FUTURE REQUIREMENTS

THERE ARE THREE KEY FACTORS YOU SHOULD BEAR IN MIND WHEN MAKING YOUR CHOICES:

1 SOME CAREER PATHWAYS ASK FOR SPECIFIC SUBJECTS AT A LEVEL

You may not know what career you want to follow and there is no immediate necessity to make up your mind. If, however, you wish to make a career in one of the subjects you study at school, or if you have even the faintest idea of what you might want to be, such as a lawyer, musician, engineer, doctor, vet, pharmacist or physiotherapist, you may need to choose particular A level courses. For many degrees there are no specific subject requirements. If in doubt, ask. There is also a great deal of helpful information on university websites regarding entry and admission requirements. A recommended website is Informed Choices - it has been developed to help you find out more about how subjects taken at Sixth Form can affect options at university and beyond.

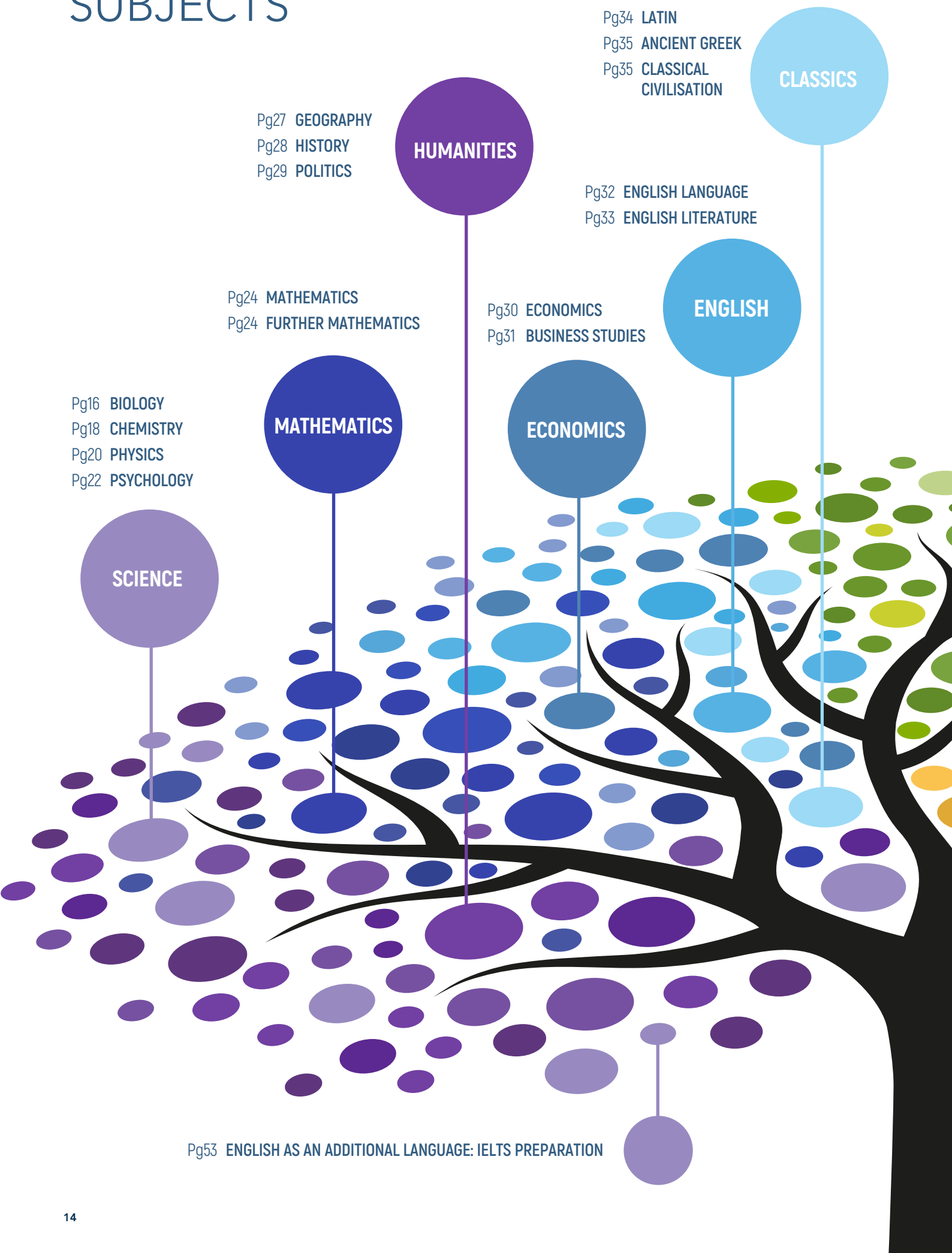
2 SUBJECTS ARE A LOT TOUGHER AT A LEVEL THAN AT GCSE

Many subjects tackle things in a different way at A level from their approach at GCSE, and the step up from GCSE to A level can be large. Ask your present teacher or your Tutor for advice, as you will want to do well in the subjects that you choose.

3 CHOOSE A SUBJECT THAT YOU WILL ENJOY

It is the subject that matters, not a teacher within the department. Remember that you are going to spend at least 6 periods per week in lessons for each of your chosen subjects, as well as many more hours of your own independent study time; choose subjects wisely! Ask those already in the Sixth Form how they have coped, look at their files to see the subject matter, or get in touch with us and we can direct you to the Head of Department. Overall, it is vital that you research all possibilities to help you make the correct decisions. We are here to help, so please do not hesitate to get in touch if you have any questions.

SUBJECTS



Pg38 **RELIGIOUS STUDIES**

**RELIGIOUS
STUDIES**
- ETHICS &
PHILOSOPHY

Pg36 **FRENCH**

Pg36 **SPANISH**

Pg36 **GERMAN**

Pg36 **MANDARIN**

**MODERN
FOREIGN
LANGUAGES**

Pg40 **PHYSICAL EDUCATION**

Pg42 **BTEC SPORT**

**PHYSICAL
EDUCATION**

Pg48 **MUSIC**

Pg49 **MUSIC TECHNOLOGY**

MUSIC

Pg44 **FINE ART**

Pg44 **PHOTOGRAPHY**

Pg46 **DESIGN & TECHNOLOGY (PRODUCT DESIGN)**

ART & DESIGN

Pg50 **DRAMA & THEATRE**

**DRAMA
& THEATRE**

Pg52 **COMPUTER SCIENCE**

**COMPUTER
SCIENCE**

Pg54 **EXTENDED PROJECT QUALIFICATION (EPQ)**



“

I love the mix of disciplines Blundellians bring to the classroom. As option blocks are built around our pupils, we have a diverse range of interests within subjects. This allows for vibrant discussion and pupils coming together with different and often novel approaches to solve challenges set in class.

”

DR J A RATCLIFFE
HEAD OF DEPARTMENT



WHY STUDY BIOLOGY

Biology is one of the broadest and most important subjects - Biology is the study of life. A level Biology encompasses everything from the molecular study of life processes right up to the study of animal and plant communities. It is a subject in which significant advances occur frequently, particularly in the areas of Genetics and Biotechnology, and many of these cutting-edge developments are studied during the A level course.

The Russell Group refer to Biology as a facilitating subject. If degree choice is undecided, this is one of the subjects that will give the greatest flexibility or 'facilitate' in the admissions processes.



EXAMINATION BOARD

AQA Subject Code 7402

Click on the QR code for active web link.



ASSESSMENT

YEAR 12

Two formal internal written assessments – these do not contribute to the final award.

YEAR 13

Three written examinations (3 x 2 hours) Short and long answer, comprehension, extended response, practical techniques, data analysis and essay.

Practical competencies are assessed as 'pass' or 'fail'.

ENTRY GUIDELINES

Pupils will have gained A level 7 or higher at GCSE.

TEACHERS

Dr J A Ratcliffe	Head of Dept, BSc, PGCE, PhD, FRSB
Mr G J Baily	BSc, PGCE
Dr J T Balsdon	BSc, PGCE, PhD
Mr L P N Barnbrook	BSc, PGCE
Mr C E Olive	BSc, PGCE
Mr P Hunter	BSc, PGCE

COURSE STRUCTURE

Year 12 consists of four large topics: Biological Molecules, Cells, Exchange in Organisms and Genetic Variation.

Year 13 consists of another four large topics: *Energy Transfers, Organisms Respond to Change, Genetics, Populations, Evolution and Ecosystems and Control of Gene Expression*; All 8 topics are examined in the final A level and will include some synoptic assessment of Biology as a whole.

Pupils keep a logbook of practical investigations and these skills are assessed in the examinations.

The Department is well equipped with a wide range of high specification practical equipment for microbiology and biotechnology. Very few schools enjoy labs with PCR and gel-electrophoresis facilities. The department has its own IT resources with interactive microscopes to aid research and extension work, as well as revision.

There are supplementary field trips, with lectures given by university experts and research institutions. There is also a Science Discovery Tour to USA in Year 12, as well as Biology Olympiads, Sixth Form Essay Prize, specimen drawing and photography competitions.

WHERE IT LEADS

A level Biology is an important qualification for a wide range of degree courses including Veterinary Science, Medicine, Dentistry, Pharmacy, Physiotherapy, Sports Science, Geography and, naturally, all Biological courses including Biochemistry, Biomedical Science, Dietetics, Optometry and Orthoptics. For many of these degree courses A level Chemistry will be required alongside Biology.



CHEMISTRY



WHY STUDY CHEMISTRY

Chemistry is not called “the central science” for no reason! Required for all medical degrees, essential for so many more, and desirable for any science- based future study, Chemistry is the stuff of matter itself. The real question to ask is “Why wouldn’t you want to study it for A level?”

Mr A J Mead (HEAD OF DEPARTMENT)

COURSE OVERVIEW

The Chemistry Department at Blundell’s provides an exciting and intellectually stimulating learning environment for all. The department is well-resourced with spacious laboratories comprising of wet and dry areas, wireless ICT projection facilities, and a bank of laptops for research within the classroom.

Our belief is that the knowledge and understanding of Chemistry is improved through practical work. The department has a vast array of equipment and chemicals, which enables us to undertake a broad range of experiments – this is integral to our delivery of the A level course.

The subject provides ample opportunity for enrichment, including International Olympiad, Lower Sixth Cambridge

challenge and various RSC competitions. We have a close affiliation with the University of Bristol’s Chemistry Department and pupils are regularly invited to partake in workshops at their undergraduate laboratories.

Chemistry provides a wide-ranging scientific experience, developing skills in practical work, investigation, classification, calculation and the application of theory, and is complementary to a varied range of A level choices, including non-scientific routes.

A level Chemistry is a very popular subject at Blundell’s, and we are proud of a fine record in examinations, including recent pupil representation in the UK and International Chemistry Olympiad teams.

COURSE STRUCTURE

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Chemistry are to enable pupils to develop:

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- A deep appreciation of the skills, knowledge and understanding of scientific methods
- Competence and confidence in a variety of practical, mathematical and problem-solving skills
- Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- An understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

YEAR 1

Topic 1	Atomic structure and the periodic table
Topic 2	Bonding and structure
Topic 3	Redox I
Topic 4	Inorganic chemistry and the periodic table
Topic 5	Formulae, equations and amounts
Topic 6	Organic chemistry I
Topic 7	Modern analytical techniques I
Topic 8	Energetics I
Topic 9	Kinetics I
Topic 10	Equilibrium I
Topic 11	Equilibrium II
Topic 17	Organic chemistry II

YEAR 2

Topic 16	Kinetics II
Topic 12	Acid-base equilibria
Topic 13	Energetics II
Topic 14	Redox II
Topic 15	Transition metals
Topic 18	Organic chemistry III
Topic 19	Modern analytical techniques II

EXAMINATION BOARD

Pearson Edexcel

Click on the QR code for active web link.



ASSESSMENT

A level Chemistry is taught as a 2-year course with pupils being externally examined at the end of Year 13. The pupils sit three papers on topics covered during the two years which also include questions on the sixteen core practical experiments identified throughout the course.

ENTRY GUIDELINES

A minimum of a grade 7 in GCSE Chemistry (or equivalent) is recommended to provide a suitable platform to progress at A level. Due to Ofqual regulations, 20% of the A level exam is now mathematically based and therefore a minimum of a grade 7 in GCSE Mathematics is required.

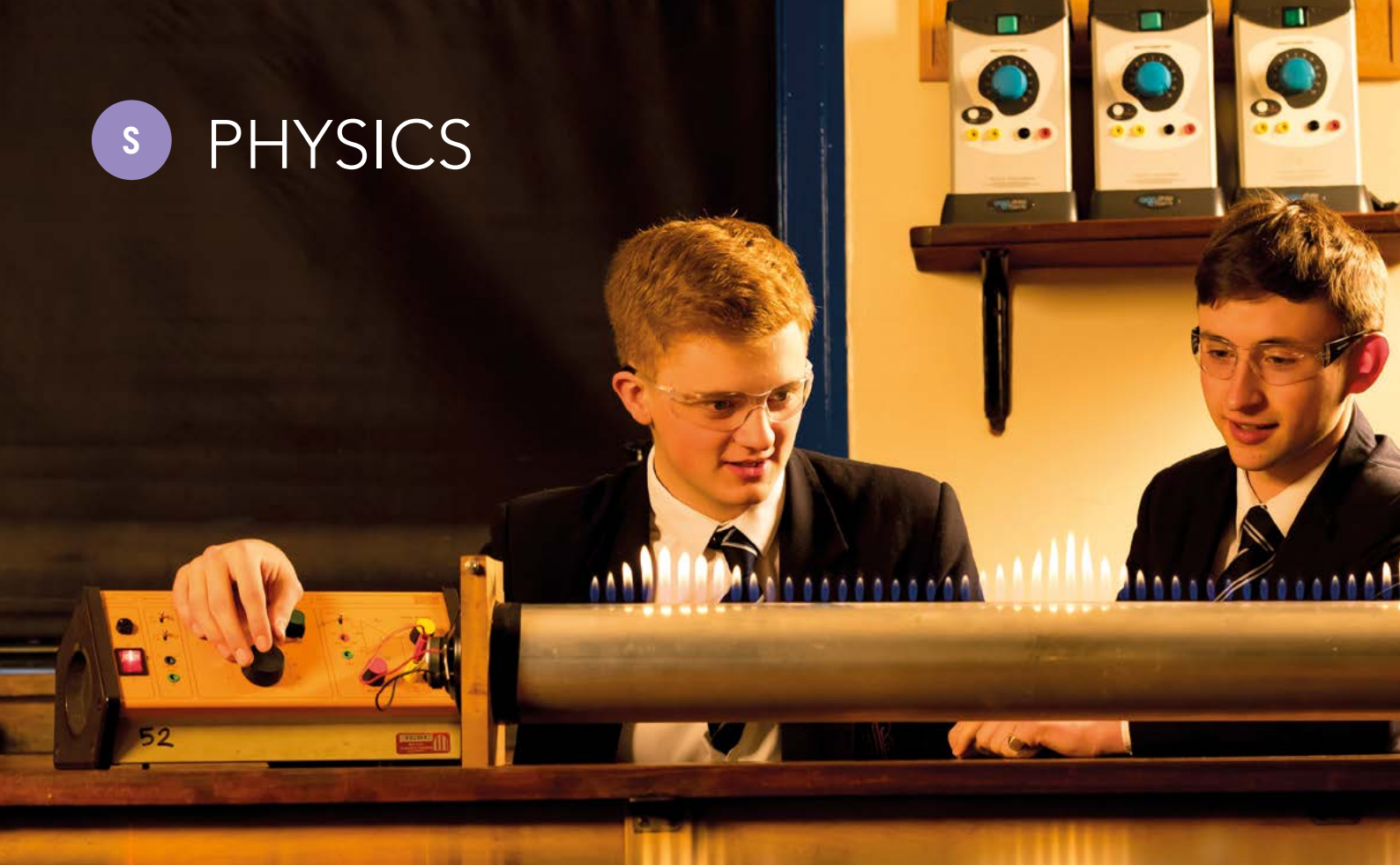
TEACHERS

Mr A J Mead	Head of Dept, BSc, PGCE
Mrs G M L Batting	BEng, PGCE
Mr C H List	BSc, PGCE
Mr T M Mycock	BSc, PGCE
Ms A Palmer	BSc, PGCE
Mr S A Uddin	BSc, PGCE
Lab Tech: Miss E Entwistle	BSc

WHERE IT LEADS

A level Chemistry is essential for Medicine, Veterinary Science, Dentistry, Pharmacy, and Pharmacology.

s PHYSICS



WHY STUDY PHYSICS

Physics is a key part of science and technology; Physics is used to solve problems and understand how the world works in every detail at the deepest level. An understanding of physics helps to solve environmental, social, health and technological challenges. Physics is at the heart of everything, from the tiniest building blocks of all materials up to the largest scales possible: in elementary particles, nuclei, atoms, molecules, macromolecules, living cells, solids, liquids, gases, plasmas, living organisms, the brain, complex systems, supercomputers, the atmosphere, planets, stars, galaxies and the universe itself. For careers in engineering and technology physics is essential.

A level Physics is a highly sought-after qualification in scientific and engineering communities. It is classed as one of the top facilitating A levels by the Russell Group; it is also a very good supporting A level for many different degree courses at university such as Economics.

Alongside the A level course there are numerous enrichment opportunities available. There is the very popular annual trip to CERN, Geneva to visit the Large Hadron Collider. At home we do trips for lecture tours across the UK, for example in recent years this has included a Medical Physics trip to the RD&E Hospital. We have also travelled to Birmingham for lectures from top Physicists and known names like Jim Al-Khalili. We have also had a lot of success in the national Physics Olympiad competitions with numerous golds and a pupil representing the UK in the International Astrophysics Olympiad Team.

WHERE IT LEADS

A level Physics can lead to a vast range of careers in Science and Engineering. The problem-solving skills acquired also open avenues in other areas, such as the financial sectors and supply chain management. It is required for Physics and Engineering courses, but it is also a preferred subject in courses such as Dentistry.

Recent Blundellians, having completed A level Physics, have gone on to study not only Physics and Engineering related degrees, but a wide variety such as Psychology, Geology, Oceanography, Business Studies, Music Technology, Modern Languages and Linguistics. Many of these at some of the best Universities in the country.

“At Blundell’s you get excellence within breadth. Our winner of the whole school cross-country boys race also represented the UK in the International Astrophysics Olympiad. Pupils will gain roots in a vast array of experiences, and when they find their niche, they are given the wings to thrive.”

MR D E MORRISON
HEAD OF DEPARTMENT

COURSE CONTENT

Pupils learn about the workings of the universe around us, learning about physical phenomena, theoretical models and the practical application of these models. Whilst some concepts are an extension of those studied at GCSE, many unanswered questions are resolved and interesting links are made between different areas of the subject, leading to a more cohesive and satisfying understanding. This is facilitated by the use of higher-level mathematics.

In the first year pupils study Particle Physics, Quantum Phenomena, Electricity, Basic Mechanics, Materials, Waves and Dynamics. These topics are then further developed through application in the second year when pupils cover Circular Motion, Momentum, Simple Harmonic Motion, Radioactivity, Nuclear Energy, Thermal Physics and Gravitational, Electric and Magnetic Fields and Engineering Physics.

There are opportunities for individual research, discussion, experimentation and learning practical skills. Lessons are varied and make good use of several types of media, software, simulations and data logging equipment.

All pupils are given individual access to a large library of electronic resources which are used as lesson support, revision aids, research material and extension work. These are interactive and can be highly tailored to meet the individual needs of our pupils.

EXAMINATION BOARD

The new AQA A level specification course is followed which has been designed to prepare pupils for further study of the subject at degree level.



The course develops both the theoretical and practical aspects of the subject. Pupils learn concepts through practical application and ICT skill development is inherently woven into the structure of the course.

Click on the QR code for active web link.

ASSESSMENT

The A level course is fully linear so assessment of a pupil’s knowledge and understanding of the whole course takes place at the end of two years of study.

There are 3 written papers each 2 hours in length. The papers are broadly broken down as follows: 1. Year 12 material, 2. Year 13 core material, 3. Practical Physics and optional topic.

As well as a grade awarded at the completion of the examinations, pupils are also awarded a Practical Endorsement. There are 12 required practicals which must be completed, although pupils will complete many more. The Endorsement is internally assessed continually throughout the practical elements of course. The Endorsement confirms that a pupil has reached A level of practical ability suitable for scientific study at university level.

ENTRY GUIDELINES

It is highly recommended that pupils have a minimum of 7 grade GCSE in both Physics and Maths. Studying A level maths would be an advantage, with quite a lot of cross-over in skills and the mechanics topics. However, this is not a necessity, with the beyond maths skills being covered by the ‘Maths for Scientists’ course during activities in the second term.

TEACHERS

Mr D E Morrison	Head of Dept, MEng, GTP
Dr A E Alpini-Odunlade	MSc, PhD, PGCE
Mr J D Clayton	M.Earth.Sci, PGCE
Dr A Teiermayer	MSc, PhD
Mrs L E Webster	BSc, PGCE

S PSYCHOLOGY

WHY STUDY PSYCHOLOGY

Psychology is the scientific study of the human mind and behaviour. Starting as a somewhat philosophical endeavour to understand the human mind in the mid-19th century, the field of research that Psychology now covers is vast in the light of advances in neuroimaging and sophistication of research design.

COURSE STRUCTURE

Practical enquiry will continue to be at the forefront of theoretical application and will remain an integral part of the A level course.

In **PAPER 1** Pupils explore introductory areas of psychology, including memory, social influence, attachment and psychopathology, the study of the causes and treatments of mental illness.

In **PAPER 2** Pupils study research methods in biopsychology, which considers the biological and neurological underpinnings of our behaviour,

In **PAPER 3** Pupils study the issues and debates that get raised by psychological research, such as nature vs nurture and determinism vs free-will, Forensic Psychology, Stress and Cognition & Development.



WHERE IT LEADS

The A level provides an excellent basis to many other degree courses, since it incorporates many different skills including evaluation and application, as well as research skills, which shows independent thought and the ability to follow instructions. Many universities, for example London School of Economics include Psychology on their list of "preferred" A level subjects for applicants and Oxford University recognises it as a science for applicants wishing to undertake an Experimental Psychology degree.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

All papers include a mixture of multiple choice, short answer, application and essay questions. There is no coursework.

- **PAPER 1:** Introductory Topics in Psychology (2 hours)
- **PAPER 2:** Psychology in Context (2 hours)
- **PAPER 3:** Issues and Options in Psychology (2 hours)

ENTRY GUIDELINES

The Psychology A level is a challenging (albeit exciting) course and pupils should have at least a 6, but ideally a 7 in English, Mathematics and the Sciences - statistics and mathematical skills will comprise 10% of the overall qualification. As Psychology is classified as a science by the QCA, good technical understanding of research methods and analysis is important.

TEACHERS

Mrs E V Weaver

Miss V J Gill

Mrs H Barnsbrook

Head of Dept, MA, BSc, PGCE

BSc, PGCE, MEd

BSc, PGCE

“

The Sixth Form community at Blundell's has been the perfect conclusion to secondary school for me. Blundell's has a unique environment which is so welcoming for those joining in Sixth Form where the final two years fly by with opportunities and events throughout.

”

HEAD BOY

“

I've loved having more independence in my learning; I've been able to focus on subjects I like and discover what subject I'm most passionate about.

”

SIXTH FORM PUPIL

MATHEMATICS and FURTHER MATHEMATICS



WHY STUDY MATHEMATICS

In Mathematics, we strive to put understanding at the heart of everything we do, helping pupils to develop confidence in numeracy, problem solving abilities and critical thinking skills. We offer a dynamic and diverse curriculum allowing pupils to grow as mathematical thinkers.

We have the largest intake into A level of any department in the school, with approximately half a year group opting for either Mathematics or Further Mathematics. The new A level course is challenging and allows pupils to extend their mathematical knowledge to a high level. There is time and opportunity in the timetable to allow pupils to work beyond and outside of the curriculum restraints and this means pupils can take time to enjoy the subject, whilst developing the necessary understandings and knowledge.

There are further opportunities for pupils to extend their mathematics outside of the curriculum, with entry into individual mathematics challenges, team challenges and regular problem-solving activities. These activities provide pupils with the time to apply their mathematical knowledge in different and exciting ways, helping to improve their skills as mathematicians, but also allowing them to enjoy mathematics for the challenge and enjoyment it can provide.

COURSE STRUCTURE MATHEMATICS A LEVEL

The A level Mathematics course is a two-year programme and consists of both pure and applied mathematics. Pupils will do two-thirds of the course in pure mathematics and the remainder split between statistics and mechanics. There are no longer any options at A level.

The A level course runs over two years and is examined at the end of Year 13.

COURSE STRUCTURE FURTHER MATHEMATICS A LEVEL

The A level Further Mathematics course is a two-year course and runs alongside the A level Mathematics course. Pupils studying Further Mathematics will also have to study Mathematics. The Further Mathematics course contains a large proportion of pure mathematics and also provides students with a choice of options in applied or more pure mathematics.

Further Mathematics students will sit both Mathematics and Further Mathematics, at the end of Year 13.



EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

MATHEMATICS

Pure 1	2 hours, 100 marks 33.3%
Pure 2	2 hours, 100 marks 33.3%
Mechanics/Statistics	2 hours, 100 marks 33.3%

FURTHER MATHEMATICS

Paper 1:

Core Pure Mathematics 1 1hr 30mins, 75 marks 25%

Paper 2:

Core Pure Mathematics 2 1hr 30mins, 75 marks 25%

Paper 3:

Further Mathematics

Option 1 1hr 30mins, 75 marks 25%

Paper 4:

Further Mathematics

Option 2 1hr 30mins, 75 marks 25%

ENTRY GUIDELINES

It is highly recommended that pupils following the A level course have succeeded in the GCSE Higher tier, with a grade 7 as a recommended minimum grade. A grade 8 or 9 is, however, more desirable. Algebraic skills are vital for success at A level.

TEACHERS

Mr A N Simson	Head of Dept, BSc, PGCE
Miss E L Johnson	Assistant Head of Dept, BSc, PGCE
Mr A J Bussell	MEng, PGCE
Mrs N J Klinkenberg	BSc, PGCE
Mr T Lowe	MSc, PGCE
Mr O Y Naylor	BSc, PGCE
Mr H C Roffe-Silvester	MEng, GTP
Mrs I Robinson	BSc, PGCE
Mr R Walter	BSc, PGCE

For our Mathematics students, there is also an opportunity to participate in the UK Mathematics Challenge and the Team Mathematics Challenge.

In 2022, we achieved 8 gold certificates, with 1 pupil advancing to the British Olympiad round 2.

WHERE IT LEADS

A level Mathematics is essential for many science degree courses, in combination with Physics and/or Chemistry and for entry to engineering. It is also a preferred subject for degrees in Medicine, Engineering, Economics and Business Studies, Architecture, Psychology, Veterinary Science and Accountancy.

Mathematics is also now regarded as a very useful subsidiary in other degree courses, together with Modern Languages, Humanities, Biology and Sports Science.

MATHEMATICAL STUDIES

(AQA CERTIFICATE LEVEL 3)

WHY STUDY MATHEMATICAL STUDIES

Mathematical Studies aims to prepare students for the mathematical demands of higher education and work where there is a distinct mathematical or statistical element, but where the mathematical demands do not stretch to a requirement for A-level mathematics.

COURSE STRUCTURE

This is a level 3 qualification and carries the same UCAS points as an AS level. The course is taught and examined by the end of year 12.

The course contains data analysis both numerical and graphical, probabilities from normal distributions and confidence intervals, correlation and regression as well as mortgages, TAX and budgeting (personal finance).

$$f(x) = x^3 - 8x^2 - 12x$$

$$\frac{dy}{dx} = 3x^2 - 16x - 12$$

b) Determine the nature of the stationary minimum or points of inflexion?

$$3x^2 - 16x - 12 = 0$$

$$2 \quad) (x$$

EXAMINATION BOARD

AQA

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ASSESSMENT

There are 2x 90 minute exam papers with equal weighting

Paper 1

90 mins

Analysis of data

Maths for personal finance

Estimation

Paper 2 – Statistical Techniques

90 mins

Critical analysis of given data and models

The normal distribution

Probabilities and estimation

Correlation and Regression

ENTRY GUIDELINES

Grade 5 or above is required at GCSE ????????

TEACHERS

Miss E L Johnson

Assistant Head of Dept, BSc, PGCE

WHERE IT LEADS

The Mathematical Studies course has a large benefit for those taking the following A-Level courses: Biology, Geography, Psychology, Media Studies, Physics, Chemistry, Economics, Business and Computer Studies.

WHY STUDY GEOGRAPHY

Geography is literally all around us and is in the news on a daily basis. It explains how places and landscapes are formed, how people and their environment interact. In addition, it gives people a better appreciation of the complex and dynamically changing world in which over 7 billion people live.

COURSE STRUCTURE

Pupils follow a traditional course that mixes the study of the physical world with that of human geography. Case studies and examples are incorporated throughout, and field trips enhance the pupil's understanding of the subject. We follow the CIE syllabus and a thorough grounding in both physical and human geography is provided.

There is no coursework and all assessment takes the form of four individual papers that pupils will sit in their final year at school.

WHERE IT LEADS

A level Geography is a popular course which can be taken equally well in combination with Arts or Science subjects. At university it can be taken as either a BA or a BSc and it provides an excellent stepping stone for a wide variety of careers including, planning, management, economic development, tourism and environmental consultancy. In recent years a number of pupils have gone onto study geography at university and other related courses such as geology, environmental science, oceanography, rural land management and international development.

EXAMINATION BOARD

CAIE (Cambridge Assessment International Education)
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ASSESSMENT

Two units will be covered in Year 12. One studies physical environments, including rocks, weathering, atmosphere, climate, hydrology and fluvial geomorphology. The second is based upon human topics, such as migration, settlement dynamics and population.

In Year 13 there are two units of study: coastal and hazardous environments will be studied in the physical paper. In the human paper, topics include global interdependence and environmental management. There is no coursework, although fieldwork is essential and pupils will be assessed upon their skills in geographical research.

ENTRY GUIDELINES

Grade 6 or above in GCSE Geography

TEACHERS

Mr G A Bucknell
Mr C M Hamilton
Mrs S L Holman
Miss E C Partington

Head of Dept, BSc, PGCE
BA, PGCE
BA, PGCE
BSc, MSc, PGCE



HISTORY



WHY STUDY HISTORY

Pupils opting for History in the Sixth Form will study a range of topics and will gain both an understanding of and appreciation for pivotal periods in both British and International history across a 400-year period. It is expected that those interested in the study of History will have a genuine curiosity in the past and will not be limited to specific periods or personalities. It is anticipated that the study of History A level will broaden pupils' historical horizons, focusing as it does on periods of significant and profound changes, the impact of which is still felt today. The study of English, Politics, Classics or RS would complement the study of History perfectly.

COURSE STRUCTURE

Both papers (The Tudors 1485 - 1603 and The Cold War, c1945-1991) are studied across the two years. There will be a brief pause in the Summer and Autumn Terms for pupils to complete the coursework component.

WHERE IT LEADS

History A level provides pupils with vital skills for undergraduate study and life beyond education. It is a highly respected academic discipline and its importance cannot be over-stated. Not only is it fascinating to study in its own right, History also fosters important skills that are valued by both employers and leading universities. The ability to scrutinize diverse information and formulate and articulate cogent arguments are essential qualities for History pupils; such skills are important for careers in law, journalism, surveying, Civil Service, Foreign & Commonwealth Office and other related areas.

EXAMINATION BOARD

AQA

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ASSESSMENT

The A level consists of three components:

BREADTH STUDY: The Tudors, 1485 - 1603

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks; 40% of A level
- Two sections: Section A – one compulsory question linked to historical interpretations (30 marks); Section B – two from three essays (2 x 25 marks)

DEPTH STUDY: The Cold War, c1945-1991

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks; 40% of A level Questions
- Two sections: Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks); Section B – two from three essays (2 x 25 marks)

COURSEWORK: This is an historical investigation of your own choice that must span 100 years:

- 3500–4000 words
- 40 marks
- 20% of A level
- Marked by teachers and moderated by AQA

ENTRY GUIDELINES

There are no specific entry requirements to study History at A level although an interest in the subject is paramount. Good reading, writing and research skills are very important so a 6 in English and another humanities subject would be highly desirable.

TEACHERS

Mr R E T Moore	Head of Dept, BA, PGCE
Ms C E L Flavell	MA (Cantab), PGCE
Mr P T B Hayward	BA, PGCE
Mr M R J Radley	MA (Oxon), MEd (Cantab), PGCE

WHY STUDY POLITICS

There has never been a more exciting - or important - time to study Politics.

What difference will Brexit make? What will be the long-term consequences of Donald Trump? What went on during the 2017 general election? Why has all this happened in the last few years? And, most importantly: what difference can YOU, as informed citizens of a liberal democracy, make in the future?

Employers and universities alike will be looking for people who can make sense of these major changes in the world, and can exercise the skills that a Politics A level can provide: an ability to investigate, assess, order and communicate information.

Politics provides a good basis for a range of university degrees and careers including law, journalism, politics, and business, and goes well with almost any combination of A level subjects.

COURSE STRUCTURE

There are three sections to the A level:

- BRITISH GOVERNMENT & POLITICS**
 As well as studying the key institutions of UK government - the roles and powers of the Prime Minister & the Cabinet, Parliament and the judiciary - pupils will also examine the quality and nature of UK democracy and the role the people play in shaping policy decisions through elections, referenda, political parties, pressure groups and the media. This unit will focus on the rights and responsibilities of the individual and the government's role in protecting civil liberties, and will form the basis of the first year of study.
- US GOVERNMENT & POLITICS**
 In the second year of study, pupils compare the US constitution and institutions of government with their UK equivalents: President, Congress and the Supreme Court, assessing similarities and differences in voting behaviour, political parties, pressure groups, and the nature and quality of democracy.
- POLITICAL IDEAS**
 An examination of the origins of the political ideas and thinkers that underpin modern political parties and movements: Liberalism, Conservatism, Socialism & Nationalism.

DOWNING STREET SW1
CITY OF WESTMINSTER

WHITEHALL SW1
CITY OF WESTMINSTER

EXAMINATION BOARD

Edexcel
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ASSESSMENT

The A level will be assessed in three equally weighted exams at the end of the Upper Sixth year. There is no coursework component in A level Politics

ENTRY GUIDELINES

There are no specific GCSE guidelines for this course, but an interest in British and American current affairs is absolutely vital, as are good essay writing skills.

TEACHERS

Mr R E T Moore	Head of Dept, BA, PGCE
Mr S P Johnson	BSc, MA
Dr H S J Perrin-Haynes	BA, MA, PhD

WHERE IT LEADS

Many past Blundell's Politics pupils have gone on to study Politics and International Relations at university, but A level Politics is also ideal preparation for further study and careers in journalism, law, business, economics, the charity sector, history and any arts/humanities/social science discipline.

ECONOMICS

WHY STUDY ECONOMICS

Economics is about choice and the impact of our choices on each other. Economics can actually be defined a few different ways: it is the study of scarcity, the study of how people use resources, or the study of decision-making. It relates to every aspect of our lives, from the decisions we make as individuals or families to the structures created by governments and firms. The economic way of thinking can help us make better choices. Economics is therefore well-regarded amongst academic circles as well as in employment, as it shows you have a good understanding of how the world works. In Year 12 economics is a great complimentary subject and I would say it is advisable for most people to have a basic understanding of economics in today's modern, fast-paced and unpredictable world.

COURSE STRUCTURE

The specification is split into four themes, each one based largely on either microeconomics or macroeconomics. Students build knowledge and understanding of core economic models and concepts throughout learning to analyse markets on a micro level as well as understand the problems that are often encountered in running markets. In macroeconomics our attention switches to the UK economy and how it has evolved, before studying the global economy and looking at issues such as poverty, economic development and globalisation. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies throughout the course.

EXAMINATION BOARD

Pearson / Edexcel

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ASSESSMENT

There are four units that cover both micro and macroeconomics detailed on the left.

There are three externally assessed papers at A level. Each paper comprises 100 marks and is two hours in duration. Questions range from short answer (including multiple choice), data response and extended open response.

Each exam asks questions encouraging candidates to develop arguments, apply economic models and draw their own conclusions from stimulus material.

ENTRY GUIDELINES

Grade 6 or above in English and Mathematics. Good all-round students should do well.

TEACHERS

Mr J Arton-Powell

Mrs P E Bright

Head of Dept, MEd, BA, HDE

BA, MSc, PGCE

WHERE IT LEADS

The course is designed to provide a basis for further study of Economics or Business Studies. As a Social Science it will complement other A level choices, as a sound basis for university entrance on a variety of courses. Economics graduates are successful in a wide variety of careers. Although various roles in businesses are most common, economics graduates are successful in law, medicine, government and international relations, as well as in academic roles.

BUSINESS STUDIES

E

BUSINESS DRIVES THE WORLD ECONOMY; IT PROVIDES EMPLOYMENT, INCOME AND WEALTH AND HELPS TO IMPROVE OUR QUALITY OF LIFE. THE DEPARTMENT'S AIM IS TO PROVIDE A THOROUGH UNDERSTANDING OF THE TECHNIQUES AND PRACTICES THAT LIE BEHIND MAKING INFORMED NATIONAL AND GLOBAL BUSINESS DECISIONS.

WHY STUDY BUSINESS STUDIES

Business at A level will give students a comprehensive understanding of the skills required in today's rapidly changing business world. Employers are always keen to employ individuals with a good understanding of business and this course will provide you with exactly that. You will gain skills in all aspects of running a business and will even cover the skills required to start your own business.

COURSE STRUCTURE

The specification is organised into four themes. Themes 1 and 2 work through the core topics of human resources, marketing, operations and finance with the aim of developing a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wide range of contexts and more complex business information, are developed in Themes 3 and 4. This requires students to take a more strategic view of global business opportunities and appreciate the external environment when reaching their conclusions. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Members of the Business Department have a wealth and variety of experience spanning both commerce and education. This expertise enables the department to offer rigorous theoretical business analysis in a real-world context. We are a friendly, good-humoured department with an open-door policy. Committed to pupil progression we draw on our varied professional backgrounds to ensure pupils are provided with an innovative, stimulating and interesting curriculum.

EXAMINATION BOARD

Pearson / Edexcel
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ASSESSMENT

There are three externally assessed papers at A level. Each paper comprises 100 marks and is two hours in duration. Data response questions are short answer and extended open response. A level Paper 3 has a broad pre-released context to support the investigative nature of the qualification.

ENTRY GUIDELINES

Grade 5 or above in English and Mathematics.

TEACHERS

Mr J Arton-Powell	Head of Dept, MEd, BA, HDE
Mrs B C Jones	BA, MA
Mr L J Lewis	BSc, PGCE
Mrs E Roffe Silvester	BA

WHERE IT LEADS

It's a suitable foundation if you are thinking about studying Business or business-related subjects at a higher level. As a Social Science it will complement other A level choices as a sound basis for university entrance.

Business and Management is one of the most popular subjects chosen by Blundellian's for study at university. Continuing your study of business to a higher level could lead you to a number of well-paying apprenticeships, corporate positions or give you the confidence and expertise to set up or run your own company. Many OB's follow this route.

PUPIL CASE STUDY

Will Vickery left Blundell's to do a degree apprenticeship in Business Management with Plymouth University and Thirsty Work. It is a four year online degree course where he will be working at Thirsty Work, Optix Solutions, Landmark and The Inca Property Group. He also has plans to start his own

business (if he can find the time). He gets a salary for his efforts and receives 100% funding for the course. 90% from the government and 10% from Thirsty Work. By the end of his course he will have a degree, no debt and four years' experience under his belt.



ENGLISH LANGUAGE



WHY STUDY ENGLISH LANGUAGE

At A level, the English Department aims to prepare pupils for university study, cultivating their own critical responses and engaging with both the creative and technical aspects of English Language. The course enables depth and breadth of learning, with flexible content that supports independence, research skills and wider reading.

COURSE STRUCTURE

EXAM 1: LANGUAGE, THE INDIVIDUAL AND SOCIETY 40%

Students will explore:

- Textual variations and representations – how genre, audience and mode of speech or written texts represent different social groups and changes over time. This includes representations of gender, regional identity, sexuality and power.
- Language development - students will examine stages of development in how we learn to speak, write and read.

EXAM 2: LANGUAGE DIVERSITY AND CHANGE 40%

Students will explore:

- Language diversity and change - texts using different sociolects (to include social and occupational groups, gender and ethnicity) and different dialects (regional and national).
- Language discourses and creative writing skills – students will study how people react to the way that language changes in speech and writing, leading to their own creative writing.

COURSEWORK: LANGUAGE IN ACTION 20%

- Language Investigation – an area of language of their own choice e.g. language and journalism, phonetics or gender impacts on language use.
- Original Writing – choose from articles, blogs, plays, television or film scripts, fiction, non-fiction, children's fiction or any other text type!

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ENTRY GUIDELINES

It will suit anyone who gained at least a 6 in their English Language GCSE exam and can be combined with English Literature, Chemistry/Biology and Psychology.

TEACHERS

Mrs C E White	Head of Dept, BA, PGCE
Mrs L C Thomas	BA, PGCE
Mr R C Jones	BPysch, PGCE
Mrs E J U Worthington	BA, PGCE
Ms M Pearce	BA, PGCE

WHERE IT LEADS

As well as being a natural choice for those studying Arts or Humanities, English Language is a perfect complement to the Sciences, being a study of the 'Science of Words.' It is a highly valued qualification as it provides students with the tools to understand the power of their word choices, making students extremely adept at communication in a university or business setting. Students studying English Language often go on to study a wealth of university courses including marketing and promotion, speech therapy, linguistics, journalism, teaching or politics.



ENGLISH LITERATURE

E

WHY STUDY ENGLISH LITERATURE

At A level, the English Department aims to prepare pupils for university study, cultivating their own critical responses and engaging with the richness of language and literature. The course enables depth and breadth of learning, with flexible content that supports independence, research skills and wider reading.

COURSE STRUCTURE

COMPONENT 1: DRAMA

Pupils study one drama from either tragedy or comedy (Year 12), and a Shakespeare play (Year 13).

COMPONENT 2: PROSE

Pupils study two prose texts from a chosen theme. At least one of the prose texts must be pre-1900 (Year 12).

COMPONENT 3: POETRY

Pupils study a selection of post-2000 specified poetry (Year 12) and a specified range of poetry from a named poet from within a literary period (Year 13).

COMPONENT 4: COURSEWORK

Pupils may pursue more detailed work on two texts in a field of personal interest, offering excellent preparation for undergraduate study. They explore relationships between texts, and significant cultural and contextual influences.

It is an exciting and enlivening course that allows choice and independent study. Visits are organised to productions, places of interest such as Stratford-upon-Avon, and workshops are held by visiting poets and authors. At the annual Blackmore and Chesney Society Dinner, we invite a speaker on the importance of the Arts and Humanities in education.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

The course consists of three externally examined papers and one coursework component.

ENTRY GUIDELINES

It will suit anyone who gained at least a 7 in their English Literature GCSE and can be combined with Drama, History, Ethics or Classics, but would effortlessly complement any other subject.

TEACHERS

Mrs C E White	Head of Dept, BA, PGCE
Mrs L C Thomas	BA, PGCE
L M Hunt	MA, PGCE
Mr R Jones	BPsych, PGCE
Ms M Pearce	BA, PGCE
Dr H S J Perrin-Haynes	PhD, MA, BA, PGCE
Mr J S Shrimpton	BA
Mrs E J U Worthington	BA, PGCE

WHERE IT LEADS

As well as being a natural choice for those studying Arts or Humanities, English Literature is listed as one of the preferred subjects by universities. This means that any degree, from Business to Biology, Medicine to Mechanical Engineering, English Literature is highly valued by admissions officers, as it develops and tests pupils' communication skills, writing technique, research skills and critical thinking.

Recent A level English Literature graduates have taken up places at university reading courses such as: English at Cambridge, English & Film at Southampton; English Literature & Drama at Manchester; PPE at Durham & Archaeology at Cardiff.



WHY STUDY LATIN

It is a fascinating course which can be a linchpin to connect Sciences and Mathematics with a Language or a Humanity.

We study grammar and vocabulary, and learn about the history, politics, philosophy and religion of the Romans with reference to set texts. A good grade in Latin is viewed as excellent proof of academic and intellectual ability and is valued by many university disciplines such as Law, Medicine, History, Politics, Modern & Oriental Languages, Archaeology, Theology, English as well as Classics.

WHERE IT LEADS

The language and communications skills acquired are valuable in professions such as Law, Journalism, Media, Advertising, Banking and Accountancy.

EXAMINATION BOARD

OCR: H443.

Click on the QR code for active web link.



ASSESSMENT

All written papers taken at the end of Year 13.

UNSEEN TRANSLATION AND PROSE COMPOSITION

2 papers worth 150 marks; we study authors such as Livy and Caesar

PROSE LITERATURE

Paper worth 75 marks : studying set text authors such as Livy and Ovid

VERSE LITERATURE

Paper worth 75 marks: studying set text authors such as Catullus, Ovid or Virgil

ENTRY GUIDELINES

GCSE Latin at Grade 6 or higher.

TEACHERS

Miss Z E S Griffiths
Mrs L M Bright
Mr W L Bunce

Head of Dept, BA PGCE
BA, PGDip
MA

ANCIENT GREEK

WHY STUDY ANCIENT GREEK?

A level Greek can be a rewarding course for those interested in the language and the classical world.

Pupils acquire specific knowledge and transferable analytical, critical and evaluative skills. They study grammar and vocabulary as well as history, politics, philosophy and religion with reference to set texts.

WHERE IT LEADS

The language and communications skills acquired are valuable in professions such as Law, Journalism, Media, Advertising, Banking and Accountancy.

CLASSICAL CIVILISATION

WHY STUDY CLASSICAL CIVILISATION

Classical Civilisation is a broad and fascinating study of Greek and Roman Culture and History without learning the language. It gives great insight into the culture, literature, art, laws and society of the Ancient World and the way they have influenced the Modern World.

Lessons are lively and interactive with discussion and reading encouraging analysis, deduction and communication. It develops skills in synthesising diverse information into coherent arguments and is highly regarded by university courses and is becoming increasingly popular.

WHERE IT LEADS

Classics graduates are highly regarded and enter professions such as Law, Journalism, Media, Politics, Advertising, Banking & Accountancy.

EXAMINATION BOARD

OCR H444.

Click on the QR code for active web link.



ASSESSMENT

All written papers taken at the end of Year 13

UNSEEN TRANSLATION AND COMPREHENSION

2 papers worth 150 marks

PROSE LITERATURE

Paper worth 75 marks : studying set text authors such as Plato or Thucydides

VERSE LITERATURE

Paper worth 75 marks: studying set text authors such as Homer, Sophocles or Euripides

ENTRY GUIDELINES

GCSE Greek at Grade 6 or higher.

TEACHERS

Miss Z E S Griffiths

Mrs A M Cox

Mr W L Bunce

Head of Dept, BA PGCE

MA, PGCE

MA

EXAMINATION BOARD

OCR (Oxford, Cambridge and RSA): H408(A).

Click on the QR code for active web link.



ASSESSMENT

All written papers taken at the end of Year 13

THE WORLD OF THE HERO

The epic poems of Homer's *Iliad* and Virgil's *Aeneid*

CULTURE AND THE ARTS

The Comedy and Tragedy of Greek Theatre: Euripides' *Bacchae*, Sophocles' *Oedipus Rex*, Aristophanes' *Frogs*

BELIEFS AND IDEAS

Greek Religion, Politics of the Republic, Love & Relationships or Democracy & the Athenians

ENTRY GUIDELINES

No previous knowledge required.

TEACHERS

Mrs T R Griffiths

Mrs A M Cox

Mrs R E Milne

Mr W L Bunce

BA, GTP

MA, PGCE

MA, PGCE

MA

WHY STUDY MODERN LANGUAGES

The courses focus on the acquisition of knowledge and understanding about the heritage, contemporary culture, customs and society of the target language country. At the same time, we aim to develop a passion for the language studied as well as an interest in the particularities of the countries where the language is spoken. There is a large amount of time spent on improving speaking skills and pupils are always amazed how fluent they have become at the end of the course and how well they can express their thoughts in the target language.

COURSE STRUCTURE

FRENCH

1. Aspects of French speaking society – current trends
The changing nature of the family, the "Cyber society", the place of voluntary work
2. Artistic culture in the French speaking world
A culture proud of its heritage, Contemporary Franco-phone music, Cinema – the 7th art form
3. Aspects of French speaking society – current issues
Positive features of a diverse society, life for the marginalised, how criminals are treated
4. Aspects of political life in the French speaking world
Teenagers – the right to vote and political commitment, Demonstrations, strikes – who holds the power? Politics and immigration
5. Individual research project relating to a country where French is spoken
6. Study of a book and a film



COURSE STRUCTURE

SPANISH

1. Aspects of French Hispanic society
Modern and traditional values, Cyberspace, equal rights
2. Multiculturalism in Hispanic Society
Immigration, Racism, Integration
3. Artistic culture in the Hispanic world
Modern day idols, Spanish regional identity, Cultural heritage
4. Aspects of political life in the Hispanic world
Today's youth, tomorrow's citizens, Monarchy and dictatorship, Popular movements
5. Individual research project relating to a country where Spanish is spoken
6. Study of a book and a film

WHERE IT LEADS

Linguists are very much in demand in the world of work. This qualification can open many doors both at undergraduate level (Faculties of Medicine often show an interest in pupils who have studied a language alongside the sciences), as well as at post-graduate level where the language and communication skills acquired are valuable in a wide range of professions. Many non-languages courses at university offer a Languages module (Science with a language for example) and many university courses offer pupils the chance to spend a year studying abroad. Having a modern language A level helps a student stand out among their peers, showing an independent and flexible mind, with empathy and cultural understanding, political context and communication skills for negotiation, compromise and persuasion.

COURSE STRUCTURE GERMAN

1. Aspects of German speaking society – current trends
The changing nature of the family, the digital world, Youth culture: fashion and trends, music, television.
2. Artistic culture in the German speaking world Festival and traditions, Art and architecture, Cultural life in Berlin, past and present
3. Multiculturalism in German speaking society – Immigration, Integration, Racism
4. Aspects of political life in the German speaking world Germany and the European Union, Politics and youth, German re-unification and its consequences.
5. Individual research project relating to a country where French is spoken
6. Study of a book and a film

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

PAPER 1 – SPEAKING

21 to 23 minutes (30%)

Discussion of a stimulus card and the individual research project

PAPER 2 – LISTENING, READING, TRANSLATION AND WRITING

2.5 hours (50%)

PAPER 3 – WRITING

Essay on the book or the film studied

2 hours (20%)

ENTRY GUIDELINES

Grade 6 or 7 at GCSE is a realistic indicator of likely future success. Emphasis is increasingly on grammar and communication. This is a subject for good communicators and for people with ideas and interest in Europe and beyond.

TEACHERS

Mr N M Lecharpentier	Head of Dept, MEd, PGCE
Ms L Richards	PGCE
Ms E Argyrou	BA, PGCE
Mrs A Munday	BA
Mrs K J Wheatley	BA, PGCE
Mr T R Worthington	BA, PGCE

MANDARIN

Mandarin tuition is offered by arrangement



RELIGIOUS STUDIES - ETHICS & PHILOSOPHY

WHY STUDY RELIGIOUS STUDIES

The course begins with a basic introduction to the thoughts of Plato and Aristotle and then moves into Situation Ethics and Natural Law and on to a study of Kant, utilitarianism and moral relativism. Is it fair to say, for example, that some things are always wrong? We then examine moral problems in business and sexual ethics and the philosophical basis for religious belief – including language, experience and the existence of God.

We examine the relationship between religion and society, including Marxist, feminist and sociological perspectives.

The course is intellectually challenging, and students learn to form focussed and cogent responses based on evidence and thought and does much to stimulate debate.



COURSE CONTENT

PHILOSOPHY OF RELIGION

Pupils study philosophical language and thought, and issues and questions raised by belief:

- Ancient philosophical influences, Aristotle, Socrates and Plato.
- The nature of the soul, mind and body. How do they relate?
- Arguments about the existence or non-existence of God
- The nature and impact of religious experience
- The challenge for religious belief of the problem of evil
- Ideas about the nature of God
- Issues in religious language.

ETHICS

Pupils explore key concepts and the works of influential thinkers, ethical theories and their application:

- Situation Ethics, Utilitarianism, Kant and Natural Law
- The application of ethical theory to two contemporary issues of importance
- Ethical language and thought
- Debates surrounding the significant idea of conscience
- Sexual ethics and the influence on ethical thought of developments in religious beliefs.

DEVELOPMENTS IN RELIGIOUS THOUGHT

Pupils explore topics such as:

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity, and how these vary within a tradition
- Feminist, Freudian and Marxist views of religion and the challenge of secularism
- Significant social and historical developments in theology and religious thought.

EXAMINATION BOARD

OCR

Click on the QR code for active web link.



ASSESSMENT

Candidates will take three x two-hour papers

1. Philosophy of Religion
2. Ethics
3. Development in Religious thought.

ENTRY GUIDELINES

GCSE Religious Studies is helpful but by no means essential. A good grade in English or History would be a useful predictor of eventual success in Religious Studies.

TEACHERS

Mr A J R Berrow
Revd T C Hunt
Mr S Alred

Head of Dept, MA (Oxon), PGCE
BD, MTh, GTP
MA, BA, PGCE

WHERE IT LEADS

The A level is useful for those considering any degree which requires skills in developing and sustaining lines of argument. It is especially attractive to those considering Philosophy or a career in Law. It can be combined with any other arts subject and is frequently found in a mixture of arts and sciences. It promotes rigorous critical thought.



“ One school with many paths through.
Fostering a wide range of interests both
extra-curricular and academic.
The chance to follow an interest as far as you want.
Enriching, engaging and individual.
There are as many sixth forms at Blundell's as there
are Sixth Form pupils. ”

MR A J R BERROW
HEAD OF DEPARTMENT



WHY STUDY PHYSICAL EDUCATION

A level Physical Education, a well-respected academic qualification, is a very challenging subject covering many diverse areas. It aims to equip pupils with both a depth and breadth of knowledge, understanding and skills relating to physiological, sociocultural and psychological aspects of sport.

As well as giving pupils the opportunity to learn theoretically and in a practical context, the course allows pupils to optimise practical performance in a chosen sport, through performance, analysis and evaluation in competitive situations.

The course prepares pupils well for study at a higher level, as well as having links to other A level subjects.

WHERE IT LEADS

A level Physical Education is useful for Sports Science, Physiotherapy, Education, Health Related Fitness Industry, Leisure and Tourism Industry, Sports Psychology, the Armed Forces and the Police Force. Two recent former pupils are currently pursuing professional careers with Somerset County Cricket Club and Exeter Chiefs, whilst two others have taken up Sports Scholarships at Universities in the USA.

COURSE CONTENT

The course is linear, meaning that pupils will sit all the exams and submit all their non-exam assessment at the end of the course.

PAPER 1 – Factors affecting participation in physical activity and sport, which covers the following topics:

- Section A: Applied anatomy and physiology – including cardiovascular, respiratory and neuromuscular systems and their response to exercise.
- Section B: Skill acquisition – including transfer of skills; how we learn and the use of guidance and feedback to help performance.
- Section C: Sport and society – including changes in sport from pre-industrial through to modern day society and how sociological factors, such as gender can influence participation.



PAPER 2 – Factors affecting optimal performance in physical activity and sport, which covers the following topics:

- Section A: Exercise physiology and biomechanics – including diet and nutrition; preparation and training for performance; injury prevention and rehabilitation; levers and motion for people and sporting implements.
- Section B: Sport psychology – including personality; arousal; anxiety; attitudes; aggression; goal setting; self-confidence; leadership and how these influence sporting participation and performance.
- Section C: Sport and society and technology in sport including development of elite performers; ethics, violence and drugs in sport; sport and the law and the role technology plays in developing performance
- Non-exam assessment: Practical performance in physical activity and sport, which consists of an assessment of performance or coaching in the full-sided version of one sport and a written analysis of performance.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

The course is assessed through 2 written papers sat at the end of the 2-year course.

- Paper 1 is marked out of 105 and worth 35% of the A level.
- Paper 2 is marked out of 105 and worth 35% of the A level.
- Practical performance is marked out of 90 and contributes 30% of the A level.
- The overall weighting of the course is 70% theoretical and 30% practical of the total A level mark.

ENTRY GUIDELINES

Candidates should have a good pass in GCSE Physical Education. In individual cases pupils who have not done GCSE Physical Education may also be considered for the course. Pupils also need to have a good standard of practical performance in one chosen sport. In the case of pupils new to the school they will be required to provide evidence of their practical achievements.

TEACHERS

Miss R L Manley
Miss V J Gill
Mr T Elliot
Mrs A T Candler

Head of Dept, BA, PGCE
BSc, PGCE, MEd
BA
BSc, PGCE

“Blundell’s has given me the opportunity and enjoyment to pursue a career in professional sport.”

FORMER PUPIL

WHY STUDY BTEC SPORT

This is A level 3 qualification and is equivalent in size to one A level. It is designed to provide pupils with specialist sports science related knowledge, as well as skills that are required for an apprenticeship, employment or higher-level study in the sports field.

The course is a vocational qualification, which is well-suited to pupils who prefer to be assessed over shorter units of work, with each assessment counting towards their overall grade, rather than at the end of course on a linear A level model. Where possible, lessons will be conducted practically, with assessment occurring through a range of activities including written reports, practical work, poster presentations, leaflet design, observation and oral assessment.

The course offers the challenge to pupils of working well with others, managing their own development and learning to communicate effectively in a variety of situations.

COURSE CONTENT

The course is non-linear, meaning pupils will complete units of work as they progress.

UNIT 1 – ANATOMY AND PHYSIOLOGY - investigating the structure of the skeletal, muscular, cardiovascular, respiratory and energy systems, as well as additional factors which affect sport and exercise performance.

UNIT 2 – FITNESS TRAINING AND PROGRAMMING - Pupils will explore the process required for screening clients and assessing their lifestyle and nutritional intake. Fitness training methods will be examined for each component of physical and skill-related fitness, in addition to applying them to a training programme.

UNIT 3 – PROFESSIONAL DEVELOPMENT IN SPORTS INDUSTRY - Pupils will explore the knowledge and skills required for different career pathways in the sports industry.

UNIT 6 – SPORTS PSYCHOLOGY - Pupils will explore the psychological factors that influence performance, including motivation, arousal, anxiety, groups and self-confidence.



BTEC SPORT

(LEVEL 3 EXTENDED CERTIFICATE)

PE

EXAMINATION BOARD

Pearson

Click on the QR code for active web link.



ASSESSMENT

The course is assessed in an ongoing fashion, using different forms of assessment. All units must be passed, in order for the final qualification to be gained

UNIT 1 – Externally assessed through a written examination which will be sat in January of the Lower Sixth year. This contributes 32% of the final qualification grade.

UNIT 2 – Externally assessed through a written controlled assessment which will be sat in May of the Lower Sixth year. This contributes 32% of the final qualification grade.

UNIT 3 – Internally assessed through a series of assignments between June of the Lower Sixth year and November of the Upper Sixth year. This contributes 18% of the final qualification grade.

UNIT 6 – Internally assessed through a series of assignments between November and April of the Upper Sixth year. This contributes 18% of the final qualification grade.

At the end of the course, pupils will receive a grade, as below, which is equivalent to UCAS tariff points (in brackets):

Pass (16) | Merit (32) | Distinction (48) | Distinction* (56)

ENTRY GUIDELINES

Candidates should have at least five Grade 4 or above (A-C) at GCSE level, in addition to a Grade 4 or above in GCSE Physical Education. In individual cases pupils who have not done GCSE Physical Education may also be considered for the course.

TEACHERS

Miss V J Gill	BSc, PGCE, MEd
Mrs A T Candler	BSc, PGCE
Miss S Harris	BA



“ My time here at Blundell’s has prepared me for both an academic career and a career in professional sport. ”

SIXTH FORM PUPIL

WHERE IT LEADS

BTEC Sport is useful for University based courses such as Sports Science, Sports Coaching, Physiotherapy and Education. In addition, it may be used as a route into a career in the Health-Related Fitness Industry, Leisure and Tourism Industry, the Armed Forces and the Police Force.



A&D

ART & DESIGN

WHY STUDY ART & DESIGN

Creativity is vital; the ability to think around a problem, communicate your ideas and express yourself and your opinion, are highly valued skills sought after in any future career pathway.

FINE ART A LEVEL

In Year 12 the Fine Art course is run as an extension to GCSE Art (Grade 6 at GCSE minimum) and after a period of teacher-led instruction developing further skills in Drawing, Painting Sculpture, Printmaking and Digital Photography (Photoshop CS3) manipulation, a themed project is set for which high levels of independent thinking and initiative are required.

PHOTOGRAPHY A LEVEL

The Photography course is initially split into Darkroom and Digital photographic techniques and although an advantage, no previous knowledge of either is required. After a period of teacher-led instruction learning the history and basics of camera operation, darkroom developing and Photoshop CS3 manipulation, a themed project is set for which high levels of initiative and pro-activity are required.

Focus throughout is on strengthening Experimentation, Research and Development skills. Pupils are encouraged to explore their own ideas and interpretations whilst appreciating and analysing other cultures and the work of other artists.

Inspiration is taken from trips to galleries (London, Exeter, New York, Paris, Amsterdam), workshops from visiting artists and The Royal Academy, and the Popham Centre has excellent Art library and IT facilities.

“

Our Artists feel secure and able to challenge themselves as individuals, make statements and communicate ideas with roots grounded in sound research and courageous trialling. There is music, lively debate, much laughter and respect, making it a place many consider a haven within and beyond the timetable.

”

MRS G ARMSTRONG WILLIAMS
DIRECTOR OF ART



EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

Coursework portfolio supported by a 1000-3000 word personal investigation into an individual area of interest.

In the Spring term of Year 13 there is a final practical externally set examination. One theme is chosen from 7 offered and the students follow an exploration of that theme followed by a 15 hour practical examination around Easter in Year 13.

ENTRY GUIDELINES

You should have a minimum of Grade 6 at GCSE in either Art or Photography. You will need imagination, determination and most of all an open and flexible approach to learning.

Blundell's Art Department also offer the Gold Award in the Arts qualification through Trinity College London and A level pupils in Year 12 are encouraged to seek further information from gaw@blundells.org as success in the Gold Award attracts 16 UCAS points.

TEACHERS

Mrs G Armstrong Williams	Director of Art, BA, GTP, GDST
Mr T E Grant	BA, PGCE
Ms A Simpson	MA
Mr J M Yule	BA, PGCE



WHERE IT LEADS

The value of creativity, individuality and strong problem-solving skills in all walks of life cannot be underestimated. A level Art and Design is essential for entry into Art higher education either through a Foundation course or direct. It is useful for Architecture, Engineering and any design related course. It may lead to specialist courses in Fine Art, History of Art, Sculpture, Photography, Textiles, Fashion, Jewellery Making, Model Making, Film Making, Graphic Design, Animation or Interior Design.

Recently, pupils have gone on to study:
Central Saint Martins – Fine Art, Edinburgh – Fine Art/ Painting, Oxford Brookes – Architecture, UCL- Fashion, UAL - Illustration.

DESIGN AND TECHNOLOGY

WHY STUDY DESIGN AND TECHNOLOGY

A level Design and Technology; Product Design, is a natural transition from the majority of the D&T GCSE subjects including Resistant Materials and Graphic Products. Pupils are able to focus their projects on their own particular interests or specialisms with a completely free choice of design brief allowed. Candidates with early career aspirations can, therefore, begin to study in a particular field from the outset.

The thriving D&T department at Blundell's provides fantastic facilities for its pupils from traditional hand tools, metal and wood working equipment to contemporary CNC machinery including a 3D printing suite, CNC router, laser cutter and plasma cutter. The range of equipment and resources aims to prepare pupils for the commercial world of design and manufacture.

COURSE CONTENT

The first half term of Year 12 will be spent on non-examined mini-projects that will develop the pupil's skills and understanding in designing and making. In the spring and summer terms pupil will complete the designing element of the large coursework project. The autumn and spring terms of Year 13 will be focused on the practical aspect of the coursework with the manufacture of a working prototype. Throughout both years there will also be lessons on the theory aspect of the course which will prepare the pupils for the final exam. The focus on this will increase in Year 13.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

The A level course from September 2018 will follow the new reformed structure of linear A levels. The structure of the course will be 50% design and make project and 50% exam, both of which will be assessed at the end of Year 13. The coursework project will comprise a substantial 45-page design folder and the realisation of a final prototype.

ENTRY GUIDELINES

A grade 7 or above in any of the Design and Technology GCSE courses or the A grade equivalent. Foreign pupils should be able to show an interest in design, have some basic skills in freehand sketching and using ICT (preferably using CAD software), and be aware of the design process. Some practical experience with basic workshop tools would also be beneficial.

TEACHERS

Mr T S Frappart

Ms C Francis

Mr B Wheatley

Head of Dept, BA, PGCE

BA, PGCE

MA (RCA, PGCE)



“

Design is not just what it looks like and feels like.
Design is how it works.

”

MR TOM FRAPPART

HEAD OF DESIGN & TECHNOLOGY

WHERE IT LEADS

Design and Technology is both an Art and a Science and leads into both creative and technology-based careers where design is an integral element. This includes engineering, product design, materials/manufacturing-based courses, architecture, fashion, graphic design, interior design, furniture design and set design to name but a few. D&T will lay foundations for any creative career in design of any type as the A level is recognised for the creativity and problem-solving skills that it develops and also the project management, presentation and research skills that it involves. Think about James Dyson and this will give you an idea of where Design and Technology can take you. Many pupils have gone on to study either Product Design or Industrial Design at universities such as Loughborough, Brunel and Bournemouth.





MUSIC



WHY STUDY MUSIC

Music is a respected academic subject that supports many degree applications, even Medicine, to top universities, including Oxbridge.

Grade 6 or above in an instrument or voice allows a pupil to access the highest band of A level grade in 35% of the course.

There are many supplementary trips, such as live gigs, orchestral concerts and often backstage access.

COURSE CONTENT

UNIT 1/2 requires a performance on an instrument or voice

UNIT 3/4 is a composition portfolio of two works, for traditional ensembles or those using technology (eg music for video)

UNIT 5 comprises a listening paper based on four areas:

- **Area of Study 1:** The development of Classical instrumental music of Haydn, Mozart and Beethoven.
- **Area of Study 2:** Popular Song: Blues, Jazz, Swing and Big Band.
- **Area of Study 3&4:** A choice of two from Religious Music of the Baroque Period, Innovations in Music 1900 to the present day or Developments in Instrumental Jazz 1910 to the present day.

EXAMINATION BOARD

OCR (Oxford, Cambridge and RSA)
Click on the QR code for active web link.



ENTRY GUIDELINES

GCSE Music is useful, though by no means essential. Pupils need to be able to perform to a good standard (Grade 6 would be a guideline) on a solo instrument or voice. Grade 5 Theory would be valuable but again is not a requirement.

TEACHERS

Dr O J Leaman

Director of Blundell's
Schools' Music
BMusC) Prix, PhD

Mr A C Johnson

Director of Music (Senior).
BA (Oxon) MA
BA

Miss J Atkins

WHERE IT LEADS

A level Music is essential for those reading for a BA or BMus at university or wishing to enter a Conservatoire. Many universities combine Music with other subjects - both Arts and Sciences.

MUSIC TECHNOLOGY

M

WHY STUDY MUSIC TECHNOLOGY

Music Technology can be studied separately or alongside Music. It provides the opportunity to focus on popular music and practical work and involves the creative use of industry-standard Mac software (Logic X), as well as the recording studio. Extra trips to live gigs including backstage tours are offered.

COURSE CONTENT

UNIT 1: RECORDING

Production tools and techniques to capture, edit, process and mix an audio recording of a piece of pop music.

Candidates will make a recording in the studio without the need to play on their own recordings, and we encourage the recording of sessions using professional artists.

UNIT 2: TECHNOLOGY-BASED COMPOSITION

Creating, editing, manipulating and structuring sounds to produce a technology-based composition.

Using a Mac computer, candidates create a 3 minute piece using synthesis and sampling, audio manipulation and creative effects.

UNIT 3: LISTENING AND ANALYSING

A written examination with a CD to listen to popular music extracts - testing:

- recording and production techniques for both corrective and creative purposes
- principles of sound and audio technology
- the development of recording and production technology.

UNIT 4: PRODUCING AND ANALYSING

A practical and written examination using Mac computers that will test:

- recording and production techniques for both corrective and creative purposes
- principles of sound and audio technology.



EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ENTRY GUIDELINES

GCSE Music is useful, though not essential. Ability to perform music is not important or required. Grade 5 Theory is not required as you do not need to be able to read music. A healthy interest in pop music is essential.

TEACHERS

Dr O J Leaman

Director of Blundell's
Schools' Music
BMusC) Prix, PhD
BA

Mr B Bowley

WHERE IT LEADS

Music Technology exists in various forms at university, where specialties can lead to TV and film composition, studio engineering, live-sound production and music events management.



“

Drama at Blundell's was so inspiring and Ondaatje Theatre became a home from home for me - it played a massive part in my enjoyment of the Sixth Form.

”

A RECENT LEAVER

WHY STUDY DRAMA AND THEATRE

Drama and Theatre is designed to be a practical, creative and an engaging course. It provides pupils with opportunities to explore theatre as a practical art form and to work co-operatively to create their own drama performances. It will also prepare learners for the further study of Drama or Performing Arts courses in Higher Education.



COURSE STRUCTURE

The two-year Drama A level consists of four components.

COMPONENT ONE:

Pupils use the work of theatre practitioners to devise their own piece of theatre. Design options are also available in this unit. The performance of their devised play is internally assessed alongside a devising portfolio produced by the pupils.

COMPONENT TWO:

Pupils will study a play text and perform an extract for an external examiner. Design options are also available in this unit.

COMPONENT THREE:

This Component consists of two sections. In Section A, pupils explore two play texts and learn how these texts can be rehearsed and interpreted in performance. In Section B pupils analyse and evaluate a piece of live theatre. This component is explored practically but assessed through a written exam.

COMPONENT FOUR:

Pupils take on the role of a director and explore the creative possibilities of bringing a play from page to stage. This component is assessed through a written exam but pupils prepare for the exam through practical study.



EXAMINATION BOARD

OCR

Click on the QR code for active web link.



ENTRY GUIDELINES

Pupils wanting to study Drama & Theatre A level should have attained at least a Grade 6 in GCSE Drama and have participated in productions in either a performing or supporting role, in or out of school. However, exceptions may be made at the discretion of the Head of Department.

Above all, pupils should have a passion for the theatre and be able to demonstrate high levels of self-discipline and co-operation.

TEACHERS

Mrs T L Winsley
Mr J A Rochfort
Mrs R C Milne
Miss J Spencer

Head of Dept, BA
Creative Director
BA, PGCE
BA, MEd, PGCE

WHERE IT LEADS

Drama & Theatre A level links well with any humanities subject and is not just for people wishing to enter the performance industries. Pupils of Drama & Theatre will develop transferable skills desired by all sectors of the industry. The creative industries are worth 5% of the UK's GDP, so job opportunities in the creative sector are plentiful and varied. Studying this subject will create independent learners, critical thinkers and effective decision makers – all personal attributes that can make pupils stand out as they progress through their education and into employment.



COMPUTER SCIENCE

WHY STUDY COMPUTER SCIENCE

Computer Science combines programming and problem solving with network infrastructures and the role of computers in society. This course offers pupils the chance to learn advanced skills in programming and to examine the way computer systems are interconnected and thus interdependent.

COURSE STRUCTURE

Modules combine practical programming skills and the theory behind problem solving, networks and the physical operation of computer systems.

1. Fundamentals of programming
2. Fundamentals of data structures
3. Fundamentals of algorithms
4. Theory of computation
5. Fundamentals of data representation
6. Fundamentals of computer systems
7. Fundamentals of computer organisation and architecture
8. Consequences of uses of computing
9. Fundamentals of communication and networking
10. Fundamentals of databases
11. Big Data
12. Fundamentals of functional programming
13. Systematic approach to problem solving
14. Non-exam assessment - the computing practical project

EXCURSIONS

We have a relationship with the UK Earth System Modelling team of climate scientists at the Met Office, as such we regularly take students on field trips to the facility in Exeter to see them in action.

We also take students to Bletchley Park and the National Museum of Computing when possible.

WHERE IT LEADS

Students continue on to study Computer Science at university or other science related disciplines. The skills learnt allow students to approach problem solving with a Computational Thinking slant which can be applied to many situations both within and beyond an academic context.

EXAMINATION BOARD

AQA – Course 7517

Click on the QR code for active web link.



ASSESSMENT

PAPER 1

What's assessed: this paper tests a pupil's ability to programme, as well as their theoretical knowledge of Computer Science from subject content 1-4 above.

On-screen exam: 2 hours 30 minutes

40% of A level

Pupils answer a series of short questions and write/adapt/extend programmes in an Electronic Answer Document provided by us. We will use Preliminary Material, a Skeleton Programme and, where appropriate, test data, for use in the exam.

PAPER 2

What's assessed: this paper tests a pupil's ability to answer questions from subject content 5-12 above.

Written exam: 2 hours 30 minutes

40% of A level

Compulsory short-answer and extended-answer questions.

NON-EXAM ASSESSMENT

What's assessed: the non-exam assessment assesses a pupil's ability to use the knowledge and skills gained through the course to solve a practical problem. Pupils will be expected to follow a systematic approach to problem solving, as shown in section 13 above.

20% of A level

We use Microsoft Visual Studio and VB.Net/Python as our programming languages, this is available free for pupils to install on their own computers. Students taking this course are recommended to have a Windows10 laptop they can take to lessons.

ENTRY GUIDELINES

GCSE Computer Science is not a requirement but, in this situation, students should be taking Mathematics at A level.

TEACHERS

Mr M P Dyer

Dr A Teiermayer

Head of Dept, MSc, PGCE

MSc, PhD

ENGLISH AS AN ADDITIONAL LANGUAGE: IELTS Preparation

EAL



Blundell's remains the pre-eminent school of choice in Devon and Cornwall for overseas pupils. It combines a long and famous history with cutting-edge innovations to help pupils from up to twenty different countries achieve their educational ambitions. Almost all pupils manage to get into their first choice university and destinations often include Oxford & Cambridge, Durham, LSE (London), Bristol, and UCL (London). We will also support and prepare pupils who wish to apply to American Universities.

WHY STUDY FOR THE IELTS

IELTS (the International English Language Testing System) is an internationally recognised exam which tests the language ability of those wishing to study or work in an English-speaking environment. There is no pass or fail in IELTS: the results are in the form of a band score. Pupils typically take up to four IELTS lessons per week depending on their level of English. Most UK universities require at least a 5.5 IELTS band score, often with 6.5 in the written component (equivalent to B2 on the CEFR scale) and all our pupils achieve at least that. Pupils may take the IELTS several times throughout the two years of A level.

We offer a course preparing pupils for the Academic Module. Pupils review grammar, expand their vocabularies, and develop their academic reading, writing, listening and speaking skills. This not only prepares them for the IELTS exam but also supports them in their A levels. In addition, pupils learn exam skills and can sit practice exams in school.

COURSE STRUCTURE

The exam has four components: Listening, Reading, Writing and Speaking. The texts and topics are suitable for those preparing for undergraduate university studies. Each component is tested separately.

EXAMINATION BOARD

IELTS is owned by the British Council, IDP: IELTS Australia and Cambridge Language Assessment. Click on the QR code for active web link.



ASSESSMENT

IELTS testing takes place monthly at Exeter College and costs £175. The school can register pupils for the exam on their behalf and the cost of the exam is then added to that term's bill.

Candidates receive a band score for each of the four components and an overall score. Results normally arrive about two weeks after the test.

ENTRY GUIDELINES

There are no entry guidelines but candidates who start Year 12 with a low level of English will need to be very motivated to get the band score required for university entry alongside studying three A levels.

TEACHERS

Mrs J Hadley

Miss E J Gore-Lloyd

Miss E M A Lacki

Head of Dept, BEd, TESOL

BA, MA, CELTA, DELTA

MA, BA, CELTA, DELTA

WHERE IT LEADS

Having a good IELTS grade offers entry to a wide range of universities and courses. Oxford and Cambridge often require higher grades than other universities (e.g. 7.5). In addition, the components of the course prepare pupils for using English in their academic studies.



EXTENDED PROJECT QUALIFICATION (EPQ)

WHY STUDY AN EPQ

This is an opportunity for students to gain an extra qualification in Year 13. It demands the type of independent learning universities expect. You will have some taught sessions on research skills and one-to-one meetings with your own project supervisor. This is the chance to show what you can do when you take control of your own learning.

Students extend their abilities beyond the A level syllabus and prepare for university or their future career. The opportunity to carry out research in an area that interests you, plan your own time and develop key study skills for the future. It gives you the chance to gain an advantage over the competition for that university place or entry to a particular career. It is completed alongside your A level subjects. EPQ Level 3 is the equivalent to half an A level and is graded in the same way so will give you 50% of the UCAS points for an equivalent A level grade.

COURSE CONTENT

Your EPQ can be a written project of around 5000 words, or it can be presented as an artefact, performance, video, photographs etc. Whatever format you choose you will still need to write a report on what you did (between 1000-5000 words). You will also be required to produce a short presentation about your project and what you have learnt from it.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ENTRY GUIDELINES

Enthusiasm and interest in your topic. Normally we begin the process in the Spring term of Year 12. The bulk of your research will then take place during the next two terms with the Summer holidays being used to write up the essay or produce the artefact, so that when you return in September (Year 13) the majority of the work has been completed.

TEACHERS

Mrs L E Webster
Teaching Staff

Centre Coordinator BSc, PGCE
Supervisors

WHERE IT LEADS

Universities are keen on an EPQ because it shows that you can work independently. Employers will value it because it shows that you can work on your own initiative.

Oxford, Cambridge and many other top universities highly value an EPQ as an additional qualification. What it could do is to help you to get an offer in the first place and give you something to talk about at interview. Students with high grades in an EPQ often receive lower grade offers from universities. Most other universities will include the points in their offers.



1980-1988
R. C. A. WELLESLEY

1988-1998
N. R. HALL

1998 - 2010
P. H. GORDON

“
Westlake really was
the icing on the cake
for me when our
whole year group
came together to
prepare for life
beyond the lovely
Blundell's bubble –
I know that we will
be friends for life.

”

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