IN FIDE
VADE

The Sixth Form

2027 - 2029

Contents

Future Ready 4
Choosing A levels: The Basics 5
Choosing A levels: Three Key Factors 6
Choosing A levels: University Courses 7
Sixth Form Guidance 10
Subject Choices 11
Choosing A levels: Available Subjects 12
Art and Design 13
Biology 14
Chemistry 15
Classical Civilisation 16
Classical Greek 17
Computer Science 18
Drama and Theatre 19
Design and Technology: Product Design 20
Economics 21
English Literature 22
Geography 23
Government and Politics 24
History 25
History of Art 26
Latin 27
Mathematics and Further Mathematics 28
Modern Languages: French, German, Spanish and Chinese HSK 30
Music 35
Physical Education 36
Physics 37
Psychology 38
Religious Studies 39
The Carrington Programme 40
EPQ (Extended Project Qualification) 41
University Preparation Programme 41
Other Opportunities in the Sixth Form 42
Modern Foreign Languages 42
Sport in the Sixth Form 43
Level 3 Certificate in Higher Sports Leadership 44
Music in the Sixth Form 44
Drama in the Sixth Form 44
Careers and Work Experience 45
Tycoon Enterprise Competition 46
Volunteering 46
Leiths Certificate in Confident Cooking 47
Photography 47
Senior Debating and Public Speaking 47
Duke of Edinburgh's Award Scheme 48
Model United Nations 49
Science Activities 50
WA Racing Academy 50
Societies 50
Appendix 52
Further Information 52
Notes 54

Future Ready

The Sixth Form at Wycombe Abbey is about helping you to become future ready, by building strong academic foundations and developing your personal qualities, but also by helping you know more about who you are and what you care about. The goal is simple: to support you in discovering who and what you want to be, then equipping you to become that in your life after Wycombe Abbey.

Autonomy and Freedom

For the first time in your schooling, you will have the chance for substantial self-direction in terms of the curriculum you follow. It is a true joy to study just a few subjects in more depth in the Sixth Form.

Leadership and Responsibility

Outside the classroom, you will be able to take up major leadership positions in your boarding houses and in the School as a whole. These include House positions, heads of clubs and societies, and School Officer and Prefect roles. These are superb ways of improving your personal and social skills.

Challenge and Ambition

Pushing yourself to try new things, to relish novelty, to be creative, to think hard, to take yourself out of your comfort zone, and to be ready to take risks, to try, and to fail: these are the hallmarks of the Sixth Form journey at Wycombe Abbey and are the markers of real growth and change. More prosaically, residing in these themes are the points of difference that the world's most selective universities are looking for.

Community and Flourishing

Our partnership and community placement programme is a significant area of strategic priority for the School, and we will be asking you as a minimum to engage in a weekly placement for at least one term of each year in the Sixth Form.

The Carrington Programme is our timetabled enrichment offering which runs throughout the Sixth Form. It teaches the life skills we think are important, encompasses a wide-ranging visiting speaker series and is the vehicle through which our University Preparation Programme is delivered, and culminates in a series of electives, in which girls can simply follow their interests.

You travel a long way in the Sixth Form. Your horizons will broaden towards a global perspective. We very much look forward to supporting you through that journey.

Mrs Jacky Tidbury
Assistant Head (Sixth Form)

Choosing A levels: The Basics

The purpose of this part of the booklet is to give you and your parents an insight into the academic life of the Sixth Form and to help you make the right decisions about your A level choices. If you want to know more about any of the areas mentioned, please feel free to contact the the Deputy Head of Sixth Form, the Head of Higher Education, or the relevant Heads of Department.

We recommend that you choose to take four A level subjects in the Lower Sixth and continue with either three, or all four, in the Upper Sixth. All offers from universities in the UK are made on the basis of three A level grades – so it is definitely a case of quality not quantity. The situation can be a little different if you are planning to apply to universities in the US or in Ireland, where opting for four A levels can often be beneficial. If you are interested in taking Further Maths A level, you can do this as a fourth or even a fifth subject, but this would be the only case where you are permitted to take five A levels.

You will follow a two year, linear A level course, with examinations only at the end of your Upper Sixth year. Each A level subject is delivered in eight 35-minute periods per week, though there will be some flexibility in the amount of direct contact time offered by different departments, particularly where the number of girls opting for a subject is small. In addition to curriculum periods, you will be expected to work for between four and five hours per week outside of lesson time on each subject.

Alongside your A levels you will also take part in:

The Carrington Programme: All girls follow the Carrington Programme, the School's Sixth Form Enrichment scheme. The Carrington Programme cultivates skills and knowledge in a range of areas including leadership, critical thinking and study skills, whilst also providing in-depth preparation for higher education and future careers. Parts of the programme will be delivered in taught sessions whilst other elements will be delivered in talks by Wycombe Abbey teachers and guest speakers. Throughout the Sixth Form you will also take part in a number of immersive educational experiences with pupils from other schools.

EPQ or UPP: In addition to the A level subjects you choose, you will also opt for either the Extended Project Qualification (EPQ) or the University Preparation Project (UPP). Both options involve you researching and writing an extended essay on a topic of your choice. The EPQ is an externally-validated qualification, recognised and valued by universities, and culminates in the production of a 5,000-word essay and project logbook. The UPP is an internal Wycombe Abbey qualification. It culminates in a shorter essay with no requirement to produce a logbook. You will be given a comprehensive introduction to the EPQ and UPP when you start the Sixth Form.

The variety of options available to you in the Sixth Form means that you may be able to pursue an academic interest of yours even if, for whatever reason, you are unable to do so at A level. For example, if you want to study Engineering at university and have opted for Maths, Further Maths, Physics and Chemistry A levels (by no means the only combination!), the EPQ/UPP might give you an opportunity to explore your love of music at a deeper intellectual level. If you plan to study Law at university, none of your A level subjects will relate directly to that degree but the EPQ/UPP will give you a chance to research a legal issue of interest.

Choosing A levels: Three Key Factors

Your choice of A levels should be based on:

1. The subjects you have enjoyed studying thus far,
2. The subjects you have done well in thus far,
3. The subjects you need for your university course, if you know what you want to study at university.

Your enjoyment of your A level subjects is a key criterion. If you enjoy studying the subject (or think you will enjoy studying the subject if it is a new one), you are far more likely to be successful in tackling the challenging A level course. You are also more likely to undertake the additional reading and independent work required for success if you have a genuine interest in the subject.

It can be more difficult to judge whether you will enjoy studying a new A level subject – History of Art or Economics, for example. Read the information about the course contents in this booklet and think back to the taster lessons you had in these subjects at the end of your Lower Fifth year. Remember that choosing to study a new subject at A level should be a positive choice because you really like the subject – and not because a new subject will surely be better than anything you have studied before!

Whilst it is not necessary to have secured the highest grade at GCSE in order to study the subject successfully at A level, you should bear in mind that the content of many A level subjects – Maths, Sciences, Latin, Modern Foreign Languages, for example – builds on the content of the GCSE courses and requires pupils to develop a greater depth of understanding and more sophisticated approaches. If you found the subject difficult at GCSE but want to pursue it at A level, make sure you speak to relevant teachers about the knowledge and skills that will need to be in place for successful A level study.

Some A level subjects do not build in any great sense on the GCSE content, and instead contain lots of material that will be new to all pupils. This is obviously true in the case of the new A level subjects. Again, though you can't judge how you will perform in the study of Psychology, for example, you will have an idea of your aptitude in the Sciences and in essay writing from your GCSE work.

Even if you do not know what you want to study at university yet, it is important that you understand that whatever your choice of A levels, you will close some doors and open others in terms of your degree choice. Most science degrees require, or at least prefer, two A levels from Biology, Chemistry, Physics, Maths, Further Maths and/or Psychology. If you want to study more than one of Biology, Chemistry or Physics, it's sensible that Chemistry should be one of these as the combination of just Physics and Biology is appropriate for only a small number of degree courses.

In the Arts and Humanities, there is usually more flexibility. An English Literature, History or Modern Foreign Language degree usually requires the corresponding A level, and an additional essay-writing subject and/or language is useful. A degree that will cover material new to all undergraduates – Anthropology, Law or Philosophy, for example – generally has no specific A level requirements, though some universities suggest helpful combinations.

If you don't find yourself drawn especially to the Arts or to the Sciences, there are an increasing number of degree courses at leading universities that straddle the traditional divide. Liberal Arts courses can be found at several universities (for example, Birmingham, Exeter, Durham, King's College London) and institutions including UCL and Warwick offer Arts and Sciences courses.

Unifrog

You have all had the opportunity to take the Unifrog psychometric tests at the start of this term. These are used to create a profile of your ability, aptitudes and personality. A detailed report is produced, based on a combination of the results of the tests and an interest questionnaire, and suggestions are made to help with your exploration of A level subjects, higher education courses and careers. During the Autumn Term, you will have a meeting with an independent careers adviser in order to consider your future plans, taking into consideration the recommendations of the report. Use this opportunity wisely as it is an excellent opportunity to ask questions and gain any further guidance!

Choosing A levels: University Courses

It is important to understand the effect your A level choices will have on your future application to university. In the UK, selecting three or four A levels will inevitably open up some degree courses to you whilst closing the door on others. For example, choosing History, History of Art, Biology and Maths would allow you to apply for History and History of Art related degrees, some science degrees, such as Biology, Biological Sciences or Psychology, and a large number of degrees that do not require any particular A level combination, such as Law or Politics (of course this might change if you dropped one of the four subjects at some point in the Sixth Form). But such an A level combination would not allow you to apply for Physics or Engineering at university (these courses require Physics), and wouldn't be the strongest combination for an Economics degree application, even if many Economics courses require only Maths A level (supplementing Maths with Further Maths and/or Economics would make for a stronger application).

So long as you are comfortable with the doors you keep open and the doors you have to close, you should be able to come to a sound decision about your A level choices.

For those of you planning to apply to the most competitive universities in the US, taking four A levels to completion can be an advantage. However, it has to be balanced against your other commitments and you have to bear in mind that US universities are looking for more than just academic excellence in their applicants. If you think you might want to apply to Irish universities, including Trinity College Dublin, it is very likely that you will need to take four A levels in order to score the requisite number of points for entry.

Considering your university degree before you even get to the Sixth Form might seem a tough task. But you do not need to know exactly which course you want to study. You just need to have a rough idea of the options out there.

University websites are a good place to start in understanding the A levels that are either necessary or desirable for a particular degree programme. However, while this information is a good way of understanding whether a specific combination of A levels meet the criteria for a given degree programme, it is not always a reliable way of understanding what will make for the strongest application for that programme. Navigating these 'unwritten rules' is where the expertise and experience of key staff at Wycombe Abbey can make a crucial difference and we strongly encourage you to speak to a member of the Sixth Form Team about this, if you are at all uncertain. More generally, experience suggests that an ongoing dialogue with relevant staff often produces the best decisions and best applications, so please use us!

You can see on the next pages the kinds of university courses that do have specific A level requirements or recommendations. This information can change each year, so the best place to look for up-to-date information is on a particular university's website.

Miss E Boswell, Deputy Head (Academic)

Mrs J Tidbury, Assistant Head (Sixth Form)

Accountancy
Required: Maths (most courses)

Agriculture/Food Science
Required: One or two Sciences (including Maths) (some courses); Chemistry (some courses)

Anthropology
Recommended: A combination of Science and Humanities (some courses); Biology (for Biological Anthropology courses); Classics, History and/or Geography (for Social Anthropology courses)

Architecture
Required: Maths and/or Physics (most courses) and/or Art (some courses); a portfolio of work (some courses)
Recommended: A combination of Sciences and Arts (some courses)

Art and Design/Fine Art
Required: Art and Design (most courses)
Recommended: Design and Technology and/or Physics (some courses)

Biology/Biochemistry/Zoology
Required: Chemistry and Biology (most courses)
Recommended: Maths (most courses)

Business and Management Studies
Required: Maths (some courses)

Chemistry
Required: Chemistry and one other Science (all courses)
Recommended: Maths and Further Maths (some courses)

Classics
Required: Latin and/or Greek (most courses)
Recommended: English Literature and/or History and/or a Modern Foreign Language (some courses)

Computer Science
Required: Maths (most courses)
Recommended: Computer Science (most courses) and/or Further Maths (some courses)

Drama
Required: No particular A levels, but experience in acting, writing, producing and/or directing (most courses)
Recommended: English Literature (some courses)

Economics
Required: Maths (most courses) NB Some courses require Further Maths
Recommended: Economics (most courses) and/or Further Maths (some courses)

Engineering
Required: Maths and Physics (all courses) Further Maths (some courses)
Recommended: Further Maths (some courses) and/or another Science (course-dependent)

English Literature
Required: English Literature (all courses)
Recommended: Another Humanities subject or a language

Environmental Sciences
Required: Chemistry and/or Biology (course-dependent); Maths (some courses)
Recommended: Geography, Maths, Politics (some courses)

Geography
Required: Geography (most courses)
Recommended: A second Humanities or Social Sciences subject

Health Sciences
(Physiotherapy, Nursing, Occupational Therapy, etc)
Required: Most courses do not have specific requirements, though UK work experience is usually needed
Recommended: Chemistry and/or Biology (some courses)

History
Required: History (all courses)
Recommended: Another Humanities subject (some courses)

History of Art
Required: Most courses do not have specific requirements.
Recommended: History of Art and/or Religious Studies (some courses)

Human Sciences
Required: A Science, often Biology (most courses)
Recommended: Another Science subject, including Maths (most courses)

Law
Required: No particular A levels are required; work experience is useful.
Recommended: A Humanities subject and/or Maths (most courses)

Linguistics
Required: English Literature and/or a Modern Foreign Language and/or Greek/Latin (course-dependent)
Recommended: A Science subject (some courses)

Mathematics
Required: Maths (all courses) and Further Maths (most courses)

Medicine and Dentistry
Required: Chemistry and another Science (most courses); varied work experience, including in the NHS
Recommended: Another Science or Maths (some courses); a Humanities subject (some courses)

Modern Languages
Required: For French, German and Spanish courses, the appropriate A level is required (all courses).
Recommended: Another Modern Foreign Language and/or Latin/Greek and/or a Humanities subject (some courses)

Music
Required: Music (all courses); a proven record of performance and ABRSM grades or equivalent (some courses)
(Note that applications for performance-based courses are made through UCAS Conservatoires)

Oriental, African or Asian Studies
Required: A Modern Foreign Language and/or Latin/Greek (some courses)
Recommended: A Humanities subject (some courses)

Pharmacy
Required: Chemistry (most courses) Recommended: Another Science subject (most courses)

Philosophy
Required: No particular A levels
Recommended: A Humanities subject (most courses); Maths (some courses)

Physics
Required: Maths and Physics (most courses); Further Maths (some courses)
Recommended: Another Science subject (some courses); Further Maths (some courses)

Politics or Social Sciences
Required: No particular A levels Recommended: At least one Humanities subject

PPE (Politics, Philosophy and Economics)
Required: No particular A levels
Recommended: History and/or Maths (some courses); at least one Humanities subject (some courses)

Psychology
Required: A Science subject from Biology, Chemistry, Physics, Psychology or Maths (most courses); or two Science subjects (some courses)
Recommended: One or two Science subjects including Psychology (most courses)

Sports Science
Required: A Science subject (all courses)
Recommended: Another Science subject, including PE (most courses)

Theology
Required: No particular A levels
Recommended: A Humanities subject (most courses)

Veterinary Medicine Required: Biology and Chemistry (all courses); varied work experience with small and large animals Recommended: Another Science subject (some courses)

Sixth Form Guidance

During your Lower Sixth year, your Housemistress will continue to be the member of staff with responsibility for overseeing your wellbeing. They will be in close consultation with your Sixth Form Tutor who has particular responsibility for your academic progress and supporting you through making university applications, under the guidance of the Assistant Head (Sixth Form), Deputy Head of Sixth Form and the Head of Higher Education.

In the September when you start in the Sixth Form, your induction will consist of talks on new responsibilities you will be taking on, the various co-curricular activities open to you, and ways of coping with the challenges ahead. There is a talk for you and your parents on Sixth Form life on the first day of term and an opportunity to meet your Lower Sixth Tutor, who will support you throughout your time in the Sixth Form.

In the Upper Sixth induction you will learn more about life in Clarence, are taught some basic cookery skills, have personal safety talks and further guidance on university applications. Both year groups are invited to dine with the staff on their first evening back.

The Activities Days later in September are designed to develop cultural awareness as well as independent learning and leadership skills for the Lower Sixth and intellectual confidence and personal transferable skills for Clarence girls.

Help with university applications will begin around January of your Lower Sixth year, with various talks to pupils and parents given by the Head of Higher Education. You will be taught how to research different courses and universities, and your continued individual discussions with your Tutor will guide you further with this.

A comprehensive programme is in place to support you with the university application process, a key milestone being Future Ready Week which takes place before May Long Leave. Whether you are looking to apply to universities in the UK, US or elsewhere, staff will be on hand throughout your Sixth Form career to advise and help you. It is, however, your responsibility to research the options in which you are interested.

Subject Choices

Choosing A levels: Available Subjects

The following subjects will be offered to you next year:

- Art and Design
- Biology
- Chemistry
- Chinese HSK
- Classical Civilisation
- Classical Greek
- Computer Science
- Design and Technology
- Drama and Theatre Studies
- Economics
- English Literature
- French
- Geography
- German
- Government and Politics
- History
- History of Art
- Latin
- Mathematics
- Further Mathematics
- Music
- Physical Education
- Physics
- Psychology
- Religious Studies
- Spanish

Chinese is offered as an HSK qualification and may be taken as a fourth or fifth subject choice.

In addition to four or five choices from the list above, all pupils will complete the EPQ or UPP (see page 41).

We cannot guarantee to offer any subject for which there is insufficient demand (usually at least four pupils). Some combinations of subjects may not be possible to timetable, though we will always do our best to offer any combination you request. Occasionally, Heads of Department may choose to change exam board for their subject.

We expect all pupils progressing from UV into the Sixth Form at Wycombe Abbey to achieve a minimum of six GCSE passes at grades 7, 8 or 9.

A GCSE grade 7 or above is required for the subjects you wish to study at A level (excluding those subjects which are not offered at GCSE, although a grade 7 or above should be achieved in a subject which requires similar skills).

Art and Design

AQA

Why choose Art and Design?
Art and Design is both a form of communication and a means of expressing ideas and feelings. It forms a language which complements those of literary, mathematical, scientific and factually based subjects, and is especially concerned with the development of those complex mental processes involved in visual perception and aesthetic experience. Through the opportunities the course provides for personal expression, it encourages imagination, sensitivity, conceptual thinking, powers of observation and analytical and practical abilities.

What will I study?
We follow the AQA course specification which offers you the opportunity to work in any medium. In your Lower Sixth year you will begin work on your Personal Investigation (ie coursework) portfolio. You will be given a range of themes or prompts to which you can respond in the widest possible way. You will gain experience of a wide range of techniques and processes and are encouraged to take responsibility for your own direction and areas of interest as soon as possible. You will complete a themed project with many final pieces and may also complete smaller satellite projects which could take the form of life drawing or an investigation into print making, for example, to show a development of skills. Development of independent and refined ideas as a natural progression is key to success.

The Upper Sixth course builds on the skills acquired in Lower Sixth allowing for continuation with your themed project, leading to greater depth of study and progression of sustained practical skills. In addition, as part of your Personal Investigation Unit, you create a written element of between 1000 and 3000 words, in which you develop an exploration of an idea, issue, concept or theme. This involves research, organisation, development and evaluation of your ideas to produce a resolved personal response. The Externally Set Assignment represents 40% of the course and you choose a themed starting point from a set list from AQA in February of your Upper Sixth year. After a period of preparation, including sketchbook research, studies, drawings, photographs, 3D modelling, print work, glasswork etc, you have 15 hours of examination time to produce a final composition in your chosen media. There is likely to be an opportunity to attend life drawing classes one evening a week in the Art Studio. As with any A level subject, a high degree of commitment is required and study will extend beyond the timetabled provision. This will include work in the evenings and/or weekends in the Art Studio.

How will I be assessed?
All work is displayed as an exhibition. It is all internally marked and externally moderated by a visiting moderator at the end of the Upper Sixth in June.

Unit titles

Personal Investigation 60% Externally Set Assignment 40%	Portfolio of sustained work with final outcomes. Preparation period and production of a 15 hour final outcome in Spring Term of UVI.

There is an exhibition of all A level pupils' work at the end of the course.

A Sixth Form lesson might involve…

- discussing your ideas with Art Department staff and developing them further in free time
- an analysis of artists' works and practical experimentation with their techniques
- producing final outcomes which display a range of skills and confident use of materials

Mrs L Prime, Head of Art and Cookery

Biology

Edexcel

Why choose Biology?

Biology is the study of living organisms and the processes of life, from evolutionary, physiological and molecular perspectives. Understanding this area of science will give you a greater appreciation for the natural world and satisfy your curiosity about how organisms survive and thrive in their respective habitats. Like all sciences, studying Biology will develop your knowledge and understanding of the scientific method, your research and quantitative skills, your problem-solving and analytical ability and your awareness of the role science plays in society. If you want to apply for a degree in the Biological or Life Sciences, or Medicine, Dentistry or Veterinary Medicine, it is an essential A level to take.

What will I study?

The two-year course covers ten topics. Biological Molecules introduces you to the chemicals of life: the organic and inorganic molecules and ions that are fundamental to the structure and physiology of living organisms. Cells, Viruses and Reproduction of Living Things explores the ultrastructure of prokaryotes, eukaryotes and viruses, including the types of nuclear division. Classification and Biodiversity examines the evidence used in the development of models for the classification of organisms and the limitations of these models. The topic includes the principles underlying natural selection and how this can lead to speciation.

In Exchange and Transport, you will cover the transport mechanisms in cells and mass flow systems in organisms, including the mammalian circulatory system and the vascular system in plants. Energy for Biological Processes builds on knowledge of carbohydrates and enzymes, and considers the sources of energy in living organisms, including respiration and photosynthesis, and the roles of co- enzymes and electrons.

The Microbiology and Pathogens topic explores the response of the human body to infection and the social, economic and ethical implications of treatment and control of disease. In Modern Genetics, you will apply your knowledge of nucleic acids and proteins to their role in gene expression. We also consider epigenetics and the use of stem cells in medical advances. Origins of Genetic Variation covers meiosis, natural selection, dihybrid inheritance of alleles and genes and the effect of selection pressures on allele frequencies in gene pools. Control Systems builds on knowledge of transport mechanisms and considers the processes of chemical and nervous coordination as well as the role of plant growth substances and hormonal control in mammals. Finally, Ecosystems considers the interactions between organisms and the environment, including details of how biotic and abiotic factors are involved in the development of ecosystems over time and the influence of humans on ecosystems.

How will I be assessed?

The ten topics above are assessed in three written examinations at the end of Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Advanced biochemistry, microbiology and genetics	1h45	multiple-choice, short answer, calculations, extended writing	30%
Advanced physiology, evolution and ecology	1h45	multiple-choice, short answer, calculations, extended writing	30%
General and practical principles in biology	2h30	short answer, calculations, extended writing, synoptic	40%

Your practical skills are also assessed throughout the course: you will need to demonstrate competence in 12 skills areas, from use of a microscope to dissection of an organ.

A Sixth Form lesson might involve…

- dissecting an organism to help apply theoretical understanding of anatomy and physiology
- creating models of biological molecules eg. proteins and DNA, to visualise their structure and understand their function
- observing different animals to investigate their breathing systems

Mrs E Wallace, Head of Biology

Chemistry

OCR

Why choose Chemistry?

Chemistry occupies a central position in the sciences and its study teaches you to handle a large body of knowledge, to extract salient points and to formulate rules. You will discover how important Chemistry is in modern society, how it impinges on all aspects of our everyday lives, and how it explains the material world. You will develop competence and confidence in a variety of practical, mathematical and problem-solving skills. You will also extend your observational, deductive and manipulative skills and gain a deeper appreciation of the scientific method.

Chemistry will appeal to you if you are self-motivated and have the determination to succeed, the ability to analyse situations, the intuition to select relevant information and explanations, and a logical mind with the capacity to interpret. A healthy interest in the world around you and the enthusiasm to appreciate that Chemistry is a living, progressing and fascinating subject would, of course, be most welcome. If you are considering Chemistry A level, you should be a reasonable mathematician with a strong pass at GCSE or IGCSE. If you are not studying Mathematics at A level, you are expected to attend a Mathematics for Science course. A good pass in Chemistry at GCSE or IGCSE is expected as many of the topics studied at A level have already been met and this knowledge is then built upon and extended. You are advised to subscribe to Chemistry Review and New Scientist as well as to read the science sections of newspapers/media websites. You are also encouraged to attend Science Activities.

Chemistry A level is often studied in conjunction with other sciences and can lead to a wide range of degree options, from pure Chemistry to applied Chemistry courses like Biochemistry, Material Sciences, Pharmacology or Natural Sciences. In addition, it is required for most Medicine, Dentistry and Veterinary Medicine courses at UK universities.

What will I study?

The course is divided into six units.

Development of Practical Skills in Chemistry introduces you to the fundamental skills needed to collect and analyse data, from planning and implementing through to analysing and evaluating. Foundations in Chemistry covers basic chemical concepts, including atomic structure, reaction of acids and bonding and structure, building on GCSE knowledge. In Periodic Table and Energy, you will explore inorganic and physical chemistry and the applications of energy use to everyday life and industrial processes. Core Organic Chemistry covers the chemistry of organic molecules, including hydrocarbons, alcohols and haloalkanes. Physical Chemistry and Transition Elements explores energy, reaction rates and equilibria and the periodic table. Finally, Organic Chemistry and Analysis introduces you to new functional groups, from acyl chlorides to aromatics, and includes a study of NMR spectroscopy.

How will I be assessed?

The topics above are tested in three written examinations at the end of your Upper Sixth year.

Unit title	Exam time	Exam questions	A level %
Periodic table, elements and physical chemistry	2h15	multiple-choice, short answer, calculations, extended writing	37%
Synthesis and analytical techniques	2h15	multiple-choice, short answer, calculations, extended writing	37%
Unified chemistry	1h30	short answer, calculations, extended writing, synoptic	26%

Your practical skills are also assessed throughout the course: you will need to demonstrate competence in 12 skills areas, from measuring pH to chromatography.

A Sixth Form lesson might involve…

- a multi-stage organic synthesis
- using (and bursting) balloons to model molecular orbitals
- using redox titration techniques to find the amount of iron in an iron tablet or copper in a brass screw

Mrs A McNeill, Head of Chemistry

Classical Civilisation

OCR

Why choose Classical Civilisation?
The Classical Civilisation course offers an exciting exploration into many areas of the classical world including literature in translation, archaeology, art and architecture, history, politics and philosophy. The influence of the classical world is all around us; Classical Civilisation gives you the chance to study some of these contributions in their original, classical contexts. Whether it is reading great literature, admiring magnificent sculpture, investigating ancient politics or delving into classical history, Classical Civilisation provides something for everyone.

Classical Civilisation complements many popular A level subjects, particularly English Literature, History, History of Art, Religious Studies and Drama. When combined with Latin and/or Classical Greek, it can provide an excellent and well-respected foundation for traditional Classics degrees, or it can be studied without classical languages in preparation for many degrees including Classical Studies, Archaeology and Anthropology, Ancient and Modern History, English and Oriental Studies. If you are looking at predominantly science or Mathematics A levels, Classical Civilisation may provide just the contrast you are looking for.

You do not need to have studied any classical languages to do A level Classical Civilisation.

What will I study?
The course divides into three units. the World of the Hero consists of an in-depth study of Homer's Odyssey and Virgil's Aeneid. This unit is solely focused on the study of literature in translation. In Culture and the Arts you will study Greek Art, a module that gives you the opportunity to explore and engage with a range of visual arts produced by the Greeks in 6th-4th centuries BC, including free-standing sculpture, architecture and vase-painting. In Beliefs and Ideas, you will study the politics of the Late Republic, from Sulla's retirement in 79 BCE to the death of Cicero in 43 BCE. This unit involves an area of classical thought, in combination with either the study of literature in translation or visual and material culture.

How will I be assessed?
The units are assessed in three written papers at the end of the Upper Sixth.

Unit title	Exam time	Exam questions	A level %
The World of the Hero	2h20	sections on Homer and Virgil and a comparison of both	40%
Culture and the Arts	1h45	short answer and extended writing	30%
Beliefs and Ideas	1h45	short answer and extended writing	30%

A Sixth Form lesson might involve…

- debating why epic poetry has remained popular for over 2,500 years
- learning about key political institutions and machinations within the Roman Republic
- discussing the different interpretations of visual and material culture both in an ancient and a modern context

Dr C Tsaknaki, Head of Classics

Classical Greek

OCR

Why choose Classical Greek? The Classical Greek course is perfect for those of you who would like to extend your knowledge of the Classical Greek language and read some of the greatest prose and verse literature in the original Greek language. Through studying Greek literature, you will acquire a deeper knowledge and understanding of the culture, politics and society of ancient Greece and will be encouraged to consider the influence of these great classical texts on later European literature and values.

Greek complements many popular A level subjects, particularly Latin, French, Spanish, Mathematics, English Literature, Religious Studies and History. The Classical Greek course will develop your linguistic, analytical and evaluative skills and as a result will provide an excellent foundation for a number of degree courses including Classics, Law, Ancient and Modern History, Archaeology, Anthropology, English, Philosophy and Theology. If you enjoy studying Classical Greek language and literature and have a keen interest in the ancient Greek world, Classical Greek may be the course for you.

The Classical Greek course is normally limited to those who already have Greek GCSE, as the course will build on the linguistic foundations which you have already acquired during your GCSE course.

What will I study? The course consists of four units. The Unseen Translation and Prose Composition or Comprehension units require you to translate both prose and verse unseens. You will also choose between an English into Greek exercise or a comprehension, with questions testing both basic understanding and your knowledge of syntax and grammar. The focus for much of these units is on building your vocabulary and knowledge of linguistic structures.

The Prose Literature and Verse Literature units cover works by Herodotus, Plato, Homer and Sophocles.

How will I be assessed? The units are assessed in four written papers at the end of Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Unseen Translation	1h45	translation of two passages of Greek, scan two lines of verse	33%
Prose Composition or Comprehension	1h15	translation, grammar, comprehension or translation of a passage into Greek	17%
Prose Literature	2h00	translation of a passage of set text, extended writing	25%
Verse Literature	2h00	translation of a passage of set text, extended writing	25%

A Sixth Form lesson might involve…

- translating a range of Greek dialects through both unseen and set texts
- stretching your mind by discussing challenging philosophical ideas or historical events
- finding out what tragedy meant to the Greeks and how it has been interpreted over time

Dr C Tsaknaki, Head of Classics

Computer Science

OCR

Why choose Computer Science?

Developing your understanding of programming, problem solving and computational thinking will allow you to navigate through an increasingly digital world. Computers are at the heart of our society, from medical systems and transportation to commerce and social networking. As you gain creative and technical skills in this discipline, you will be able to analyse and solve more complex real-world problems. Computer Science A level is very often required or recommended for university-level study of the subject but the problem-solving skills it fosters are applicable to many other degree disciplines.

What will I study?

The course is divided into three units. The first, Computer Systems, covers the characteristics of contemporary systems architecture and other areas. It includes an exploration of the characteristics of contemporary processors, input, output and storage devices and an examination of software and software development. You will also study data (types, structures and algorithms) and their impact on web technologies. There is also a module on legal, moral and ethical issues in Computer Science.

The second unit, Algorithms and Programming, introduces you to elements of computational thinking, programming and problem solving, as well as covering pattern recognition, abstraction and decomposition. You build on your knowledge of algorithms, looking at their design and efficiency and expanding your understanding of standard algorithms.

Finally, the Programming Project gives you a chance to analyse, design, develop, test and evaluate a program written in a suitable programming language in response to a practical coding problem. This unit is not assessed in an exam but in the form of a report containing a solution to the selected problem.

How will I be assessed?

The first two units are assessed in two written examinations taken at the end of the Upper Sixth year, with the Programming Project assessed through a report (worth 20% of the A level).

Unit title	Exam time	Exam questions	A level %
Computer Systems	2h30	short, long and extended questions	40%
Algorithms andProgramming	2h30	short, long and extended questions	40%

A Sixth Form lesson might involve…

- discussing the environmental impact of computers in the world
- learning how to use computational thinking to solve a problem, such as using recursion to make the Fibonacci series
- coding up a problem in Python and testing the speed of an algorithm compared with other methods

Mr K H Wong, Head of Computer Science

Drama and Theatre

Eduqas

Why choose Drama?

Drama A level will help you develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. You will also have many opportunities to create theatre, both from existing texts and from your own ideas, in a range of styles, genres and eras. The course will hone your creativity and independence of mind, allow you to analyse and evaluate your own work and the work of others, and enable you to participate as both a theatre maker and an audience member. The work covered at A-level Drama will also hone your group and leadership skills and your confidence in speaking/presenting in public

What will I study?

The course is divided into three components; 'Theatre Workshop' (20%), 'Text in Action' (40%) and 'Text in Performance' (40%).

'Theatre Workshop' requires pupils to reinterpret an existing text from a list supplied by the exam board. The piece should be developed using the methods of an influential practitioner or theatre company. The performance of this work is also accompanied by a log book that explains the creative process.

'Text in Action' involves creating and then performing two pieces of theatre for a visiting examiner. The first of these is a devised/original piece and the second is an extract from a text chosen by the pupil. This component is also assessed through an evaluation of the process/performance.

Component 3, 'Text in Performance' is a written exam that involves studying three set texts and discussing their ideas for performance from the point of view of an actor, director or designer.

Drama Co-curricular:

Alongside Drama A level, you will also have the opportunity to participate in the LAMDA examinations and a number of other extra-curricular shows and events that will be taking place throughout the year.

How will I be assessed?

Component 1 is assessed internally and then moderated by the board. It is a mixture of practical performance work and a written log.

Component 2 is assessed by a visiting examiner who will mark both the practical performance work and the written evaluation. Both Component 1 and 2 will be completed by the end of Spring term of Clarence.

Component 3 is a written exam, assessed by the board, but is based on practical workshops and discussions that have taken place during lesson time.

Unit title	Exam time	A level %
Drama and Theatre	2h30	40%

Alongside Drama A level, you will also have the opportunity to participate in the LAMDA examinations and a number of other extra-curricular shows and events that will be taking place throughout the year.

A Sixth Form lesson might involve…

- working collaboratively on both devised and scripted performances
- watching the work of established practitioners and companies
- interpreting texts from the point of view of a director and an actor

Mr J Harrington, Director of Drama

Design Technology: Product Design AQA

Why choose Design Technology?
Product Design for A-level offers you a dynamic and engaging opportunity to explore the world of design through creativity, innovation, and problem-solving. This course encourages learners to think critically about how products are developed and used, combining practical skills with theoretical knowledge. With a strong emphasis on real-world applications, you will gain insight into materials, manufacturing processes, and sustainability, It is an ideal choice for those of you who enjoy designing, making, and thinking about how to improve the world around them.

What will I study?
We follow the AQA course specification which offers the opportunity to explore a wide range of topics that reflect the modern world of design and manufacturing. You'll study materials and their properties, how products are developed from concept to creation, and the impact of design on society and the environment. The course includes both theoretical learning and hands-on practical work, allowing you to develop prototypes and solve real design problems. You'll also learn about technological advancements, user-centred design, and how to evaluate and improve your ideas. Through an independent design and make project, you'll have the chance to showcase your creativity and technical skills.

The Upper Sixth course builds on the skills acquired in Lower Sixth allowing for greater depth of study and consolidation of the theory, ready for examination in the summer and the coursework project begun in Lower Sixth continues with manufacture and analysis and evaluation. The final product will be an important part of your final submission. The coursework project is internally and externally assessed with submission including the folder and practical outcome. The complexity and execution are essential to the final submission.

As with any A level subject, a high degree of commitment is required, and study will extend beyond the timetabled provision. This will include work in the evenings and/or weekends in the DT Workshop.

How will I be assessed?
The course is both internally marked and externally assessed by moderators and examiners at the examination board at the end of Upper Sixth. This balanced approach allows students to demonstrate both their theoretical understanding and practical design skills.

Unit title	Exam time	A level %
Technical Principles	2h 30	Written Exam Papers 50%
Designing and Making Principles	1h 30	
Coursework: Portfolio and Prototype	Completed across LVI / UVI	Non-examined assessment 50%

There is an exhibition of all A level pupils' work at the end of the course.

A Sixth Form lesson might involve…

- discussing your ideas with the DT Department staff and developing them further
- an analysis of designers' works and practical experimentation with their techniques
- producing a final outcome, displaying a range of your skills and use of materials and manufacturing processes

Miss L Crampton, Head of Design Technology

Economics

Edexcel A

Why choose Economics?
Economics is concerned with how we allocate the goods and services that we need and want. It examines the many choices that have to be made – by individuals, firms and governments – about how to distribute our limited resources. Whilst government aims to improve our wellbeing, there is no unique way of achieving it and problems such as inflation, unemployment, national debt and poverty continue to impose challenges for policy makers. The subject is relevant to events which are occurring every day in the world news and in your own lives. In fact, much can be learnt about Economics from simply observing everyday experiences – such as shopping and travel – with a more critical eye than you might have used before. The A level aims to develop skills such as debating, using and interpreting data to analyse economic problems, and evaluating alternative courses of action.

The course assumes no prior knowledge of Economics itself and only a basic mathematical understanding, which is easily covered by the GCSE/IGCSE specifications. The main requirement is to be able to think clearly and logically, and to write well-structured arguments. These are, of course, skills which are relevant to other A level subjects too.

What will I study?
The course develops an understanding of the micro-economic and macro- economic principles and applies them in a range of contexts to appreciate their value and limitations in explaining real-world phenomena. The course is divided into four themes:
Theme One: Introduction to markets and market failure, introduces you to the nature of economics, how markets work, why they fail and how market failures can be corrected.
Theme Two: The UK economy – performance and policies, asks you to consider macroeconomic objectives including economic growth, low and stable inflation and a balanced fiscal budget. You will explore the key policy instruments that government uses to achieve these, namely monetary, fiscal and supply-side policies.
Theme Three: Business behaviour and the labour market, focuses on the development of microeconomic theories and principles, including business growth, revenues, costs and profits and labour market issues such as wage differentials.
Finally, Theme Four: A global perspective, covers the wider global economy, exploring international trade, emerging and developing economies, globalisation, external economic shocks and the financial sector.

How will I be assessed? The four units are assessed in three papers taken at the end of the Upper Sixth year.

Paper title Markets and Business	**Exam time**	**Exam questions**	**A level %**
Behaviour (Themes One and Three)	2h00	multiple-choice, short answer, data response, extended writing	35%
The National and Global Economy (Themes Two and Four)	2h00	multiple-choice, short answer, data response, extended writing	35%
Micro and Macroeconomics (all Themes)	2h00	two data responses and open response based on stimulus	30%

A Sixth Form lesson might involve…

- watching a news story and applying relevant economic models to the issue
- researching the impact of immigration on UK productivity
- debating whether natural monopolies should ever have been privatised.

Mrs A Kiln, Head of Economics and Enterprise

English Literature

OCR

Why choose English Literature?

If you love reading, talking and writing about literature then it is hard to imagine a more suitable A level subject for you. This is an opportunity to join the greatest, longest conversation in humanity, to embark on a voyage of discovery – of the world, society, yourself – and to grow in confidence to express your own critical and creative voice. We read for pleasure but we also read to learn about who we are, and we are privileged to have so many incredible texts to encounter throughout the A level course. We aim to develop your ability to engage critically and creatively with a substantial body of texts and effectively apply your knowledge of literary analysis and evaluation in writing. The course also promotes exploration of the contexts of the texts you are reading, as well as the responses of literary critics and other readers. English up to this point has given you just a taster of the great literature that has shaped the world - it's time to take things to the next level and join the feast!

What will I study?

The course is divided into three components. In Drama and Poetry pre-1900, you will explore Shakespeare's great tragedy, *Hamlet*, as well as looking at Ibsen's *A Doll's House* in comparison with a selection of Christina Rossetti's poetry. In Comparative and Contextual Study, you will explore a wide range of American Literature (1880-1940), including Steinbeck's *The Grapes of Wrath* and Fitzgerald's *The Great Gatsby*.

This unit develops wider contextual and critical understanding of American literature through consideration of a broad range of extracts in preparation for unseen critical analysis. You are also expected to consider comparisons between the novels you have studied. Literature post-1900 is a coursework unit. You will write two essays: one is a close reading of a poem, while the other explores connections between a novel and a play.

All texts are supported by a range of secondary material, including recently published critical articles and texts, while you are encouraged to enrich your experience of literary discussion by regularly reading *The English Review*. A wide variety of theatre trips and academic events form a vital part of forging active and meaningful interpretations of the set texts and their contexts. Our subscription to Digital Theatre + puts a world of drama at your fingertips, providing a wealth of productions and resources for all to enjoy.

How will I be assessed?

The first two components are assessed by closed-text written examinations at the end of your Upper Sixth year. As mentioned above, Literature post-1900 is a coursework unit, worth 20% of the A level.

Unit title	Exam time	Exam questions	A level %
Drama and Poetry pre-1900	2h30	Extended writing	40%
Comparative and Contextual Study	2h30	Extended writing	40%
Non-examined Assessment (NEA)		Coursework	20%

A Sixth Form lesson might involve…

- exploring and evaluating interpretations of Hamlet's inactivity
- discussing representations of gender in Christina Rossetti's poetry
- a close reading of a passage of American Literature

Mr S Lenton, Head of English

Geography

OCR

Why choose Geography?

Geography is a relevant and broad subject which caters for a range of interests and skills. The course relates to current global issues, and pupils are encouraged to find links to their own lives and experiences. Girls should be inquisitive, aware of global geographical issues, and have an appreciation of living as a 'global citizen'. Topics will be linked to real examples to broaden knowledge and raise global awareness. The course provides every pupil with the opportunity to apply and build on the fundamental building blocks of prior geographical knowledge. Pupils develop their knowledge and understanding of geographical concepts and appreciate the relevance of these concepts to our changing world. Through case studies, you will appreciate that people have different views of, and attitudes to, the world, its environments, and its issues. Discussion on a range of issues will develop an awareness of global issues and recognise the challenges of moving towards a sustainable future. The coursework element builds on fieldwork skills and data presentation and analysis.

What will I study?

1) Physical Systems. In the Coastal Landscapes topic you will learn about the processes that shape our coastline and the ways in which these are managed. You will assess the links between the carbon and water cycles as part of the Earth's Life Support Systems unit. You will cover a range of exciting case studies both locally and globally.

2) Human Interactions. You will investigate the reasons why people move within countries and between countries, looking at patterns of migration and barriers to movement. You will study the ways in which human rights differ between countries and the links between development and peoples' rights. The Global Migration topic is hugely relevant while the Human Rights unit is eye opening with a global outlook. Changing Spaces; Making Places is an exciting topic addressing the perceptions of place and the different ways in which we use spaces.

3) Geographical Debates. These two topics are more synoptic with links between Physical and Human Geography. As part of the Disease Dilemmas unit you will learn more about prevalent diseases and government responses. You will explore hazards in more detail in the Hazardous Earth topic, exploring the origins of the physical geography you see today and the ways in which people live in hazardous regions.

How will I be assessed?

Along with three exams, you will also complete an independent Non-Examined Assessment (NEA) which is worth 20% of the course. This is an opportunity to put together an enquiry question, design methods, collect data, analyse results and draw conclusions on an area of interest. A residential trip is organised to prepare for this through investigation of coastal landscapes and peoples' perceptions of place, as well as urban geography.

Unit title	Exam time	Exam questions	% A level
Physical Systems	1hr30	Multiple choice and extended essay questions	22%
Human Interactions	1hr30	Multiple choice and extended essay questions	22%
Geographical Debates	2hr30	Multiple choice and extended essay questions	36%
Non-examined Assessment (NEA)		Coursework	20%

A Sixth Form lesson might involve…

- experiencing first-hand evidence of changing physical landscapes
- discussing and debating key geographical issues such as migration and human rights
- developing evaluation skills to understand key geographical articles on topics including global disease

Mrs M Wood, Head of Geography

Government and Politics

AQA

Why choose Government and Politics?

A level Politics is an exciting two-year course that aims to help you understand the relationship between political institutions, processes and ideas. In the first and second years, you will study the government and politics of the UK and the US. In the second year, you will also learn about key political ideas on human nature, society and the state, and how these ideas have guided politicians to this day. You will develop an ability to analyse, interpret and evaluate political information critically, forming well-rounded arguments and reasoned judgements. Political developments can often take us by surprise and this course will help you make sense of these events and place them within their context. This course will suit you if you are interested in current affairs and politics in Britain and the wider world. There is no specific requirement for pupils wishing to study Government and Politics at A level other than a genuine interest in learning more about the workings of government and political debate, and an open, flexible and enquiring mind.

The skills developed are excellent preparation for reading Politics at university, either alone or in combination with another subject. They will also stand you in good stead for a wide range of professions, whether more humanities-based, literary or scientific.

What will I study?

The course is divided into three units. In Government and Politics of the UK, you consider a wide range of topics related to the UK Government, including the British constitution, devolution, parliament, the Prime Minister and Cabinet, the judiciary, and the role of the EU. You also explore democracy and participation, elections and referendums, and the influence of political parties and pressure groups.

In Government and Politics of the USA and Comparative Politics, you examine a range of issues related to the government of the USA and you begin to compare and contrast the approaches of the UK and US governments. Topics include the US Constitution, the judicial branch, the legislative branch, the executive branch, the electoral process and direct democracy, political parties, pressure groups and civil rights.

Finally, in Political Ideas, you conduct an in-depth exploration of the ideologies of liberalism, socialism, conservatism, and nationalism.

How will I be assessed?

The units are assessed in three written examinations taken at the end of Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Government and Politics of the UK	2h00	'explain', extract-based and evaluative essay questions	33.3%
Government and Politics of the USA and Comparative Politics	2h00	'explain', extract-based and evaluative essay questions	33.3%
Political ideas	2h00	'explain', extract-based and evaluative essay questions	33.3%

A Sixth Form lesson might involve…

- a whole-class discussion of UK and US current affairs and analysis and evaluation of the key points
- drawing comparisons between institutions and political processes in the UK and the US
- exploring the assumptions made by political thinkers and how these relate to ideas on the state and the economy

Dr E Lorimer, Teacher in charge of Government and Politics

History

AQA

Why choose History?

The great joy of History is that it is a study of humankind in all of its infinite complexity. We explore human nature, human failings, and human successes which were responses to events and attitudes that may be very different or very similar to our own. Choosing History means choosing to question and contextualise your own values and choosing to consider and understand other people's perspectives.

Our A level History course offers the opportunity to study periods of dramatic and revolutionary change in Britain, Europe, and the wider world. As you learn about civil war in 17th century Britain, revolution in 20th century Russia, and the independence movement in the 19th and 20th century India, you will encounter a number of compelling characters, about whom you will reach your own conclusions. In so doing, you will also venture into fascinating debates about fundamental issues such as the 'right' relationship between ruler and ruled, the 'ideal' economic system, and the 'best' way to express dissent.

The study of History requires curiosity, a love of the written word, and a willingness to make and challenge judgements about the past. The aim of the A level course is to equip you with a broad range of historical knowledge and understanding. You will learn to evaluate critically the significance of a wide variety of source materials and interpretations. As you progress through the course we hope to instil in you the confidence to define your own questions and set your own goals. We teach advanced skills of analytical writing and discussion that should carry you far, whatever your chosen university discipline and career.

What will I study?

The course is divided into three units. In the Breadth Study: Stuart Britain and the Crisis of Monarchy, 1603-1702 you will explore issues of change, continuity, cause, and consequence in this period through key questions about the crucial reigns of James I and Charles I and the 'British revolution', including 'How far did the monarchy change?', 'To what extent and why was power more widely shared during this period?', 'Why and with what results were there disputes over religion?', 'How effective was opposition?' and 'How important were ideas and ideology?'

In the Depth Study: Revolution and Dictatorship: 1917–1953: The Russian Revolution and the Rise of Stalin, you study in depth the coming and practice of communism in Russia. You will explore concepts such as Marxism, communism, Leninism, and Stalinism, ideological control, and dictatorship. This unit also enables you to consider issues of political authority, the power of individuals, and the inter-relationship of governmental and economic and social change.

Finally, you will complete a coursework unit, choosing between Britain and India, c.1857-1948 and The Norman Conquest, c.1042-1154. Whichever option you choose, you will conduct independent historical research, engage with a range of primary sources, evaluate differing interpretations, and construct a sustained historical argument. These research, analytical and essay-writing skills are central to success at A Level and beyond.

How will I be assessed?

The first two units are assessed by written examinations at the end of the Sixth Form. The third unit is a 4500-word coursework essay, worth 20% of the A level.

Unit title	Exam time	Exam questions	A level %
Breadth Study	2h30	partly historical interpretation	40%
Depth Study	2h30	partly source-based	40%

A Sixth Form lesson might involve…

- reading and analysing texts and sources on the causes of Stalin's purges – how was the murder of millions justified by the communist dictator?
- discussion and debate on the reasons for India's independence – does Gandhi deserve all of the credit?
- re-enactment, including by film-making, of the execution of Charles I

Mr N George, Head of History and Government and Politics

History of Art

Edexcel

Why choose History of Art?
History of Art explores the stories, ideas and people behind some of the world's most famous paintings, sculptures and buildings, while also introducing you to lesser-known works that are equally fascinating. You will develop the analytical skills and specialist vocabulary needed to interpret and evaluate art and architecture, gaining skills that will stay with you for life.

By studying artworks within their historical and cultural contexts, you will discover how art reflects society, beliefs and identity across different periods and cultures from around the world.

No prior knowledge or practical artistic ability is required, just curiosity and an interest in art, architecture and culture. As a humanities subject, History of Art develops strong essay-writing, research and critical-thinking skills, similar to History and English, while also sharpening your visual awareness and communication.
Beyond the classroom, there are regular trips to leading museums and galleries, including the Royal Academy and the Victoria and Albert Museum. Pupils can also take part in the popular Florence and Rome study trip and enter national competitions such as ARTiculation, SPoKE and Write on Art.

What will I study?
The course is divided into three areas: Visual Analysis, Themes and Periods.

In Lower Sixth, you will learn how to analyse and interpret artworks and buildings using specialist terminology. You will then study:

Nature in Art and Architecture: exploring how the natural world inspires artists and architects, from Turner and Hokusai to Van Gogh, Ai Weiwei and Frank Lloyd Wright.

The Renaissance in Italy (1420-1520): examining one of history's greatest periods of artistic achievement through the work of Michelangelo, Raphael, Titian, Donatello and Brunelleschi.

In Upper Sixth, you will study:
Identities in Art and Architecture: investigating how art represents status, gender, religion, nationality and ethnicity through artists such as Frida Kahlo, Jan van Eyck, Salvador Dalí and Marc Quinn.

The Baroque in Catholic Europe (1597-1685): exploring the dramatic art and architecture of Italy, France, Spain and the Spanish Netherlands through figures including Caravaggio, Bernini, Gentileschi, Rubens and Velázquez.

History of Art offers a unique opportunity to combine a love of visual culture with the study of history, ideas and society, developing skills that are valuable across a wide range of university courses and careers.

How will I be assessed?
Both units are assessed in written exams at the end of the Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Visual Analysis and Themes	3h00	extended writing, some visual stimulus	50%
Periods	3h00	short answers, extended writing	50%

A Sixth Form lesson might involve…

- exploring how artists' lives shaped their work. Why did Vincent van Gogh paint his famous swirling night sky while staying in a mental asylum? Why did contemporary artist Marc Quinn create a self-portrait using his own blood? You'll discover how art can reflect personal experiences, beliefs and emotions.
- debating big ideas such as *What is beauty*? and *Who decides what is beautiful?* By comparing artworks from different times and cultures, you'll explore how ideas about beauty, identity and perfection have changed, and sometimes stayed surprisingly similar, over the centuries.
- taking a tour of Wycombe Abbey to uncover architectural details and artworks you have passed every day without noticing. For example, did you know there is a beautiful rose window in our classroom, a feature normally reserved for cathedrals?

Ms E Bowen, Head of History of Art

Latin

OCR

Why choose Latin?

The A level Latin course is perfect for those of you who would like to extend your knowledge of the Latin language and read some of the greatest prose and verse literature in the original Latin language. Through studying Latin literature, you will acquire a deeper knowledge and understanding of the culture, politics and society of ancient Rome and will be encouraged to consider the influence of these great classical texts on later European literature and values.

Latin complements many popular A level subjects, particularly Classical Greek, French, Spanish, Mathematics, English Literature, Religious Studies and History. The Latin A level course will develop your linguistic, analytical and evaluative skills and as a result will provide an excellent foundation for a number of degree courses including Classics, Law, Ancient and Modern History, Archaeology, Anthropology, English, Philosophy and Theology. If you enjoy studying Latin language and literature and have a keen interest in the Roman world, A level Latin may be the course for you.

The A level Latin course is normally limited to those who already have Latin GCSE, as the course will build on the linguistic foundations which you have already acquired during your GCSE course.

What will I study?

The course consists of four units.

The Unseen Translation and Prose Composition or Comprehension units require you to translate both prose and verse unseens. You will also choose between an English into Latin exercise or a comprehension, with questions testing both basic understanding and your knowledge of syntax and grammar. The focus for much of these units is on building your vocabulary and knowledge of linguistic structures.

The Prose Literature and Verse Literature units cover set texts chosen from works by Cicero, Tacitus, Virgil and Ovid.

How will I be assessed?

The units are assessed in four written papers at the end of the Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Unseen Translation	1h45	translation of two passages of Latin, scan two lines of verse	33%
Prose Composition or Comprehension	1h15	translation, grammar, comprehension or translation of a passage into Latin	17%
Prose Literature	2h00	translation of a passage of set text, extended writing	25%
Verse Literature	2h00	translation of a passage of set text, extended writing	25%

A Sixth Form lesson might involve…

- exploring the historical context of an unseen translation passage
- analysing and discussing the various literary devices used by the greatest authors of the Roman world
- learning how to scan the metre of elegaics or hexameters in order to appreciate the sound of Latin poetry

Dr C Tsaknaki, Head of Classics

Mathematics and Further Mathematics Edexcel

There are two pathways in Mathematics available in the Sixth Form:

1. Mathematics A level (over two years)
2. Mathematics A level and Further Mathematics A level (over two years)

Mathematics A level (over two years)

Why choose Mathematics A level?

Mathematics A level is designed to build upon the mathematics studied at GCSE and prepare you for a degree with a significant mathematical component or where clarity of thought and logic are highly valued. It is challenging but interesting, introducing new ideas that some of the greatest minds of the millennium have produced. It serves as a very useful support for many qualifications as well as being a sought-after qualification for the workplace and for courses in higher education. The study of Mathematics A level will suit you if you enjoy the challenge of problem solving using algebraic methods. The Pure Mathematics content requires a very sound knowledge of GCSE or IGCSE Mathematics, particularly the sections devoted to algebra and trigonometry. The Statistics content extends the probability and statistics learned in GCSE and IGCSE Mathematics, and the Mechanics content extends the areas of GCSE and IGCSE Physics that deal with forces, velocities, momentum and energy.

What will I study?

The A level course is divided into Pure Mathematics, Mechanics and Statistics. Topics that are studied in year one of the course are built on in year two with the level of mathematics becoming progressively more challenging. In Pure Mathematics at A level you will extend your knowledge of such topics as algebra and trigonometry as well as learning some new ideas, including calculus and numerical methods. If you enjoyed the challenge of problem solving at IGCSE using such techniques, then you should find this course appealing. Although many of the ideas met in Pure Mathematics are interesting in their own right, they also serve as an important foundation for other branches of Mathematics, especially Mechanics and Statistics.

When studying Mechanics, you will learn how to describe mathematically the motion of objects and how they respond to the forces acting upon them, from cars in the street to satellites revolving around a planet. You will also learn the technique of mathematical modelling, that is of turning a complicated physical problem into a simpler one that can be analysed and solved using mathematical methods. Many of the ideas met in the course offer a vital introduction to such important modern fields of study as cybernetics, robotics, biomechanics and sports science, as well as to the more traditional areas of engineering and physics.

In Statistics, you will learn how to analyse and summarise numerical data in order to arrive at conclusions. The range of probability problems that started at IGCSE is thus extended by using the new mathematical techniques studied on the Pure Mathematics course. Many of the ideas met in this course have applications in a wide area of other fields - from assessing the cost of car insurance to probability of a comet hitting the Earth in the near future. It supports such subjects as Geography, Biology and Economics particularly well.

How will I be assessed?

The units are assessed in three examinations taken at the end of Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Pure Mathematics 1	2h00	calculators allowed	33.3%
Pure Mathematics 2	2h00	calculators allowed	33.3%
Statistics and Mechanics	2h00	calculators allowed	33.3%

A Sixth Form lesson might involve…

- calculating the sum of an infinite series to determine the distance travelled by an object
- modelling the rate of increase of a population of rabbits over time using differential equations
- using the normal distribution to investigate the waiting time at a doctor's surgery

Dr I Wallwork, Head of Mathematics

Mathematics A level and Further Mathematics A level

Why choose Mathematics A level and Further Mathematics A level?

This course aims to immerse you deeply in the incredible world of Mathematics. It is designed to prepare you for the study of a very mathematical course at university, for example, Mathematics, Physics or Engineering. Please note, a grade 9 at GCSE is required to take Further Mathematics at A level.

What will I study?

In the Lower Sixth you will cover the entire Mathematics course and some elements of the Further Mathematics Core Pure course. In the Upper Sixth you will complete the Further Mathematics Core Pure course and study the Further Mathematics Option modules.

The Further Mathematics content extends the topics covered in A level Mathematics, whilst introducing new topics such as complex numbers, linear algebra, polar coordinates and hyperbolic functions. It also allows the opportunity to introduce new concepts in Statistics, Mechanics and Decision. It is divided into four units: Core Pure Mathematics One and Two, and Further Mathematics Option One and Two.

How will I be assessed?

The units are assessed in four examinations taken at the end of Upper Sixth alongside the three examinations for Mathematics A level.

Unit title	Exam time	Exam questions	A level %
Core Pure Mathematics 1	1h30	calculators allowed	25%
Core Pure Mathematics 2	1h30	calculators allowed	25%
Further Mathematics Option 1	1h30	calculators allowed	25%
Further Mathematics Option 2	1h30	calculators allowed	25%

A Sixth Form lesson might involve…

- studying matrices which are used to control the motion of characters in CGI films.
- discussing the air flow over an airplane wing using complex numbers.
- using critical path analysis to schedule a workforce to complete a project.

Dr I Wallwork, Head of Mathematics

Modern Languages

French, German, Spanish and Chinese HSK

Why choose a Modern Language?
If you choose to study one or more of French, Spanish and German, you will be choosing to study an A level which will open unexpected doors to an impressive range of life skills and career opportunities. Wittgenstein famously said 'the limits of my language mean the limits of my world' and the paths that that can lead from further study of a modern language are numerous and sometimes surprising.

Learning a language helps to improve your decision making; it improves your skills of perception. Through the skills that you learn of prioritising, filtering and making quick decisions under pressure, this enables you to gain the ability to filter out irrelevant and unnecessary details. So in learning a foreign language, and thereby becoming adept at spotting misleading information, you are acquiring skills essential for negotiation, for building meaningful relationships. In short, you are improving and enhancing your future employability in every sector. Through the two years of the A level course, you will develop further your communication and comprehension skills, whilst deepening your understanding of the grammar of your chosen language(s), and you will acquire a cultural appreciation of your chosen country. You will explore the country's heritage through articles from newspapers, magazines, websites and, of course, through studying literature, films and music.

As you progress into the Upper Sixth you will focus on contemporary issues and you will need to keep up to date with current affairs and issues.

Naturally, studying a language outside your chosen target language country will never be as effective as learning it within the country, so it is hoped that you can spend part of your long holidays in the target language country and participate in school trips to put into practice what you have learned in the classroom.

You will need to have secured a high grade at GCSE to be able to join the Lower Sixth class. In all lessons you are encouraged to participate, respond, and share your opinions and views. In addition to weekly language and culture lessons, you will also attend weekly conversation lessons in small groups with a native speaker, who will help you prepare for the oral component and focus on your intonation, fluency and pronunciation. Attendance at the language-specific weekly News Club is considered to be an integral part of the course.

So, why study Modern Languages post-GCSE? Because it will provide you with so many more options after school. The skills learned through further study of languages are highly valued by employers, and you may need languages for all sorts of career destinations: doctors, psychologists, bankers, entrepreneurs, lawyers, the Lady Chief Justice (a Wycombe Abbey Senior who studied languages at Cambridge) to name but a few, all need language skills to communicate effectively.

To quote one pupil: 'It is a brilliant course and gives you the opportunity to tap into other cultures as well as studying a broad range of topics: history, literature, philosophy, politics, cinema … the list goes on!'

We offer additional Modern Language courses in the Sixth Form: Italian GCSE, DELF (Diploma in French Studies) and DELE (Diploma in Spanish as a Foreign Language) and you can find further information on these later in the booklet.

Modern Languages - French

AQA

What will I study?

You will examine social issues, social trends, politics, and current affairs and cultural matters as they pertain to France and French-speaking countries. As well as considering the impact of the French presidential elections, your work will include, amongst others, a study of equal opportunities in France; of social issues; of the changing nature of the French family; and of the impact of technology in our daily lives.

Cultural lessons will include references to significant events from 20th and 21st century French society, and we will discuss different genres of music and the influence of multiculturalism on listening habits in France. We also examine the evolution of cinema, from its origins in 19th Century France to present day, with a particular focus on studying the iconic French New Wave movement.

During your weekly conversation lesson, you can also expect to debate contentious and important issues relating to the contemporary francophone world, learning how to defend your opinion and analyse different points of view. The topics of your conversation lessons are closely linked to the A level course, and you will have the opportunity to research in-depth an aspect of francophone culture you have found particularly interesting.

In the Upper Sixth, you will explore the impact of the Occupation in France during World War II through study of Joffo's *Un Sac de Billes*, and at least another text, such as Tartuffe by Molière.

The weekly Wycombe Hebdo News Club also encourages pupils to present to their peers on a topic of their choice relating to current affairs in the francophone world. Moreover, Wycombe Abbey is building a strong reputation in the Joutes Oratoires debating competition, with our most recent participants winning the 2026 National Finals.

All French pupils will take part in cultural events throughout the year, including linguistic exchanges to France, trips to French Institut in London, events run by the Modern Languages Society, and a French club-ciné.

How will I be assessed?

You are assessed in an oral examination with a visiting examiner and two written papers. All are taken at the end of Upper Sixth.

Unit title	Exam time	Exam questions	A level %
Listening, Reading and Writing	2h30	comprehension and textual response translation into/from French	50%
Writing	2h00	two essays in French on set texts/films	20%
Speaking	c.22m	prepared and unprepared discussion	30%

A Sixth Form lesson might involve…

- familiarising yourself with the manifestos of French political parties and debating which party is best placed to govern France
- analysing the use and effect of different camera angles in a French New Wave film
- considering the impact of anti-Semitism in France during the Occupation and its legacy today

Miss S McIvor, Head of French

Modern Languages - German

AQA

What will I Study?

Studying A Level German will allow you to develop your linguistic skills alongside your understanding of the culture and society of the countries where German is spoken. The course focuses on how German-speaking society has been shaped socially and culturally and how it continues to change.

In the Lower Sixth, aspects of the social context are studied, together with aspects of the artistic life of German-speaking countries. In the Upper Sixth, further aspects of the social background are covered, alongside the German political landscape, both in relation to Germany itself and its place in Europe. The past and its role in shaping the present is viewed through the topic of reunification and its consequences, while the focus on young people and politics looks forward to shaping the future of German-speaking countries. During your conversation lessons, you can expect to debate contentious and important issues.

In culture lessons, you will study texts and film, for example *Die Verwandlung* by Franz Kafka and *das Leben der Anderen*. In addition, you will also have the opportunity to carry out independent research on an area of your choice.

How will I be assessed?

You will be assessed in an oral examination with a visiting examiner and two papers involving listening, reading, translation and writing skills. All papers are taken at the end of the Upper Sixth year.

Unit title	Exam time	Exam questions	A level %
Listening, Reading and Writing	2h30	comprehension and textual response translation into/ from German	50%
Writing	2h00	two essays in German on set texts/films	20%
Speaking	c.22m	prepared and unprepared discussion	30%

A Sixth Form lesson might involve…

- debating the pros and cons of Germany's decision to stop using all nuclear energy
- watching a film extract on the topic of immigration and discussing the issues involved
- presenting your research about a singer or group currently in the German charts

Mrs M Dworkin, Head of German

Modern Languages - Spanish

AQA

What will I study?

In the Lower Sixth, lessons will relate to the themes of social issues, social trends, politics, current affairs, the arts and cultural matters as they pertain to Spain and/or Spanish-speaking countries. The focus will be on the ever-growing influence and rich heritage of the Hispanic world, whilst evaluating how the viewpoint of today's Spanish speaking citizens is still being shaped by their diverse and deep-rooted set of customs, festivals and traditions. You will have time to consider the cultural significance of World Heritage Sites such as the Alhambra and Machu Picchu but also learn to appreciate the wealth of Spanish musical and artistic manifestations.

In the Upper Sixth, culture lessons will turn to a more interdisciplinary exploration of contemporary political issues that have arisen out of complex historical events. Through the set works in film and literature you will gain awareness of the impact of the Spanish Civil War and the dictatorial system that followed. A programme of extra-curricular Hispanic cultural events is offered throughout the academic year, including theatre trips to London, competitions and workshops twinned with other schools and the language immersion trip to Salamanca, a city regarded by many as the 'Spanish Oxford', which runs every other year.

How will I be assessed?

You are assessed in an oral examination with a visiting examiner and two written papers. All are taken at the end of the Upper Sixth year.

Unit title	Exam time	Exam questions	A level %
Listening, Reading and Writing	2h30	comprehension, textual response translation into/from Spanish	50%
Writing	2h00	two essays in Spanish on set texts/films	30%
Speaking	c.22m	prepared and unprepared discussion	30%

A Sixth Form lesson might involve…

- discussing the importance of politics in young people's lives
- looking at existing legislation against racism
- understanding the impact of the civil war and Franco's dictatorship

Mr L Fuentes Olea, Head of Spanish

Chinese HSK Qualification

What will I study?

In the Lower Sixth, lessons will relate to the themes of social issues, social trends, current affairs, education, work, and cultural matters as they pertain to China and Chinese-speaking countries and/or regions.

You will focus on the dynamism of the changes in modern Chinese society and its impact on shaping young people's ideas and values. There will be lessons to explore various aspects of Chinese cultural diversity, from traditional festivals to contemporary art and cinema.

In the Upper Sixth, lessons will turn to a more detailed exploration of themes related to hot topics of social media, such as work/life balance and environment protection. You will consider the more recent impact of technology breakthroughs on young people, as well as domestic social issues arisen from the widening gap between the rich and the poor and accelerating urbanisation. All Chinese pupils are encouraged to participate in cultural events throughout the year, such as workshops and dinners run by our Modern Linguists Society, the International Film Club, the Oriental Society, and lectures organised by the British Film Institute.

How will I be assessed?

You are assessed in an online oral examination by recording your answers following the instructions and one written paper. The Level 3 test is taken at the end of the Lower Sixth year, and the Level 4 test is taken at the end of the Upper Sixth year.

Level 3	Unit title	Examtime	Exam questions
	Listening	c. 23m	Comprehension, picture matching multiple choice
	Reading	30m	Comprehension, sentence matching, gap-fill, multiple choice
	Writing	20m	Write the correct character from the pinyin given, write a sentence from a picture and a given word
	Speaking	c. 15m	Repeat the sentences you heard, using Chinese to describe the pictures, unprepared discussion
Level 4	**Unit title**	**Examtime**	**Exam questions**
	Listening	c. 20m	Comprehension, multiple choice on dialogues and monologues
	Reading	30m	Comprehension, gap-fill, multiple choice, insert the missing sentences into a passage
	Writing	25m	Write a sentence from a picture and a given word, write a short passage of at least 80 characters
	Speaking	c. 20m	Retell in your own words what you heard, using Chinese to narrate a three-picture sequence, unprepared discussion

A Sixth Form lesson might involve:

- discussing the changing trends in the family from a Chinese perspective
- familiarising yourself with Chinese expressions and slang whilst exploring social issues through the medium of contemporary cinema and music
- a touch of traditional Chinese values to explore the Chinese philosophy about the relationship between humans and nature

Mrs X Wan, Head of Chinese

Music

Edexcel

Why choose Music?

Music A level is a hugely varied course that follows on naturally from the GCSE course. It continues to focus on the elements of Performing, Composing, Listening and the History of Music, but in greater detail and taking the associated skills to a higher level. The skills and content of the A level provide excellent preparation for studying Music at undergraduate level either at universities or conservatoires. The broad range of skills developed through the course – practical, aural, creative, analytical and historical – provide excellent preparation for a wide range of other humanities and language subjects at university. Many pupils choose A level Music alongside Maths and Sciences and this combination works extremely well.

You do not need to have followed the GCSE Music course in order to study the subject at A level, but you should be a competent instrumentalist or singer of at least Grade 6 standard at the start of the course and, if you have not studied GCSE Music a pass at Grade 5 theory would be helpful.

It is expected that you will play a full role in the extra-curricular life of the department to further enhance your performing experience and enable you to access the highest marks.

What will I study?

The course is divided into three units.

In 'Performing' you will perform regularly throughout the course, being involved in various aspects of the musical life at Wycombe Abbey, as a soloist and ensemble player. You will undertake recorded performances and listen back to them critically. At the end of the course you will produce a recording (either solo and/or ensemble) lasting a minimum of eight minutes. This unit is non-examined and is assessed instead by coursework.

For the 'Composing' component, you will compose in many different styles and will learn how to write four part vocal harmony in the style of J S Bach. At the end of the course you will have produced two submitted pieces. One will be a composition (either free choice or in response to a title given by the examination board lasting a minimum of four minutes. The other will be a harmony exercise, writing music by adding Alto, Tenor and Bass parts to a given Soprano line in the style of J S Bach (Bach Chorale). These coursework pieces complete the assessment for this unit.

In the 'Appraising' unit, you will study set works from each of these musical topic areas: Vocal music, Instrumental music, Music for film, Popular music and Jazz, Fusion (World Music), and New directions (20th and 21st century music). The set works will include pieces by J S Bach, Berlioz, Vaughan Williams, Debussy, Danny Elfman, the Beatles and many more. You will learn about the stylistic features of the genres, the historical context of the set pieces and how to analyse the music using technical vocabulary. You will also develop your aural skills. Set works will be studied in depth but there will also be a wider listening repertoire list provided by the examination board to introduce you to the work of other composers who wrote in those styles.

How will I be assessed?

Two of the three components – Performing and Composing – are completed through the submission of coursework which is then externally assessed. Each of these components is worth 30% of the A level.

There is one written examination taken at the end of the Upper Sixth year.

Unit title	Exam time	Exam questions	A level %
Appraising	2h00	Set works, melody/rhythm completion, listening, essay questions	40%
Performing	coursework		30%
Composing	coursework		30%

A Sixth Form lesson might involve…

- analysing the musical features of Bernard Herman's score for the movie, Psycho, and learning about the composer and historical context of the piece
- adding a bass line to a given soprano melody to provide a foundation for stylistic harmonic progressions
- composing a short composition exploring different ways of changing key

Mr S Reid, Director of Music

Physical Education

AQA

Why choose Physical Education?

If you are interested in building on existing abilities, at whatever level, and have genuine enthusiasm and enjoyment for the subject, then it may be the right choice for you. The A level seeks to develop your skills and abilities, challenging you to be a reflective participant and requiring you to be involved in activities in order to acquire knowledge and understanding as the basis for improved performance. The course is designed to encourage you to build on previous experience to enhance knowledge and increase understanding of the modern day sporting arena; evaluate and discuss current developments in sport such as the impact of new technology, sport-specific rehabilitation and use of ergogenic aids; develop an ability to appreciate the relationship between theory and practice and to apply theoretical knowledge to develop understanding of practical performance in sport; and pursue and develop the performance and analysis of one physical activity throughout the course.

The academic rigour of this subject is maintained by its weighting towards examination questions rather than coursework. It is an interesting course, requiring lots of different study skills, and will provide an enjoyable breadth and balance to your other studies.

What will I study?

The course is divided into three papers. In Factors Affecting Participation in Physical Activity and Sport, you study three topics: Applied Anatomy and Physiology, Skill Acquisition and Sport and Society. In the first topic, you develop knowledge and understanding of the changes within the body systems prior to exercise, during exercise of differing intensities and during recovery. You will interpret data and graphs relating to changes within the musculoskeletal, cardiorespiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport and the recovery process. In the second topic, you will learn how skill is acquired and the impact of psychological factors on performance, and will develop your understanding of the principles required to optimise the learning of new, and the development of existing skills. In the third topic, you explore the interaction between sport and society.

Factors Affecting Optimal Performance in Physical Activity and Sport also consists of three topics: Exercise Physiology and Biomechanics, Sport and Psychology and Sport and Society and Technology in Sport. The first topic considers the adaptations to the body systems through training or lifestyle, and how these changes affect the efficiency of those systems. Pupils develop knowledge and understanding of motion and forces, and their relevance to performance in physical activity and sport. The second topic explores the role of sport psychology in optimising performance in physical activity and sport. The third topic allows you to examine the interaction between sport and society and the technological developments in physical activity and sport.

The Practical Performance in Physical Activity and Sport paper is a non-examined assessment, where you are assessed as a performer or coach in the full-sided version of one practical activity. You also complete written/verbal analysis of your performance.

How will I be assessed?

Two of the papers are assessed in two written examinations at the end of the Upper Sixth. The third paper is a non-examined assessment, worth 30% of the A level.

Paper title	Exam time	Exam questions	A level %
Factors Affecting Participation in Physical Activity and Sport	2h00	multiple-choice, short answer extended writing	35%
Factors Affecting Optimal Performance in Physical Activity and Sport	2h00	multiple-choice, short answer extended writing	35%
Non-examined Assessment (NEA)		Coursework	30%

A Sixth Form lesson might involve…

- visiting Sport Science laboratories to complete physiological monitoring
- discovering the provenance of historical sports – Mob Football, Real Tennis and the Ancient Olympic Games
- creating links between your own psychology and behaviour in sport in relation to elite performers, such as Olympic medallists or World Champions

Mrs S Bryett-Windle, Director of Sport

Physics

AQA

Why choose Physics?

A level Physics provides an innovative and contemporary course, which encourages you to gain knowledge and understanding in Physics and its applications, and develops your enjoyment and interest in the subject. You will develop the skills to link theory to experiment in new and changing situations, and will acquire an appreciation of how Physics has developed and is used in present-day society. You will realise the importance of Physics as an endeavour which interacts with social, philosophical, and economic matters, you will recognise the quantitative nature of Physics and how mathematical expressions relate to physical principles. Physics is a suitable choice for you if you have found Physics interesting and enjoyable at GCSE or IGCSE, if you want to find out about how things in the physical world work, and if you enjoy applying your mind to solving problems. A grade 7 or above at GCSE in Physics is desirable. A good grade in GCSE Mathematics is also a requirement. It is not necessary to study A level Mathematics in order to be successful in Physics; there is a Mathematics for Science course which runs throughout the Sixth Form and is designed to equip you with the necessary mathematical skills if you are not taking Mathematics A level.

What will I study?

The course is divided into ten units. In Particles and Quantum Phenomena, you will venture into the exciting field of Particle Physics and be introduced to the fundamental properties and nature of matter, electromagnetic radiation, wave-particle duality and the photoelectric effect. Electricity builds on your knowledge and provides opportunities for practical work and discussion of important applications.

In Mechanics, you will be introduced to vectors, develop your experience of forces and energy, and learn how to analyse projectile motion. Materials involves the study of the bulk properties and tensile strength of materials, including some destructive testing. In Waves, your knowledge will be expanded to include refraction, diffraction, interference and superposition.

Fields explores one of the great unifying ideas in Physics. You will develop your understanding of gravitation, electrostatics and magnetic field theory and their practical applications, including planetary and satellite orbits. In Further Mechanics, your knowledge of mechanics is stretched to include circular motion and simple harmonic motion as well as forced vibrations and resonance. Thermal Physics considers the thermal properties of materials, specific heat capacity and latent heat. You will also extend your knowledge of ideal gases and the molecular kinetic theory model. Nuclear Physics covers the characteristics of the nucleus, the properties of unstable nuclei and the emission of alpha, beta and gamma radiation. You will look into how energy is obtained from the nucleus by fission and fusion.

We choose the final topic from the following: Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics or Electronics. We opt for Engineering Physics (the physics of rotating bodies, heat engines, and refrigeration). We encourage you to subscribe to Physics Review magazine which provides useful and interesting reading.

How will I be assessed?

The topics are assessed in three written examinations at the end of the Upper Sixth.

Paper title	Exam time	Exam questions	A level %
Paper 1 (Topics 1-5)	2h00	multiple-choice, short and long answer	34%
Paper 2 (Topics 6-8)	2h00	multiple-choice, short and long answer	34%
Paper 3 (Practical skills, data analysis, Topic 10)	2h00	short and long answer	32%

Your practical skills are also assessed throughout the course: you will need to demonstrate competence in 12 skills areas, from use of an oscilloscope to safe handling of ionising radiation.

A Sixth Form lesson might involve…

- observing particle tracks in a cloud chamber and forming hypotheses from your observations
- using quantum mechanics to explain the appearance of neon lights
- calculating the speed you would need to fire a rocket to escape the surface of Mars

Dr J Seddon, Head of Physics

Psychology

AQA

Why choose Psychology?

Psychology is the scientific study of the human mind and behaviour. The course builds on skills developed in both the sciences and humanities, blending scientific enquiry and practical research with critical analysis and evaluative writing. For that reason, Psychology is a discipline which combines the strengths of a wide variety of subjects. Hugely relevant and increasingly popular, it is a versatile, facilitating course which enables progression into several future career options. Psychology is particularly relevant to professions which require an understanding of human behaviour, including Medicine, Law, and Business, as well as specialised fields within Chartered Psychology.
The A Level is an exciting and rigorous course which caters for a broad range of academic interests.

Psychologists inspect the most captivating human phenomena and they aim to understand everything from phobias to gender dysphoria. The AQA syllabus is designed to give a broad overview of behaviours – some of which you will encounter in your everyday life, and others which are fascinatingly atypical - and then equip you with the scientific framework by which you can interpret them.

No prior knowledge of Psychology is required, but a curiosity about people and a desire to learn more about human experience is essential. A basic mathematical understanding (covered by the GCSE specifications) and an interest in conducting scientific research is helpful.

What will I study?

The course content is broad at A level, and pupils are aiming for three main Assessment Objectives throughout: Knowledge, Application, and Analysis.

Paper 1: Introductory topics in Psychology: this paper covers four main areas of Psychology – Social Influence (concepts including conformity, obedience, deindividuation and minority influence), Memory (theoretical models of how we store memories, as well as explanations for why we forget), Attachment (the study of early childhood development and what happens as infants bond to their caregivers) and Psychopathology (the study of mental illnesses).
Paper 2: Psychology in Context: This paper is split into three sections – Approaches (Behaviourism, Social Learning, Biological Approach, Psychodynamic Theory, Cognitive Neuroscience and Humanistic Psychology), Biopsychology (a closer look at the nervous system, the endocrine system, brain damage and biological rhythms and Research Methods. Much of this paper requires pupils to apply their knowledge of psychological theory to unseen scenarios.
Paper 3: Issues and Options: The Issues and Debates section of this paper is compulsory, but the remaining three topics are chosen out of a possible nine. This covers the 'Big Questions' in psychological research, such as Nature v Nurture, Free Will v Determinism and Reductionism v Holism. It also raises the highly relevant questions of gender and culture bias in research. Pupils will choose one topic from each block in collaboration with their teacher:
A) Relationships, Gender, Cognition and Development
B) Schizophrenia, Eating Behaviour, Stress
C) Aggression, Forensic Psychology, Addiction

How will I be assessed?

The course is divided into three papers, all of which are examined at the end of the Upper Sixth year.

Paper title	Exam time	Exam questions	A level %
Introductory topics in Psychology	2h00	multiple-choice, short and extended answer	33.3%
Psychology in Context	2h00	multiple-choice, short and extended answer	33.3%
Issues and Options	2h00	multiple-choice, short and extended answer	33.3%

A Sixth Form lesson might involve…

- solving a murder mystery where pupils must unpick the clues to find evidence of explanations for aggression
- class discussion and group debate on the evidence for free will or determinism
- learning about the localised regions of the brain responsible for specific functions, and observing what happens to human behaviour when these regions are damaged

Miss L Monteil, Head of Psychology

Religious Studies

OCR

Why choose Religious Studies?

The course combines the traditional with the modern and is designed to develop your interest and enthusiasm for the rigorous study of religion. It encourages the skills of enquiry and critical analysis in relation to issues in philosophy, ethics and theology and you will be encouraged to explore the contributions of key philosophers, while at the same time reflecting upon your own values and beliefs. You will then be required to articulate these through reasoned argument with reference to established scholarly thinking.

An interest in debating and a willingness to read around the subject are beneficial. No previous experience of Religious Studies or Philosophy and Ethics at GCSE is needed.

The course is an excellent foundation for those of you wishing to pursue Philosophy or Theology at university. It also acts as a good basis for those hoping to enter careers in law, the media, education and medicine. The study of Religious Studies complements many other disciplines and prepares you for the demands of academic study in a variety of fields including History of Art, Anthropology, Psychology, Politics and Law.

What will I study?

The courses is divided into three units: Philosophy of Religion, Religion and Ethics and Developments in Christian Thought. All units are taught across the two years of Sixth Form. The Lower Sixth course covers the Philosophy of Religion, Ethics and Theology, including a study of major philosophical influences such as the work of Aristotle and Plato and their relation to classical arguments for the existence of God, the philosophy of mind and the problem of evil. It also includes the exploration of ethical theories such as natural moral law, utilitarianism and situation ethics and the application of these to ethical dilemmas (eg sexual ethics and euthanasia). The course also draws connections between philosophy and theology through the study of Christology and Soteriology (salvation and the afterlife).

The Upper Sixth course builds upon the knowledge, understanding and skills developed in the Lower Sixth year. Topics which require detailed study include the nature and meaning of religious language and the challenge of logical positivism. You will also explore 20th-century perspectives of faith, including revelation and religious experience, religious pluralism and the challenge posed to traditional viewpoints by developments in sociology, psychology and secular approaches. A study of metaethics (the meaning of ethical language), business ethics and modern developments in ethical thought will also be pursued in relation to issues such as gender in society and theology. You are expected to extend your knowledge by reading around the subject.

How will I be assessed?

The papers are assessed in three written examinations at the end of the Upper Sixth.

Paper title	Exam time	Exam questions	A level %
Philosophy of Religion	2h00	extended writing	33.3%
Religion and Ethics	2h00	extended writing	33.3%
Developments in Christian Thought	2h00	extended writing	33.3%

A Sixth Form lesson might involve…

- reading Plato's allegory of the cave and deciding whether his view of knowledge is valid
- watching Richard Dawkins and Alister McGrath debate 'The God Delusion'
- applying Kantian Ethics and Utilitarianism to issues of corporate responsibility, like the Ford Pinto case

Mrs A Khan, Head of Religious Studies

The Carrington Programme

In 2021 Wycombe Abbey's Carrington Programme won the Creativity Award at the TES Independent School Awards.

The Carrington Programme empowers Sixth Form pupils to thrive academically, personally and professionally. We encourage curiosity about the world through inspirational talks, elective courses and careers focused activities. We promote leadership, critical thinking and resourcefulness through conferences. We aim to develop confident communicators and enterprising individuals who are equipped to flourish and excel throughout their lives.

Throughout the Lower Sixth you will receive four periods a week of teaching for the Carrington Programme. One double lesson per week will focus on preparing you for university style learning by teaching you the skills required to undertake an EPQ or UPP, and then enabling you to take a variety of University Preparation courses taught by specialists in different faculties. For the other double period each week the whole year group will have a session that will normally be a talk from Wycombe Abbey teachers or an external speaker on a wide variety of topics. Recent speakers have included F1 journalist, Lissie Mackintosh, body image and mental health campaigner Natasha Devon, and the MP for High Wycombe, Emma Reynolds.

In the Upper Sixth you will have one double period a week where you will have the option to choose three Elective courses that appeal to you. Previous options have included 'An Introduction to Philosophy ' , 'Upcycling Workshops ', 'Short Story Writing, and 'Mathematical Programming '. You will also take part in a Global Citizenship course, with lectures and workshops on voting, environmental issues and giving back. You will also have a whole year group session with various talks and activities, sometimes alongside the Lower Sixth.

The Carrington Programme will be enhanced by several immersive educational experiences, throughout the Sixth Form.

These include:

Communications Conference:

This conference aims to develop communications skills and understanding of how news media are produced. You will receive professional media training covering social media, presentation skills, PR, writing press releases, and television interview techniques. Skills will then be tested in an exciting media crisis simulation, where you will work under pressure to develop media strategies, draft press releases, manage social media and participate in television interviews with real-life news journalists.

Wycombe Management Conference:

This event is devoted to developing entrepreneurship, commercial awareness and business management. The two-day event is organised in a partnership between Wycombe Abbey and The Royal Grammar School, High Wycombe. The conference features business games and simulations designed to replicate the kind of challenges and choices faced by business leaders. Each company team is guided through the process by a mentor: a professional with first-hand experience of management and business decision making, and you will have the chance throughout the conference to hear from numerous business experts from a range of different fields such as Lord Bilimoria, Founder of Cobra Beer.

Leadership Summit:

This activity explores what it means to be a leader. You will have the opportunity to take charge in a variety of practical tasks, designed to test your leadership, decision making and teamwork. You will learn how to plan tasks, brief others on a course of action and to reflect upon your own and the team' s performance. You will be joined by pupils from other local schools so that you can experience working alongside and leading different people.

Academic Forum:

Prior to university interviews, this conference allows you to explore lateral academic thinking. Joined by pupils from partner schools, you will engage with some challenging debates surrounding the academic discipline you have chosen to study at university, followed by a series of inter-disciplinary team tasks to help develop your ability to think creatively and react to unfamiliar ideas.

Mr O Murphy, Deputy Head of Sixth Form

EPQ (Extended Project Qualification) AQA

The Extended Project Qualification is an opportunity for you to undertake a piece of independent and original research.

The course provides you with an introduction to research skills; following this you undertake most of the work independently under the guidance of a supervising teacher. You will work on completing a logbook of each stage of the planning and research process, honing an essay title which must not cover an area of the syllabus you have studied as part of your A level.

This qualification can be selected as an addition to A levels and certain UK universities give lower offers on condition of an A or A* grade in the EPQ. The EPQ requires self-motivation and a strong interest in the topic you choose to research. Essay-writing skills alone are not enough, as you will be expected to record in-depth evaluations of your planning and research into a logbook.

You will be taught a range of study skills in sessions with me and as part of your UP programme over the course of the LVI year, aided by a supervisor whom you will meet regularly to discuss your progress and receive feedback. At the end of the LVI Summer Term, you will submit your essay and present your project to an audience.

Girls in recent years have completed projects on the rise of the USA as an economic powerhouse in the late 19th-century, the transition of Romania from communism to the present day, the political apparatus in Aristophanes' comedies, the use of algae as a biofuel, and the theme of hierarchy in 1970s British sitcoms. The choice really is yours!

Mrs K Harrison, EPQ Coordinator

University Preparation Programme

In addition to your A level subjects and co-curricular pursuits, you will participate in timetabled University Preparation lessons in both the LVI and UVI. This rigorous, academic programme is underpinned by three key principles:

- Interdisciplinarity
- Collaboration
- Challenge

Your subject lessons provide you with many of the fundamental principles central to academic success, but, through this programme, we hope to prepare you for the academic rigours of university.

We will be exposing you to university-level material, preparing you for admissions tests, if applicable, and encouraging you to read beyond the syllabus and even your subject area. You will get as much out of this provision as you put in. You will be set reading and work to do outside of the lesson and your teachers will be writing reports about your progress.

In the LVI year, the programme comprises three four-week long courses which run through the Spring and Summer Terms.

During the Autumn Term of UVI, you move into subject-specific groups and work with relevant departments to fine-tune your applications and continue to develop your key skills and knowledge far beyond the A level syllabus.

Ms E Bowen, Head of Higher Education

Other Opportunities in the Sixth Form

The Sixth Form offers you many opportunities to extend and enrich your learning experiences, skills and abilities, and personal development. As this booklet goes to print, enrichment courses for 2026-2028 are still to be finalised. Further details will follow in due course but some of the best established and most popular are outlined below; **please note that these courses require a minimum number of pupils to run (usually at least five pupils).**

Modern Foreign Languages

Italian GCSE AQA

This two-year course provides the opportunity to learn Italian from scratch and achieve a GCSE qualification at the end. Results are always extremely high, with no less than an 8 being achieved over the years that Italian has been offered. You will have one double and two single periods per week in each year of the course, and one of the single periods will be dedicated to speaking practice.

The specification is AQA and the course will be assessed in all four skills (25% for each: Listening, Reading, Writing and Speaking).

The course will cover three main themes, each including some sub topics:

- Identity and Culture (Self, Family, Free Time, Technology)
- Local, National, International and Global areas of interest (Home Town/Region, Social issues, Health, Environment)

Study and Employment (School life, Education post 16, Employment)

Mrs C D'Andrea-Lee, Italian Teacher

DELE and DELF

These one-year courses offer pupils in LVI the opportunity to work towards B1 or B2 qualification in French and Spanish via the DELF (Diploma in French Studies) or DELE (Diploma in Spanish as a Foreign Language).

Many girls enjoy studying languages, and would like to continue building upon their skills and competencies, but find that their option blocks for A levels are already occupied by the subjects they plan to study at university. By working towards one of these official internationally recognised qualifications, pupils can continue their journey of linguistic development through the study of themes firmly rooted in Hispanic or Francophone culture and society. This qualification is a lifelong certificate recognised globally that would be an asset on any CV.

The exams test listening and reading comprehension skills, as well as written and oral expression, and they are pass/fail qualifications with no grading. They are very much based on communication, and there is no film or literature component.

Pupils will have one double lesson per week for the B1 courses, and two double periods per week for the B2 courses, and there is a requirement for a fair amount of independent work, so this should be taken into consideration when making a decision.

Sport

By Sixth Form, students are encouraged to choose from a wide range of activities, promoting an active and healthy lifestyle. In the Lower Sixth, participation in House Games is an option as part of the co-curricular afternoon, offering opportunities to represent your House in inter-house competitions.

Both Lower and Upper Sixth students also have a compulsory double Physical Education lesson each week. Activities include use of the Fitness Suite, squash, badminton, trampolining, basketball, swimming, tennis, climbing, golf, volleyball, netball, yoga, and fitness classes. For competitive students, school squads are available in lacrosse, netball, swimming, gymnastics, squash, skiing, athletics, tennis, cricket, football, badminton and fencing. Fixtures with other schools are held mid-week and on weekends.

Optional evening recreational clubs include climbing, squash, table tennis, volleyball, basketball, and active wellbeing classes. Additionally, a variety of paid extracurricular activities are offered, such as kickboxing fencing, kickboxing, ballet, tap dancing, rowing, trampolining, golf, tennis, and squash coaching.

Level 3 Certificate in Higher Sports Leadership

Sports Leadership at Wycombe Abbey is a valued programme that fosters independence, confidence, and key life skills. Through the course, students develop self-esteem, motivation, communication, organisation, and teamwork. The programme encourages active involvement in both school and community sport, regardless of ability level.

Wycombe Abbey hosts leadership events and tournaments that connect with local primary, prep, secondary, and special educational needs schools, placing the school at the heart of the wider community.

The Level 3 Certificate in Higher Sports Leadership is a nationally recognised qualification that builds on the Level 2 Award. It enables students to lead unsupervised sports and recreational activities.

The two-year course combines theory and practical learning, delivered during weekly Games lessons. There are no written exams; instead, assessment is based on demonstrated leadership in various settings.

In the first year, students organise and lead a sports event. In the second year, they volunteer during their community service placement.

To pass, students must complete all theoretical components, lead a successful event, and complete 30 voluntary hours. Final assessment is made by the class teacher and moderated by Sports Leaders UK.

Mrs S Bryett-Windle, Director of Sport

Music

The Sixth Form offers a wide range of group music-making opportunities. For singers, Chapel Choir is an auditioned ensemble of around 40 voices that leads weekly services and major school events like the Carol Services. Choral Group prepares a large-scale choral work for a joint performance with Eton each spring, whilst Holst Singers, a select chamber choir, showcases our most experienced vocalists. Instrumentalists of Grade 8 and above can join the Symphony or Chamber Orchestras, which perform at major events, including an annual London concert where select Clarence soloists play concerto movements. The Jazz/Stage Band explores lighter repertoire, often featuring pupil vocalists.

Advanced instrumentalists can also participate in Chamber Music, receiving weekly expert coaching. Sixth Formers have earned places in national ensembles such as the National Youth Orchestra and Choir, and several have secured choral scholarships to Oxford and Cambridge. Wycombe Abbey has won all three categories of the South East Schools' Chamber Music Festival, which it co-founded with Harrow and North London Collegiate School. Additional opportunities include pupil-led rock bands, the Gospel choir Phire, a new recording studio, and collaborations with Drama, such as the Whole School Musical.

Mr S Reid, Director of Music

Drama

Many girls pursue their interest in Drama by taking up or continuing with private Speech and Drama lessons. These lessons generally prepare you for a Grade 6, 7 or 8 Bronze, Silver or Gold LAMDA medal examinations in subjects such as Acting, Verse and Prose, Musical Theatre, and Public Speaking. They can also be used to increase your physical and vocal confidence. You can choose to work alone or with a partner, but if you are new to the School in Lower Sixth you will begin as a soloist so that we can assess your ability.

There is a bi-annual cycle of productions which is designed to ensure that there are opportunities for all members of Lower Sixth and Upper Sixth to participate in a variety of dramatic projects.

As well as performing, involvement can range from working front of house, make-up, set design, costume, lighting and stage management. Details about forthcoming auditions and productions will be advertised in School Meetings and promoted to Sixth Form pupils via the Drama Department prefect.

Sixth Formers interested in drama are also encouraged to attend Drama Society events and to help direct and produce Lower School drama productions and projects during the year. We find that involvement in the Drama Department brings a great sense of achievement and pleasure to all the pupils who take part.

Mr J Harrington, Director of Drama

Careers and Work Experience

TThere are many opportunities throughout the Sixth Form for you to investigate future careers, including meeting visiting speakers at Futures Forum and Career Spotlight events, and of course our flagship event; the annual Careers Seminar in the Autumn term. All LVI pupils are offered an opportunity to meet with a careers advisor and discuss their plans for university and beyond. We also encourage all LVI pupils to make full use of the Unifrog platform which provides a wide range of valuable tools to explore career options, understand more about your values, and keep a record of your skills and all the activities you take part in while at Wycombe Abbey.

Work experience is actively encouraged. Placements are valuable in allowing you to investigate careers and opportunities, assist your career planning, build your self-confidence, self-esteem and interpersonal skills, and to help support university applications. Work experience is essential for those of you wishing to studying Medicine, Dentistry and Veterinary Medicine. Given the short length of terms, it is recommended you carry out your work experience during school holidays. You should seek out a suitable placement through your network of family and friends, but the Careers Department can also provide assistance and has a growing number of links with organisations offering work experience opportunities.

For professional career insights, there are also various courses which usually run for one day and are often in the London area, though others can be longer and further afield. There is an impressive array of courses spanning career areas such as Law, Medicine, Cybersecurity, Engineering, Journalism and the Media, to name a few.

To avoid disruption to Sixth Form studies, most courses take place in school holidays and leaves. We are a partner school of InvestIN Education and you can therefore benefit from a 10% discount on any of their courses.

We also recommend other programmes which we think are worthwhile. During the summer holidays several banks, including Deutsche Bank, Goldman Sachs and Morgan Stanley run one or two-day courses designed primarily for female students who are interested in graduate careers and internships in financial services.

For those of you who would like to have a more extended experience of work after A levels, the Year in Industry is recommended for scientists, particularly engineers, and those interested in Business. We recommend that Economists should also apply to the IEA Summer School. Aspiring art historians may wish to participate in the John Hall programme in Venice. Those interested in STEM should investigate the Headstart courses in association with the EDT and also those provided by the Smallpeice Trust. Those with aspirations to pursue a career in Aeronautical Engineering or Aviation may wish to apply for the Sir Adrian Swire Flying Scholarship awarded annually to a Lower Sixth pupil.

Details of these programmes can be obtained from the Head of Careers and are also publicised on the Future Ready SharePoint site and through Teams. For any further support, the Head of Careers is happy to meet with you individually and runs regular drop-in sessions.

Mrs L Manning, Head of Careers

Tycoon Enterprise Competition

In the Lower Sixth you have the option of taking part in the Tycoon Enterprise Competition run by the Peter Jones Foundation. Working in small teams of between three and five pupils, you will come up with a business idea and produce a viable and costed business plan. This will be submitted to the Peter Jones Foundation to apply for a start-up loan. If you are successful in securing funding, you will then launch your business and trade over a specified period with the aim of making a profit. From any net profits following repayment of the start-up loan, the Peter Jones Foundation asks that at least 30% of any profits are returned to them to enable them to support more students. The remainder of your net profit should be donated to the School charities or can be reinvested in your business if you are to continue trading beyond the competition.

The competition runs across two terms and whilst it is great fun, it is also hard work and can be time consuming. You will have some regular mentoring sessions and will need to organise your own weekly team meeting. Typically, you will spend about three hours per week on your business. At certain times such as during the run up to a selling event, or when finalising your business plan, there will be an even bigger time commitment required.
You will do everything that a real business would have to do. You decide on what products to make and sell, or which services you think your company could offer. The companies are supported by mentors in School plus some volunteer business advisors and entrepreneurs from the wider community. As company members you will gain skills such as organisation, delegation, the basics of business finance and what it takes to be an entrepreneur.

After submitting your Tycoon Enterprise Competition evaluation report at the end of your trading period, your business will be judged and an overall winner, Key Stage 5 winner and runner up will be chosen. Finalists will be invited to the Tycoon Enterprise Awards Ceremony in the Autumn Term, usually hosted in central London. The overall competition winner will receive £1,000 of funding to assist in making their business sustainable.

Mrs A Kiln, Head of Economics and Enterprise

Volunteering

As one of the School's core values, Service is at the heart of the Sixth Form experience. Every pupil completes two placements at local primary schools during their Sixth Form career, and we offer optional volunteering opportunities within the local community in addition to this. This work forms part of our giveback commitment and fosters a sense of citizenship and awareness of the wider community. It is fundamental in fulfilling the School's stated aim of encouraging service to other people, many of whom are less fortunate than ourselves.

We have links with a wide range of organisations, including visiting the elderly in day centres, supporting children in playgroups, and helping out with local welfare organisations and charities.

As part of their Sports Leadership commitment, some girls assist with sports activities in local schools. We are in partnership with Horizon, a local sports club for young children with disabilities. Pupils in Lower Sixth and Upper Sixth offer a three-term commitment, helping teach swimming in our school pool, under the supervision of the coaches working for Horizons.

Volunteering is demanding, enjoyable, and rewarding. It enables you to gain invaluable experience of life and a measure of independence outside the boarding environment. It is all part of growing as a rounded human being and fosters our commitment to the wider community.

Padre Paul Stanaway, Chaplain

Leiths Certificate in Confident Cooking

Sixth Formers have the opportunity to sign up for the Leiths Certificate in Confident Cooking. The course covers knife skills, cultural dishes and involves a final practical examination assessed by Leiths. The course runs from September to June of Lower Sixth and is taught by an experienced chef. If you opt for this course, you must commit fully for the duration of the course as Leiths need a full set of marks for your menu planning and photographs of your cooking. It requires 2.5 hours practical cooking a week and there will be written weekly prep.

On successful completion of the course, candidates achieve a basic professional qualification, a pass or a merit certificate, which may enable them to gain employment in the food industry during their gap years, or it may even be the starting point of a career as a chef! All girls will be entered for the nationally-recognised online Hygiene and Safety Certificate, level 2. The course also meets the requirements in the skills section of the Duke of Edinburgh's Award.

There is a charge for this course and a letter will be sent home to parents during UV with all details and an opportunity to sign up.

Mrs L Prime, Head of Art and Cookery

Photography: Digital and Wet Processing

A photography course, delivered by Art staff, is offered as a paid extra to Sixth Formers. It is fun, creative and exciting. You will work in small groups, have the use of a digital SLR and a film camera and learn to develop your digital photography skills, as well as process negatives and black and white prints in the school darkroom.

A variety of skills and techniques will be taught and you will be encouraged to experiment and challenge your creative potential by using our photography studio.

The annual Photography Competition and a display in LAC offers the opportunity to showcase your work.

The number of places on the course is limited and is dealt with on a first-come, first-served basis. A letter will be sent to you in UV giving details of costing and inviting you to sign up for the course.

Mrs L Prime, Head of Art and Cookery

Senior Debating and Public Speaking

Debating has become an increasingly popular activity at Wycombe Abbey in the last few years. The Debating and Public Speaking Society meets every Monday evening, with a session primarily aimed at the Sixth Form, and especially the Lower Sixth. Skills you learn are useful for A level study and helpful in later life, particularly in interviews and presentations.

We compete regularly in the Oxford, Cambridge, LSE and Imperial Union School Debating Competitions, the English Schools' Mace competition, and others which fit into the termly calendar. If you wish to take part in public speaking, we also enter teams into the Rotary Club Youth Speaks Competition, in which we often see teams progress through to the later stages of the competition.

Each House also appoints a House Debating Officer who helps to prepare younger girls for the Junior House Debating Competition which takes place as a balloon debate every year; this is a key role which serves as another excellent opportunity to develop your own debating skills through coaching other girls.

Mr K Puwar, Teacher i/c charge of Debating and Public Speaking

Duke of Edinburgh's Award Scheme – Gold

The Gold Award is open to all girls in the Sixth Form. The award requires you to undertake extra-curricular physical recreation, to pursue a skill, to volunteer and give some form of service to others, and to plan and complete an expedition after the necessary training and practice. In addition, there is a requirement to take part in a residential project with the aim of meeting and working with others who are not already known to the participant. For this there is a wide variety of opportunities outside school such as conservation working holidays, learning to sail, Cathedral camps, Tall Ship voyages, Outward Bound Courses, and more.

The expedition is a challenging four day hike (plus an acclimatisation day) in difficult terrain. Completion of other sections (volunteering, physical, skills, residential) requires a lot of personal organisation and determination.

Expeditions are usually done on foot within the UK, in a 'wild country' area like the Lakes or Snowdonia. Each year, in the Easter or summer holidays, a walking expedition is arranged which you can use as your practice before your assessed expedition the following season.

Many of the extra-curricular activities available in school can be used to fulfil sections of the award, including sport and Sports Leaders, music, drama, and service in school as a Prefect or School Officer.

By bypassing Silver and moving straight on to Gold level on your 16th birthday, as most participants do, you can complete the Gold Award by the end of the Sixth Form.

Achieving an Award will give you many skills, build on your own confidence and give you an outward-looking view on life. You will be recognised for doing things you want to do (and may even be doing already). You will make a difference to other people's lives and your community, be fitter and healthier, make new friends and have memories to last you a lifetime. You probably won't have finished in time for your UCAS personal statement but you will find the Award can really make a difference for employers whether it is a work placement/internship, summer job or even your first career job.

All Gold Awards are presented at events held at the Royal Palaces and is something along with your own achievements that you will remember for the rest of your life. And above all, it is great fun! More information can be found at www.dofe.org

Mrs F Gee, Duke of Edinburgh's Award Leader

Model United Nations

The School's Model United Nations (MUN) programme is one of the largest and most active in the country, with over 100 girls taking part. The team has won numerous awards at conferences worldwide, including in Ireland, Spain and the United States. In 2025, they were awarded the Outstanding Delegation prize at Haileybury Model United Nations Conference, the UK's largest MUN conference, and last year saw further success with delegates winning individual and team awards at every event last year.

MUN gives pupils the chance to explore real-world issues such as conflict, climate change, economic development and human rights.

As diplomats and political leaders, they present ideas, debate solutions and negotiate agreements in simulations of international forums like the UN Security Council and General Assembly. The experience builds global awareness and develops valuable skills such as public speaking, critical thinking and teamwork.

The School also hosts WAMUN, a two-day international affairs conference for young people from across the UK. Geography students in particular benefit from the simulation of the Arctic Council, which links directly to themes in the A level syllabus.

Ms C Jones, Teacher i/c of Model United Nations

Science Activities

Sixth Form Science Activities broaden your laboratory experience and offer the opportunity to do and see things not usually encountered during A level science courses. The activities take place on a weekly carousel across the three sciences.

In Physics, you have the opportunity to find out about some of the experiments that are being carried out at CERN. The Physics behind these experiments is discussed, together with links to topics you have studied at GCSE and study at A level.

In Chemistry, you carry out various extractions and syntheses such as steam distillation of limonene and the synthesis of paracetamol, analysing the final product.

Science Activities in Biology cover experimental techniques such as extracting DNA from onions, studying anatomy via a whole-animal dissection or investigating the specifics of how pregnancy tests work. You will try out different practical methods and train to use equipment not available during timetabled lessons.

Industrial Gold Cadet

Additional to the above, the school takes part in the Industrial Gold Cadet scheme by the Engineering Development Trust where teams work with industrial mentors to tackle real life challenges.

Young Scientist International Journal.

Contributions to this journal can take the form of a report on some original research, a review article, a magazine article or a blog post – the choice is yours – and, as well as the obvious benefits of networking and boosting a CV, these contributions can contribute to a CREST award. Furthermore, as the year goes on, opportunities will become available to be part of the Senior Team of YSJ, which leads the four key areas of the journal - Editorial, Production, PR and Marketing and Outreach and Events.

Mr J Kelly, Head of Science

WA Racing Academy

Racing Academy is an exciting extracurricular programme offered to pupils from UIV to LVI, combining innovation, teamwork, and real-world engineering. This racing challenge invites teams of 4–5 pupils to design, build, and race miniature F1 cars using CAD/CAM software and compressed air propulsion. Pupils apply as a team at the start of the academic year to be part of this programme and commit to a weekly evening preparation session, where they develop skills in design, aerodynamics, marketing, and project management.

Pupils who successfully apply to be part of a team in LVI will have the opportunity to continue into the UVI.

For pupils studying Product Design at A level the department opens the workshop at regular points throughout the week.

DT will also be offering opportunities to do a variety workshop based projects throughout the year as part of the weekend activities programme.

Miss L Crampton, Head of Design Technology

Societies

There is a huge range of societies open to you in the Sixth Form. Some meet regularly, others only on occasion. Amongst the more popular societies are Amnesty International, Debating Society, Economics Society, WA Racing Academy, History Society, Medical Society, Law Society, Engineering Society, The Publication, and Politics Society. Several societies such as Politics, History, Law, Medical and Science invite distinguished speakers to address their members. Girls in the Sixth Form are the leaders and drivers of the societies – and if a society doesn't exist for your particular interest, you are encouraged to start it!

Without a doubt the highlight of our social scene is the Caledonian Society link with Eton. We have regular practices with the boys culminating in a fabulous St Andrew's Day Ball in School Hall at Eton in the Autumn Term and our own Burns' Night Ball in January - both wonderful events which are also great fun!

Appendix

Useful Higher Education Websites

Choosing a University, College or Course

- ucas.com — Comprehensive details of courses, offer levels and application procedures from UCAS, with sections for students and parents
- Unifrog — The universal destinations and careers platform
- discoveruni.gov.uk — Search and compare undergraduate courses in the UK
- london.ac.uk/tasters — Excellent taster courses run by the University of London

University Courses outside the UK

- fulbright.org.uk — Information for US applicants
- australian-universities.com — Australian universities
- studentworldonline.com — Courses outside the UK

Further Information

Pupils will be asked to give us their initial list of A level choices by Monday 23 November 2026 after which option blocks will be fixed. The UV Parents' Meeting on Tuesday 5 January 2027 will be an opportunity for parents to discuss A level options further with teachers. Further changes to options will be possible after this date as long as they fit within the option blocks.

Information and advice on making choices can be sought from the following people:

- Miss Emily Boswell, Deputy Head (Academic)
- Mrs Jacky Tidbury, Assistant Head (Sixth Form)
- Mr Olly Murphy, Deputy Head of Sixth Form
- Mrs Laura Manning, Head of Careers
- Heads of Department
- Housemistresses
- Tutors
- Subject Teachers

Notes

Notes

WYCOMBE ABBEY

Wycombe Abbey, High Wycombe
Buckinghamshire, HP11 1PE

enquiries@wycombeabbey.com
+44 (0)1494 520 381
wycombeabbey.com

Registered Charity No. 310638