



SIXTH FORM

ACADEMIC GUIDE



Blundell's

FOUNDED 1604

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

TATLER

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INTRODUCTION

I have always thought that starting in Year 12 is one of the best moments of a school career. Finally, you can choose the subjects you are best at and you can pursue deeply held interests. You can cast off those subjects which you found difficult or less interesting and you can begin to attend to the things that you care about most.

In addition to that, you now become a member of the senior part of the school and teachers do treat you differently. They will expect more of you and will treat you as the young adults you are. Your classes are smaller, the lessons are more frequent and your rapport with those teachers will grow stronger. Day by day, much will be expected of you but there is much to enjoy too.

Of course, the academic programme is just one element of being in the Sixth Form at Blundell's. Life continues to offer the same opportunities that have been afforded to you in the past but now there is the opportunity to lead and to take greater responsibility. At Blundell's Lower Sixth pupils are the senior members of their houses and that means that House Monitors are selected from this year group. Pupils who join Blundell's in the Lower Sixth will join the top of the houses and if they are willing and show the necessary aptitude, they can become part of the house leadership team too.

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

At Blundell's our primary intention is to develop young men and women of consequence. We want to nurture your passions and interests so that when you leave here that you will care deeply about the world and the impact you can have on it. Not only that, but we want to instil in you the self-belief that you can make a difference. Through your studies and your interactions, through activities on the sports fields and on the stage and wherever else in school, we want you to leave develop a skillset and the accompanying perspective that will leave you well prepared for the challenges ahead.

Above all else, whether you continue to the Sixth Form from Year 11 at Blundell's or whether you join us from another school, you will be members of the Blundell's community and that is something you can draw on for the rest of your lives. It is a global network of men and women who have passed through our school and who continue to share in the spirit of Blundell's.

The Sixth Form years are the culmination of your schooling education. They should be the pinnacle of your achievement and your enjoyment. We would love you to share that with us at Blundell's.



Mr Bart Wielenga BEd Natal
HEAD

WELCOME



Blundell's is one of the South-West's oldest and most prestigious schools, combining strong academic achievement, with the best pastoral care: the welfare and success of our pupils is our top priority. Most of our Year 11 pupils choose to continue into the Sixth Form, where they are joined by more than 20 pupils from other schools in the UK and overseas. The deep and enduring friendships formed at Blundell's, fostered by the school's fantastic community spirit, together with the intellectual, physical, and cultural interests they develop here, provide our pupils with skills for life. Blundellians are unpretentious and well rounded: academically, in the art studio, on the sports field, in the theatre and on the musical stage.

Learning at Blundell's is a purposeful, rigorous and, above all, an enjoyable experience, and we are very proud of what we are able to offer our pupils. We welcome young people with the drive and enthusiasm, supporting them in getting the most out of the education we offer.

“

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

RECENT LEAVER

”

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

Innovative teaching delivers inspiring lessons, challenging our pupils to be intellectually curious and adventurous. Pupils achieve highly as they are known individually and as individuals; we recognise that each will learn in different ways and we support this, whilst emphasising the importance of independence and interdependence in their learning. Our highly effective academic approach is based on the very latest research into the way in which pupils learn. Self-efficacy, derived from both believing that you can succeed and being believed in, is key. We know that a young person with drive and determination to do well, whatever their academic ability, will find achievement at every turn. Enrichment and collaborative working is the essence of our curriculum, opening pupils' eyes to the fact that not everyone sees the world in the same way, and preparing our young people for higher education and the workplace beyond.

As part of the well-rounded education that Blundell's offers, there is an extensive programme of co-curricular activities that take place outside of the classroom, and the school week in the Sixth Form is full and fulfilling as pupils develop skills and discover new interests. Whether they are in lessons, on the sports field, on stage, partaking in outdoor pursuits, the Combined Cadet Force or one of the many clubs and activities on offer, our aim is for them to develop leadership, tenacity and self-confidence. We expect our pupils to collaborate, to share ideas, and to challenge and support each other.



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

All pupils, whether day or boarder, are attached to a Boarding House, and the strong and comprehensive network this provides is fundamental to the first-class pastoral care the school delivers. The individual conversations and relationships pupils have with their Tutors are key to our approach. We ensure that our Sixth Formers have opportunities to socialise outside their Houses and subject departments. Events range from weekly 'Tea and Cake' in the Blundell's Café, to a Year 12 pizza evening, a game of Bingo with Year 9, a Board Games night, and a Sixth Form Halloween silent disco!

The School looks to our Sixth Form pupils to set a strong example and positions of responsibility and leadership are awarded to pupils in Year 12, as House Monitors, and in Year 13 as Heads of School and Monitors. Distinctively, we have our own dedicated Year 13 Boarding House, Westlake, preparing pupils for life beyond Blundell's. Overall, the school provides a real sense of community, with many opportunities in the years after Year 13 for Old Blundellians to network and join together through the OB Society.

With outstanding pastoral support, progressive and stimulating teaching, a breadth of co-curricular opportunities and a supportive community, Blundell's is proud of its school and of the achievements of its pupils.

Rebecca Isdell-Carpenter
HEAD OF 6TH FORM

WE **ADDED**

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

Most
Popular
Universities

EDINBURGH
BIRMINGHAM
NEWCASTLE
BATH
BIRMINGHAM
OXFORD
SOUTHAMPTON
IMPERIAL
BATH
BIRMINGHAM
OXFORD
SOUTHAMPTON
IMPERIAL
UCI

93%

OF BLUNDELL'S
A LEVEL STUDENTS
GAINED THEIR FIRST
CHOICE UNIVERSITY

At Blundell's we are extremely proud of our pupils' progress. They consistently perform to an excellent standard at GCSE and A Level, while our value-added regularly places us among the top schools in the country for this crucial measure. We are proud not to be an academically selective school, but can justifiably claim to serve each and every one of our pupils as well as anywhere in the country. Overall we added almost half an A-Level grade per subject to each of our Year 13 pupils over the last three years compared with the average for an independent school. Over 85% of our pupils are placed in their first choice of University and our specialist programs are very successful with pupils gaining offers from Oxbridge each year and 80% of pupils on our (non-selective) Medic/Vet programme over the last 4 years receiving offers. In addition, the results of the top half of our A-Level candidates confirm that we are a school at which the very strongest candidates thrive, with these pupils gaining over 70% A*/A and over 90% A*-B in each of the last three years. This compares favourably with the most academic co-educational schools across the country.

This booklet has been compiled to help you, the pupil, make the best possible decisions about joining us here at Blundell's, for the Sixth Form, and to introduce our academic courses. Here at Blundell's we focus on the individual. We do not ask you to choose from blocks; we ask you what you want to do, and we build our timetable blocks around this. We encourage you to begin Year 12 with four A Levels. You should bear in mind that sometimes the fourth subject that you were unsure about, becomes your favourite! There is flexibility in the first term and advice on offer if you become unsure about subjects, wish to change, to try another one, or conclude that it is best to relinquish one.

In Year 13, three A Levels is the model (apart from those doing Further Mathematics). You are encouraged to have completed an EPQ by Year 13, over the summer holiday.

HOW DO I CHOOSE MY A LEVELS?

Your guiding principles here are to consider new subjects, think breadth and about what you enjoy and are good at.

There are three key factors you should bear in mind when making your choices:

1 SOME CAREER PATHWAYS ASK FOR SPECIFIC SUBJECTS AT A LEVEL

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

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

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

3 CHOOSE A SUBJECT THAT YOU WILL ENJOY

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

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ANCIENT GREEK

WHY STUDY ANCIENT GREEK?

A Level Greek is an immensely rewarding course which will suit someone who enjoys the language itself and has an interest in the classical world.

For pupils wishing to progress onto Higher Education Classics qualifications can be extremely useful. Pupils not only acquire specific knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. They learn to formulate and support an argument and gain a valuable understanding of cultures very different to their own. It connects Sciences and Maths with a Language or a humanity.

Having Greek on a CV or UCAS form will really impress admissions tutors and prospective employers. We study the grammar and vocabulary in greater depth and also learn about history, politics, philosophy and religion of the Greeks with reference to the set texts, which are studied as works of literature in their own right. Thus, by the end of the course, you will be able to read many of the major authors of the Greek world.

A qualification in Greek at A Level is evidence of clarity of mind valued in all walks of life. Employers hold Classicists in high regard, because of their ability to think logically, and their well-developed communications skills. Gaining a good grade in Greek at A Level is viewed as excellent proof of a pupil's academic and intellectual abilities by admission tutors in a wide range of university disciplines, but especially Law, Medicine, History, Politics, Modern and Oriental languages, Archaeology, Theology, English as well as Classics.

The department is well equipped and possesses 4 teaching rooms, all wirelessly networked and with smart board or screens. There is an extensive departmental library, to which all pupils are given access, as well as a wide range of digital materials. Where appropriate, we take trips to the British Museum, local museums and talks, as well as trips to Greece or Rome, where possible. There are opportunities to enter nationwide essay writing and translation competitions.

The Classics Department are happy to discuss the possibility of offering Classical Greek, which can be done on timetable.

Please contact Mrs Milne (rem@blundells.org)

EXAMINATION BOARD

OCR H444.

Click on the QR code for active web link.



ASSESSMENT

This is a linear course and all written examinations taken at the end of year 2, in each of the components listed below. There are formal internal written assessments taken in at the end of year 1, but these do not contribute to the final award.

Set texts change every 2 years. Those below will be examined in 2023/4 .

UNSEEN TRANSLATION AND COMPREHENSION

2 written papers worth 150 marks

We work through some exciting authors to prepare for this paper, getting an insight into life in the Greek world.

PROSE LITERATURE

2hr written paper worth 75 marks

We study some philosophy from Plato's *Symposium* as well as enjoying some great historical writing from Thucydides (Book 6).

VERSE LITERATURE

2hr written paper worth 75 marks

Everyone should study Homer and so *Odyssey 1* is our first set text, followed by some great Tragic writing from Sophocles' *Ajax*.

ENTRY GUIDELINES

GCSE Greek at Grade 6 or higher.

TEACHERS

Miss E P Sage

Mrs A M Cox

BA, PGCE

MA, PGCE

WHERE IT LEADS

An A Level in a Classical language is highly regarded by admission tutors in all University arts faculties, not merely those teaching pure Classics. The language and communication skills acquired are valuable in professions as the Law, journalism, media skills, advertising, banking and accountancy.

ART & DESIGN



WHY STUDY ART & DESIGN

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

At A Level, there are two options available in Art and Design currently. Both are 2-year courses. You may take a general practical course (Fine Art), which will include the choice of responding in drawing, painting, sculpture, print, glass, ceramic and photography or you may specialise in photographic process (Photography). Each course will have a clear guide available which will give information on our expectations and assessment.

FINE ART

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

PHOTOGRAPHY

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

The focus for both options in Year 12 is strengthening Experimentation, Research and Development skills. The pupils are encouraged to explore their own ideas and interpretations as much as possible whilst appreciating and analysing other cultures and the work of other artists. In the final Year 13 a 1000-3000 word investigation into an individual area of interest is an integral and supporting part of the coursework. Keeping an exciting and up-to-date sketchbook is fundamental to the course and a vital record for assessment. Inspiration is taken from trips to galleries (London, Exeter, New York, Paris, Amsterdam), workshops from visiting artists and the excellent Art library and Art IT resources facility in the Popham Centre.

The A Level AQA Fine Art specification includes drawing for purpose within a Coursework Portfolio. Life-drawing and observational classes are also an important part of the course, which culminates in a day-long Royal Academy drawing workshop.

IMPORTANT- PLEASE NOTE: In order for pupils to have the opportunity to succeed in this course and create valuable work outside lessons, they must have their own Digital SLR Camera at A Level. There is an individual charge to offset printing and specialist materials particularly in Photography. This should not exceed £30 termly.

EXAMINATION BOARD

AQA

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ASSESSMENT

Blundell's School now offers A Levels in both Fine Art and Photography. The Personal Investigation for Year 13 is started in Year 12.

At Year 13 the pupils complete the coursework body of work (personal investigation) then prepare and in Spring Term sit a final practical externally set examination. One theme is chosen from 7 offered and the students follow an exploration of that theme followed by a 15 hour practical examination around Easter in Year 13. Lesson time after this can be dedicated to other A Level subjects prior to the main examination season.

ENTRY GUIDELINES

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

No prior specific experience is needed for the Photography course although the pupil must demonstrate an ability to apply self – discipline and communicate creatively.

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

TEACHERS

Mrs G Armstrong Williams	Director of Art, BA (Hons), GTP, GDST (Auckland)
Mr T Grant	BA (Hons), PGCE
Ms O F Hunter	BA (Hons), PGCE

WHERE IT LEADS

The value of creativity, individuality and strong problem-solving skills in all walks of life cannot be underestimated. A Level Art and Design is essential for entry into Art higher education either through a Foundation course or direct. It is useful for Architecture, Engineering and any design related course. It may lead to specialist courses in Fine Art, History of Art, Sculpture, Photography, Textiles, Fashion, Jewellery Making, Model Making, Film Making, Graphic Design, Animation or Interior Design. Increasingly Universities are keen to see pupils who can demonstrate an ability to express themselves and show they are able to problem solve creatively, regardless of the focus of their course.

Courses at GCSE and A Level are supported by regular visits from universities and professional Artists to enrich the experience of the pupil and assist in choices for further education.

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

“

The individual is at the centre of all we do in Art. Our close-knit team support students in small groups working with energy both collaboratively and independently to find their own creative visual language. Reaping the rewards for fostering relaxed, focused and happy students in lower years, our Artists feel secure and able to challenge themselves as individuals, make statements and communicate ideas with roots grounded in sound research and courageous trialling. There is music, lively debate, much laughter and respect, making it a place many consider a haven within and beyond the timetable. This is what we do best, we facilitate that vital space and freedom to find the qualities that make our students stand out. We welcome Alumni back for cake and guidance long after they have departed to continue their creative education.

”

MRS G ARMSTRONG WILLIAMS
DIRECTOR OF ART



BIOLOGY

WHY STUDY BIOLOGY

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

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

COURSE STRUCTURE

The A Level course provides pupils with an increased depth of both biological detail and investigative skills as a natural progression from GCSE.

Year 12 consists of four large topics: *Biological Molecules, Cells, Exchange in Organisms* and *Genetic Variation*. All topics will be assessed in preparation for the final papers at the end of Year 13.

The U6th year consists of a further four large topics: *Energy Transfers, Organisms Respond to Change, Genetics, Populations, Evolution and Ecosystems* and *Control of Gene Expression*; this also includes studies of areas of Biology which are more sophisticated and technological. These four topics together with the four from Year 12 will be examined in the Summer of Year 13 and include some synoptic assessment of Biology as a whole.

Pupils keep a practical log book as part of the practical endorsement which involves investigations being conducted to develop and assess the pupils' skills and understanding of How Science Works. These skills will be assessed within the written examinations at the end of each year.

The Department is well equipped and possesses five laboratories, one of which is specifically aimed at Sixth Form teaching. We possess a wide range of high specification practical equipment to enable pupils to gain experience of practical techniques such as microbiology and biotechnology. We are one of the few schools in the country to have the equipment enabling us to carry out PCR and gel-electrophoresis in house.

We are fully wirelessly networked, and we have multi-media projectors and Smart Boards, as well as interactive microscopes and a set of laptops so that IT can be frequently used to aid teaching and learning. All pupils are given individual access to a large library of electronic resources which are used as lesson support, revision aids, research material and extension work. These are interactive and can be highly tailored to meet the individual demands of our pupils.

A number of field trips and lectures given by experts from local universities and research institutions supplement the A Level syllabus. There is also the opportunity to participate in a Science Discovery Tour to USA during the summer holiday of Year 12, as well as competitions running throughout the year; Biology Olympiad, Sixth Form Essay Prize, specimen drawing and photography.

“

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

DR J A RATCLIFFE

HEAD OF DEPARTMENT

”

EXAMINATION BOARD

AQA Subject Code 7402

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ASSESSMENT

YEAR 12

Formal internal assessment comprising two written examinations (2 x 90 minutes). Short answer, comprehension and extended responses. These are internal assessments and do not contribute to the final award.

YEAR 13

Three written examinations (3 x 2 hours) Short answer, long answer, comprehension, extended response, practical techniques, data analysis and essay. Pupils will also be assessed over the two years on their practical competencies and awarded a 'pass' or 'fail' at the end of Year 13.

ENTRY GUIDELINES

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

TEACHERS

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

WHERE IT LEADS

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

BUSINESS STUDIES

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

WHY STUDY BUSINESS STUDIES

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

COURSE STRUCTURE

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

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

EXAMINATION BOARD

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ASSESSMENT

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

ENTRY GUIDELINES

Grade C or above in English and Mathematics.

TEACHERS

Mr T E Candler	Head of Dept, BA, PGCE
Mrs P E Bright	BA, MSc, PGCE
Mr L J Lewis	BSc, PGCE
Mrs B Jones	BA, MA

WHERE IT LEADS

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

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

PUPIL CASE STUDY

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

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

“

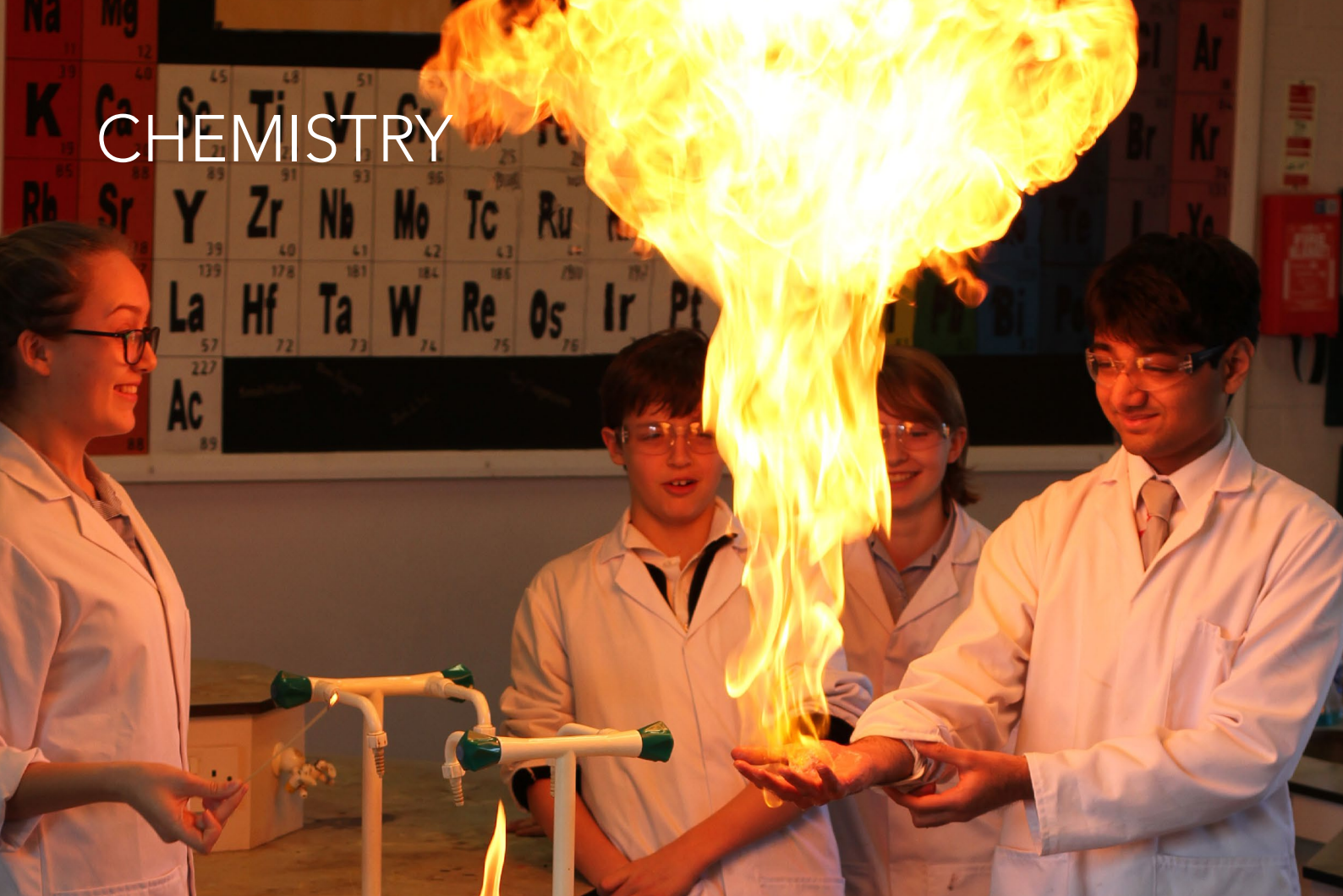
The support and opportunities offered to the Blundell's 6th form are enormous. I always feel there is someone I can turn to if I need help with anything, no matter how small. The extra future lessons are especially helpful with preparing ourselves for the next stage in life

HEAD GIRL

”



CHEMISTRY



WHY STUDY CHEMISTRY

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



COURSE OVERVIEW

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

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

The subject provides ample opportunity for enrichment, including International Olympiad, L6 Cambridge challenge and various RSC competitions. We have a close affiliation with the University of Bristol’s Chemistry Department and pupils are regularly invited to partake in workshops at their undergraduate laboratories.

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

A Level Chemistry is a very popular subject at Blundell’s, and we are proud of a fine record in examinations.

COURSE STRUCTURE

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

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

YEAR 1

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

YEAR 2

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

EXAMINATION BOARD

Pearson Edexcel

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ASSESSMENT

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

ENTRY GUIDELINES

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

TEACHERS

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

WHERE IT LEADS

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

CLASSICAL CIVILISATION

WHY STUDY CLASSICAL CIVILISATION

The first—and most important—reason is because it's a fascinating subject, with a huge breadth of subject matter. It is also a very useful subject. Classical Civilisation offers an important insight into where we come from and why modern society is the way it is. Classical Civilisation also raises vital questions about matters that we take for granted by comparison to very different societies. It develops one's appreciation of literature and one's use of the language. As an essay subject, Classical Civilisation trains pupils to collect a diverse range of information and to synthesise this information into clear, concise arguments. In learning about the Ancients, pupils will develop more familiarity with many of the references to the Classical world which abound in English (and European) literature.

- Skills of analysis, deduction, ICT, communication, discussion and essay writing are taught and fostered. Groups are lively and interactive with discussion and reading to support study.
- Classical Civilisation complements all other subjects in a variety of combinations, helping to broaden your general education.
- This subject is enjoying increasing popularity, both at A Level and as a university degree course.
- Classical Civilisation is listed on UCL's list of preferred A Level subjects and it is also listed on Trinity College, Cambridge's list of Generally Suitable Arts A Levels. It is also listed as a useful subject for degrees in Classical Studies and Philosophy in the Russell Group 'Informed Choices' document with ancient languages being mentioned as helpful for those wishing to study History.

Classical Civilisation is a way of studying Greek, Roman Culture and History without needing to learn Latin (or Greek). This allows a greater focus on the culture, literature and society of the Ancient World. The course explores the influence of the Greeks and the Romans on the Western World (its language, literature, art, culture and laws) and supports any subject. It is also excellent preparation for anything similar at a higher level, and subjects such as Law, Politics or Philosophy.

WHERE IT LEADS

Classical Civilisation is becoming increasingly popular, both at A level and University level. The language and communication skills acquired are valuable in a wide range of professions. Classics graduates are highly regarded and enter such professions as law, journalism and media, politics, advertising, banking and accountancy.

The department is well equipped and possesses 4 teaching rooms, all wirelessly networked and with smart board or screens. There is an extensive departmental library, to which all pupils are given access, as well as a wide range of digital materials. Where appropriate, we take trips to the British Museum, local museums and talks, as well as trips to Greece or Rome, where possible. There are opportunities to enter nationwide essay writing and translation competitions.

EXAMINATION BOARD

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

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COURSE CONTENT

Classical Civilisation is a 2 year linear course. Three written external exams are taken at the end of year 2, in each of the components listed below. There are formal internal written assessments taken in at the end of year 1, but these do not contribute to the final award.

Classical Civilisation is made up of three components:

COMPONENT 1: The World of the Hero

(2hr 20 written paper)

In this module we read the epic poems which are the foundations of our culture: Homer's Iliad & Virgil's Aeneid

COMPONENT 2: Culture and the Arts

(1hr 45 written paper)

In this module we study Greek Theatre: the Comedy and Tragedy plays from the fathers of their genre: texts studied are Euripides' Bacchae, Sophocles' Oedipus Rex, Aristophanes' Frogs; (other options include: Imperial Image of Augustus, the Invention of the Barbarian or Greek Art).

COMPONENT 3: Beliefs and Ideas

(1hr 45 written paper)

In this module we study Greek Religion. [Other choices include: Politics of the Late Republic, Love and Relationships or Democracy and the Athenians.

ENTRY GUIDELINES

No previous knowledge is required. No knowledge of Latin is required. All texts are studied in English. Classical Civilisation is a subject which can be chosen at A Level without having studied it previously.

TEACHERS

Mrs R E Milne
Mrs T R Griffiths

Head of Dept, MA, PGCE
BA, GTP

COMPUTER SCIENCE

WHY STUDY COMPUTER SCIENCE

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

COURSE STRUCTURE

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

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

EXCURSIONS

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

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

WHERE IT LEADS

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

EXAMINATION BOARD

AQA – Course 7517

Click on the QR code for active web link.



ASSESSMENT

PAPER 1

What's assessed: this paper tests a pupil's ability to program, as well as their theoretical knowledge of Computer Science from subject content 1-4 above.
On-screen exam: 2 hours 30 minutes

40% of A Level

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

PAPER 2

What's assessed: this paper tests a pupil's ability to answer questions from subject content 5-12 above.
Written exam: 2 hours 30 minutes

40% of A Level

Compulsory short-answer and extended-answer questions.

NON-EXAM ASSESSMENT

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

20% of A Level

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

ENTRY GUIDELINES

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

TEACHERS

Mr M P Dyer

Mr D E Morrison

Head of Dept, MSc, PGCE

MEng, GTP



DESIGN AND TECHNOLOGY

WHY STUDY DESIGN AND TECHNOLOGY

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

COURSE CONTENT

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

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

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

ENTRY GUIDELINES

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

TEACHERS

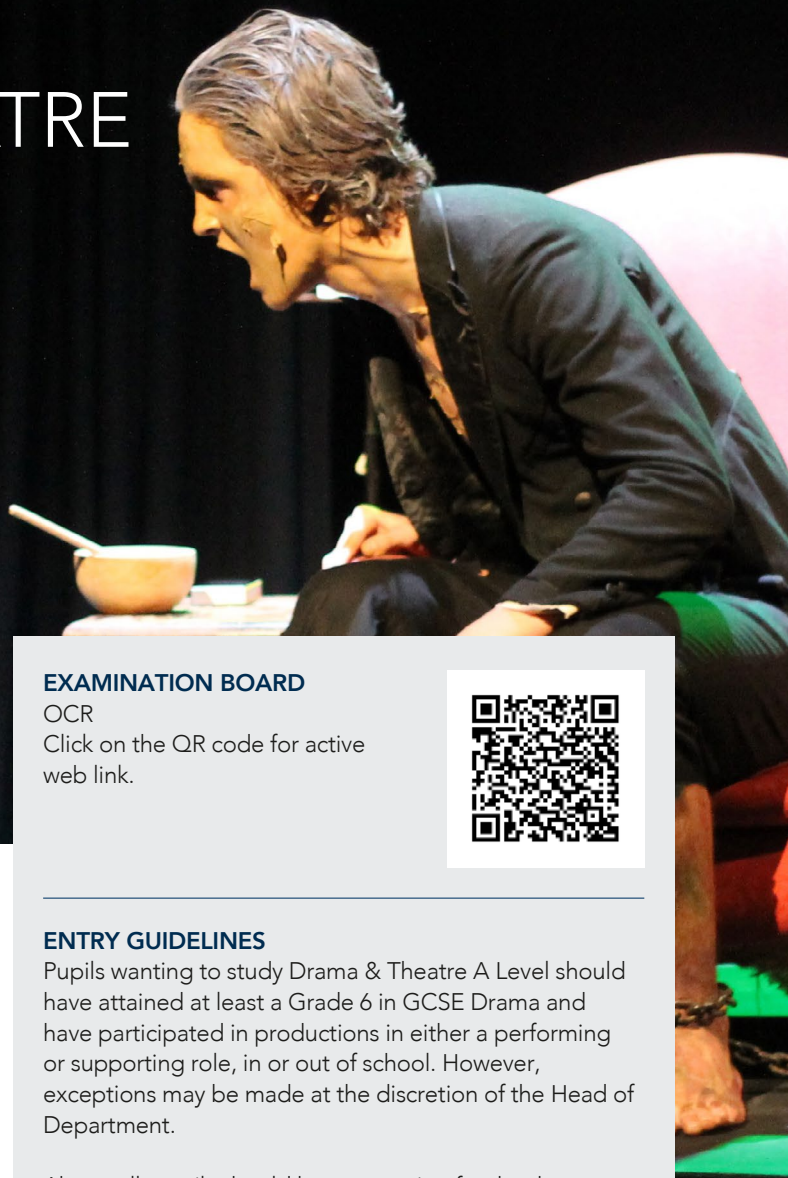
Mr B Wheatley
Mr T Frappart

Head of Dept, MA (RCA, PGCE)
BA (Hons), PGCE

WHERE IT LEADS

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

DRAMA AND THEATRE



WHY STUDY DRAMA & THEATRE

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

COURSE STRUCTURE

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

COMPONENT ONE:

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

COMPONENT TWO:

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

COMPONENT THREE:

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

COMPONENT FOUR:

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

EXAMINATION BOARD

OCR

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ENTRY GUIDELINES

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

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

TEACHERS

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

Head of Dept, BA (Hons)
Creative Director
BA (Hons), MEd, PGCE
BA (Hons), PGCE

WHERE IT LEADS

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

ECONOMICS



WHY STUDY ECONOMICS

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

COURSE STRUCTURE

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

WHERE IT LEADS

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

Harry Dixon left Blundell's with A-levels of AAB, A's in Economics and Business Studies, he took a gap year and has now completed the first year of his degree. Following success on the Blundell's team at the SW BASE accountancy competition he was successful at gaining a place on the Flying Start Accountancy BSc course at the University of Nottingham. The course is run in conjunction with the ICEAW (Institute of Chartered Accountants in England and Wales) and PwC, and as a result he will complete three work placements throughout his degree and will gain almost all of the accreditations to become a chartered accountant.

ECONOMICS INVESTIGATES HUMAN BEHAVIOUR; IT STUDIES DECISION-MAKING BY CONSUMERS, BUSINESSES AND GOVERNMENTS. THE DEPARTMENT AIMS TO GIVE PUPILS A FANTASTIC INSIGHT INTO THE FAST-MOVING WORLD AROUND THEM DRAWING ON HISTORY, FORECASTING THE FUTURE AND ANALYSING THE STATUS QUO.

EXAMINATION BOARD

Pearson / Edexcel
Click on the QR code for active web link.



ASSESSMENT

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

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

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

ENTRY GUIDELINES

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

TEACHERS

Mr T E Candler	Head of Dept, BA, PGCE
Mrs P E Bright	BA, MSc, PGCE

“

I believe Blundell's has a rare ability to enable students to excel in all their endeavours, whether it be music, rugby, academia, or all the above. For me, school has provided the support to continue all my extracurricular activities while maintaining my academics to a high level. This support is also felt within the sixth form community as we can help each other to achieve our individual goals. The camaraderie on the hockey astros is also something I particularly enjoy.

”

SIXTH FORM PUPIL

ENGLISH LANGUAGE



WHY STUDY ENGLISH LANGUAGE

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

COURSE STRUCTURE

EXAM 1: LANGUAGE, THE INDIVIDUAL AND SOCIETY 40%

Students will explore:

- Textual variations and representations – how genre, audience and mode of speech or written texts represent different social groups. This includes representations of gender, regional identity, sexuality and power. This also includes a study into how language use has changed over time.
- Children's language development (0-11 years) – students will examine how children learn to speak, write and read as part of their study, analysing their speech and early writing to explore their stages of development.

EXAM 2: LANGUAGE DIVERSITY AND CHANGE 40%

Students will explore:

- Language diversity and change - texts using different sociolects (to include social and occupational groups, gender and ethnicity) as well as texts using different dialects (to include regional, national and international varieties of English).
- Language discourses and creative writing skills – students will study how people react to the way that language changes in speech and writing. They will then complete their own creative writing to express their opinions and to persuade us that they are correct.

COURSEWORK: LANGUAGE IN ACTION 20%

- Language Investigation – students will complete an investigation into an area of language that interests them. For example, language and journalism; how children develop their language use through phonetics or perhaps how gender impacts language use.
- Original Writing – choose from articles, blogs, plays, television or film scripts, fiction, non-fiction, children's fiction or any other text type!



Possible topics:

- Representation of various groups through language (e.g. genders, regions or sexual orientation);
- Factors that impact language use such as a business environment or gender;
- How language has developed over time from 'old' English to the impact of a multicultural society;
- Child development of language from birth – written, verbal and oral;
- Students explore a variety of theoretical ideas/case studies in relation to representations and variety in language;
- Creative writing – pupils produce their own texts, independently selected, for their coursework.

“

I love the fact that, in Sixth Form, each student's needs are considered on an individual basis. Career possibilities and university progression is tailored to each student by the dedicated Sixth Form team, making choices informed.

”

MISS C MERCER

ACTING HEAD OF DEPARTMENT

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ENTRY GUIDELINES

It will suit anyone who gained at least a 6 in their English Language GCSE exam and can be combined with English Literature, sciences such as Chemistry and Biology and Psychology. It would complement both arts and sciences extremely well.

TEACHERS

Miss C Mercer

BA, PGCE (Assistant Head of English and Department Lead of Film Studies)

Mrs L C Thomas

BA, PGCE

WHERE IT LEADS

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

ENGLISH LITERATURE



WHY STUDY ENGLISH LITERATURE

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

COURSE STRUCTURE

COMPONENT 1: DRAMA

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

COMPONENT 2: PROSE

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

COMPONENT 3: POETRY

Pupils study a selection of post-2000 specified poetry (Yr 12) and a specified range of poetry from either a literary period (either pre- or post-1900) or a named poet from within a literary period (Yr 13).

COMPONENT 4: COURSEWORK

The freedom within the coursework component allows pupils to pursue more detailed work on two texts in a field of particular personal interest, offering excellent preparation for study at undergraduate level (Yr 12/13).

Overall, candidates explore individual works of literature, relationships between texts, and significant cultural and contextual influences.

A Level English Literature is an exciting, enlivening and exhilarating course that allows freedom of choice and includes elements of independent study. When possible, visits are organised to see productions of the texts studied, trips to places of interest, such as Stratford-upon-Avon and, keen to expose our pupils to as many speakers as possible, talks and workshops are held by visiting poets and authors. The annual Blackmore and Chesney Society Dinner is also of importance, as we invite a speaker to talk about the importance of the Arts and Humanities in education.



EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

The Pearson Edexcel Advanced GCE linear course consists of three externally examined papers and one coursework component. The qualification requires the study of eight literary texts, plus unseen poetry.

ENTRY GUIDELINES

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

TEACHERS

Miss R S Isdell-Carpenter	Head of English & Head of Sixth Form, BA, PGCE, CELTA
Miss C Mercer	BA, PGCE (Assistant Head of English & Department Lead of Film Studies)
Mr J S Shrimpton	BA
Mrs L C Thomas	BA, PGCE
Mrs E J U Worthington	BA, PGCE
Ms L M Hunt	MA, PGCE
Dr H S J Perrin-Haynes	PhD in English Literature, MA, BA

Texts may include:

Williams	A Streetcar Named Desire
Dickens	Hard Times
Walker	The Color Purple
Ishiguro	Never Let Me Go
Shelley	Frankenstein
Wilde	The Picture of Dorian Gray
Stoker	Dracula
Shakespeare	King Lear
Shakespeare	Twelfth Night

Selection of modern poetry from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011.

Keats	Selected Poems
Rossetti	Selected Poems

WHERE IT LEADS

As well as being a natural choice for those studying Arts or Humanities, English Literature is one of the eight A level subjects on the Russell Group list of preferred “facilitating subjects”. This means that whatever degree you are interested in, from Business to Biology, Medicine to Mechanical Engineering, English Literature is highly valued by admissions officers, as it develops and tests pupils’ communication skills, writing technique, research skills and critical thinking.

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

FILM STUDIES

WHY STUDY A LEVEL FILM STUDIES

A Level Film Studies is a course that offers pupils the opportunity to engage in a detailed study of Film and is designed to deepen the pupils' understanding, appreciation and enjoyment of what is arguably the major art form of the last hundred years.

The specification followed is designed to introduce pupils to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate.

COURSE STRUCTURE

COMPONENT 1: EXAMINATION (35%)

- Old and New Hollywood - we study *Casablanca* (Curtiz, 1943) and *Bonnie and Clyde* (Penn, 1967) to explore how Hollywood has changed from the golden age of the 1940s to the experimental period of the 1960s and 1970s.
- American Film since 2005 - we study *Inception* (Nolan, 2010) and *Beasts of the Southern Wild* (2014) to explore how film represents North American society.
- British Film since 1995 – we study *This is England* (Meadows, 2005) and also *Trainspotting* (Boyle, 1995) to explore how British film genres such as social realism represent British society and recent history.

COMPONENT 2: EXAMINATION (35%)

- Global Filmmaking Perspectives – we study *Pan's Labyrinth* (Del Toro, 2006) and *City of God* (Meirelles, 2002) to explore how filmmaking around the world use editing, cinematography, mise en scene, sound and dramatic performance to create meaning.
- Silent Film – we study a range of films by the silent comic Buster Keaton to explore how early films used film as a developing and brand new technology.
- Documentary Film – we study *Amy* (Kapadia, 2015) to explore how filmmakers use documentary techniques to explore their subjects.
- Experimental Film – we study *Pulp Fiction* (Tarentino, 1994) to think about filmmakers as auteurs who make use of experimental film techniques.

COMPONENT 3: COURSEWORK (30%)

- Students create either their own screenplay and accompanying storyboard of images or create their own 5-minute short film based on a given brief.
- Students evaluate the decisions they made in their creative project in an essay to accompany their creative project.

EXAMINATION BOARD

WJEC Eduqas
Click on the QR code for active web link.



ENTRY GUIDELINES

At least Grade 5 in GCSE English and/or English Literature.

TEACHERS

Miss C E Mercer
Dr Davina Quinlivan

BA, PGCE
PhD (KCL), MA (KCL)

WHERE IT LEADS

The subject has obvious vocational links to further studies/careers in Media and Film, as well as areas of the business world where these are increasingly important, such as Marketing. Equally, it complements any Arts/Humanities course of study, whether that be English, Drama, Art/Photography or, alternatively, it offers variety/diversity for those of a scientific or mathematical inclination.

GEOGRAPHY

WHY STUDY GEOGRAPHY

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

COURSE STRUCTURE

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

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

WHERE IT LEADS

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

EXAMINATION BOARD

CAIE (Cambridge Assessment International Education)
Click on the QR code for active web link.



ASSESSMENT

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

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

ENTRY GUIDELINES

Grade 4 or above in GCSE Geography

TEACHERS

Mr G A Bucknell	Head of Dept, BSc, PGCE
Mrs S L Holman	BA, PGCE
Mr C M Hamilton	BA, PGCE
Mrs B A Nuttall-Owen	BSc, PGCE
Miss E C Partington	BSc, MSc, PGCE

HISTORY

WHY STUDY HISTORY

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

COURSE STRUCTURE

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

WHERE IT LEADS

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

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

The A Level consists of three components:

BREADTH STUDY: The Tudors, 1485 - 1603

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

DEPTH STUDY: The Cold War, c1945-1991

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

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

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

ENTRY GUIDELINES

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

TEACHERS

Mr R E T Moore
Mrs C E L Flavell
Mr M R J Radley

Head of Dept, BA (Hons), PGCE
MA (Cantab), PGCE
MA (Oxon), MEd (Cantab), PGCE

“

6th form at Blundell's is the perfect preparation for Uni life. The responsibilities and privileges we have, give us a whole new experience of school and allow us to find our own way of doing things, that extra level of independence makes school so much more enjoyable

SIXTH FORM PUPIL

”

“

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

SIXTH FORM PUPIL

”

LATIN

WHY STUDY LATIN

Latin A Level is an immensely rewarding course which will suit someone who enjoys the language itself and has an interest in the classical world. It is a fantastic linchpin to connect Sciences and Maths with a Language or an humanity.

Having Latin on a CV or UCAS form will really impress admissions tutors and prospective employers.

Most of the grammar has already been met, whilst studying GCSE. We study the grammar and vocabulary in greater depth and also learn about history, politics, philosophy and religion of the Romans with reference to the set texts, which are studied as works of literature in their own right. Thus, by the end of the course, pupils will be able to read many of the major authors from the first century BC and the first century AD independently.

A qualification in Latin at A Level is evidence of clarity of mind valued in all walks of life. Employers hold Classicists in high regard, because of their ability to think logically, and their well-developed communications skills.

Gaining a good grade in Latin at A Level is viewed as excellent proof of a pupil's academic and intellectual abilities by admission tutors in a wide range of university disciplines, but especially Law, Medicine, History, Politics, Modern and Oriental languages, Archaeology, Theology, English as well as Classics.

The department is well equipped and possesses 4 teaching rooms, all wirelessly networked and with smart board or screens. There is an extensive departmental library, to which all pupils are given access, as well as a wide range of digital materials. Where appropriate, we take trips to the British Museum, local museums and talks, as well as trips to Greece or Rome, where possible. There are opportunities to enter nationwide essay writing and translation competitions.

COURSE STRUCTURE

This is a linear course and all written examinations taken at the end of year 2, in each of the components listed below. There are formal internal written assessments taken in at the end of year 1, but these do not contribute to the final award. Set texts change every 2 years. Those below will be examined in 2020/21 .

UNSEEN TRANSLATION AND COMPREHENSION

2 written papers worth 150 marks

We work through some exciting authors, such as Livy and Caesar, to prepare for this paper, getting an insight into life in the Roman world.

PROSE LITERATURE

2hr written paper worth 75 marks

We study Cicero's *Phillipic* and Apuleius *Metamorphoses V*

VERSE LITERATURE

2hr written paper worth 75 marks

Everyone should study Virgil and so *Aeneid XI* is our first set text, followed by some great poetry from Ovid's *Amores*.

EXAMINATION BOARD

OCR: H443.

Click on the QR code for active web link.



ENTRY GUIDELINES

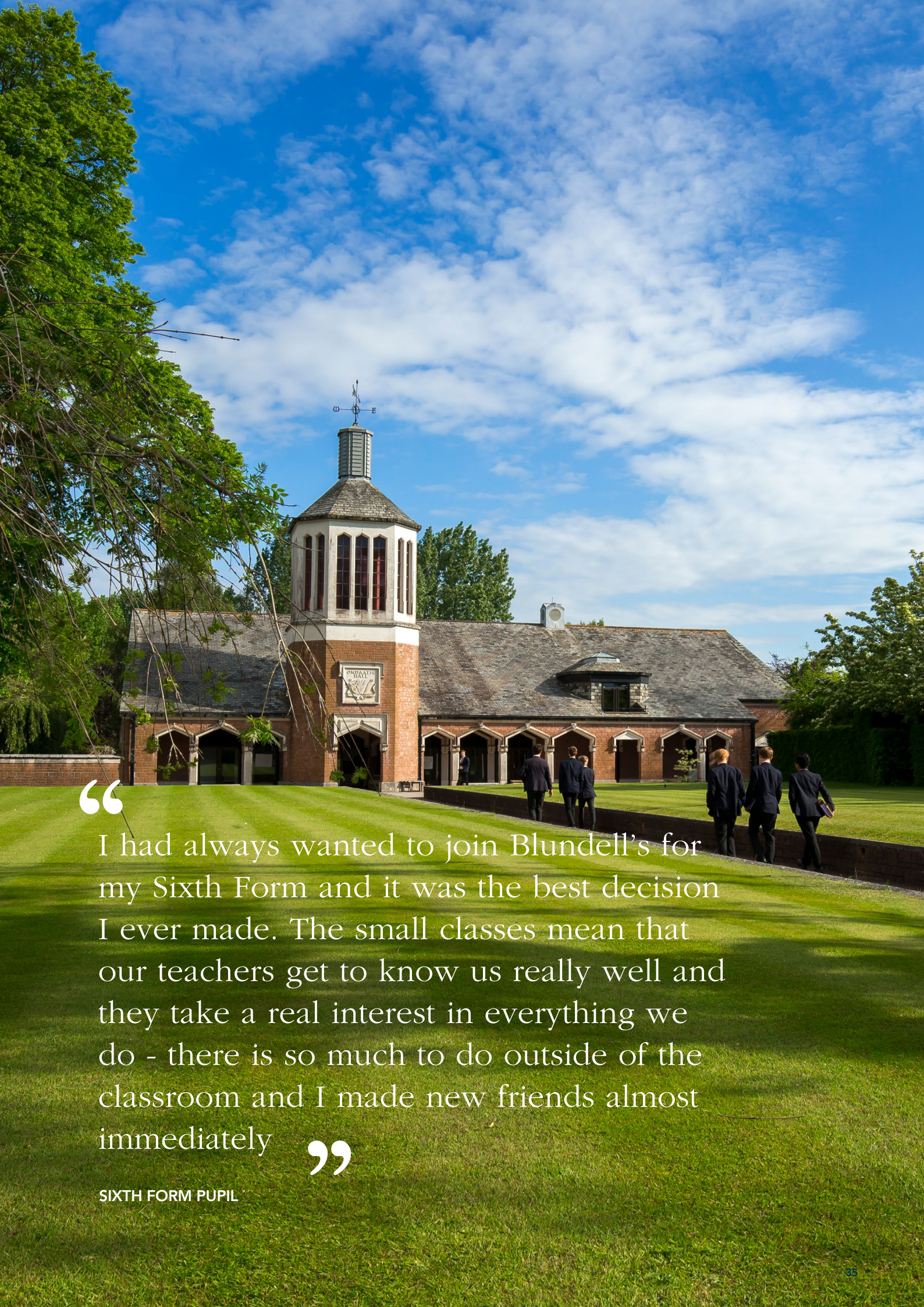
GCSE Latin at Grade 6 or higher.

TEACHERS

Mrs R E Milne	Head of Dept, MA, PGCE
Miss E P Sage	BA, PGCE
Mrs A M Cox	MA, PGCE
Mrs L M Bright	BA (Hons), PGDip

WHERE IT LEADS

An A Level in a Classical language is highly regarded by admission tutors in all University arts faculties, not merely those teaching pure Classics. The language and communication skills acquired are valuable in professions as the law, journalism, media skills, politics, advertising, banking and accountancy.



“

I had always wanted to join Blundell's for my Sixth Form and it was the best decision I ever made. The small classes mean that our teachers get to know us really well and they take a real interest in everything we do - there is so much to do outside of the classroom and I made new friends almost immediately

”

SIXTH FORM PUPIL

MATHEMATICS and FURTHER MATHEMATICS

WHY STUDY MATHEMATICS

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

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

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

COURSE STRUCTURE MATHEMATICS A LEVEL

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

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

COURSE STRUCTURE FURTHER MATHEMATICS A LEVEL

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

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



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

In 2019, we achieved 9 gold certificates, with 1 pupil advancing to the British Olympiad round 2.

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

MATHEMATICS

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

FURTHER MATHEMATICS

Paper 1:

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

Paper 2:

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

Paper 3:

Further Mathematics

Option 1 1hr 30mins, 75 marks 25%

Paper 4:

Further Mathematics

Option 2 1hr 30mins, 75 marks 25%

ENTRY GUIDELINES

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

TEACHERS

Mr H C Roffe-Silvester	Head of Dept., MEng, GTP
Mr M G Cachia	Assistant Head of Dept, MA, LLB, PGCE
Mr P H Gordon	BA, BEd, (Hons) NHED
Mrs N J Klinkenberg	BSc, PGCE
Mr P F Rivett	MA, PGCE (Oxon)
Mrs I Robinson	BSc (Hons), PGCE
Miss M C Jones	BSc (Hons), PGCE
Mr O Y Naylor	BSc (Hons)
Mr M P Bayliss	BSc (Hons), FRAS

WHERE IT LEADS

A Level Mathematics is essential for entry to a Sciences degree, with Physics and/or Chemistry. It is strongly recommended for degrees in Medicine, Engineering, Economics and Business Studies, Architecture, Psychology, Veterinary Science and Accountancy.

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

“

The Sixth Form community at Blundell's has been the perfect conclusion to secondary school for me.

Blundell's has a unique environment which is so welcoming for those joining in Sixth Form where the final two years fly by with opportunities and events throughout

”

HEAD BOY

MODERN LANGUAGES



WHY STUDY MODERN LANGUAGES

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

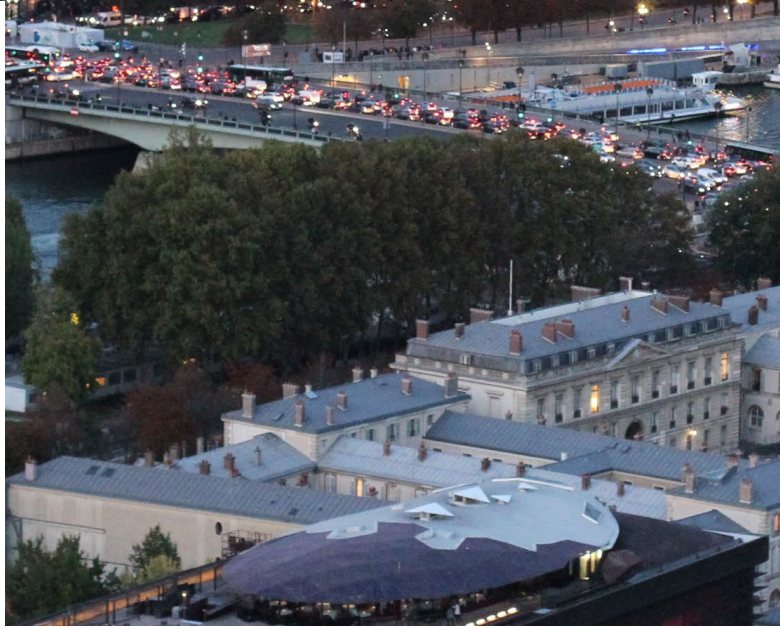
COURSE STRUCTURE

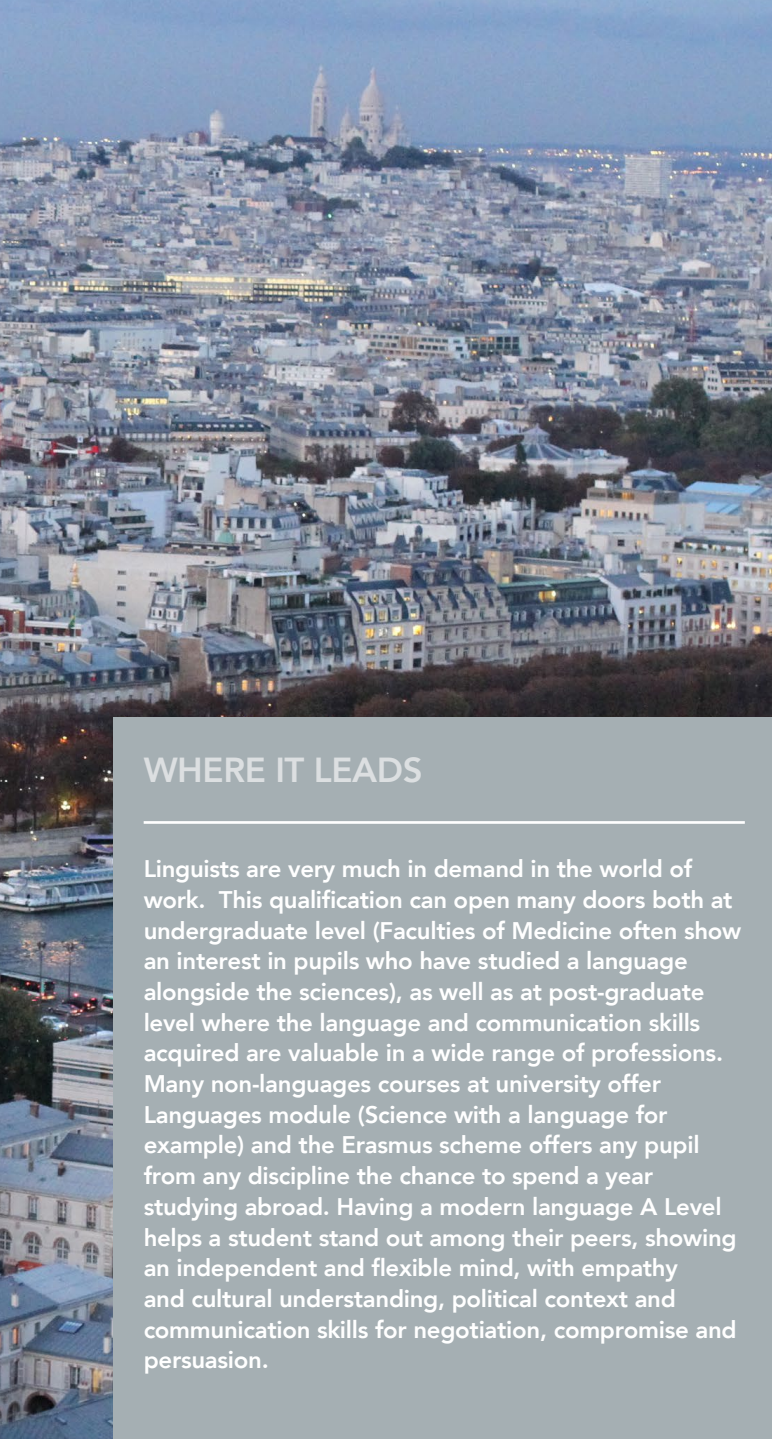
FRENCH

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

COURSE STRUCTURE

SPANISH

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



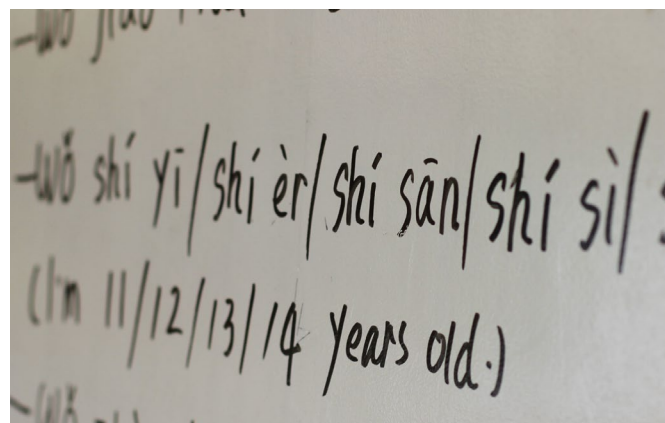
WHERE IT LEADS

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

COURSE STRUCTURE

GERMAN

1. Being a young person in a German-speaking society
Families and citizenship, Youth trends and personal identity, Education and employment opportunities
2. Understanding the German speaking world
Regional culture and heritage in Germany, German speaking countries and communities. Media, art, film and music in the German-speaking world.
3. Diversity and difference
Migration and integration. Cultural identity and marginalisation. Cultural enrichment and celebrating difference. Discrimination and diversity.
4. The making of modern Germany: 1989 onwards
Initial and subsequent process of reunification. Social cohesion in present-day Germany. The economic impact of united Germany
5. Individual research project relating to a country where German is spoken
6. Study of a book and a film



EXAMINATION BOARD

AQA for Spanish and French
Click on the QR code for active web link.



EXAMINATION BOARD

Eduqas for German
Click on the QR code for active web link.



ASSESSMENT

PAPER 1 – SPEAKING

21 to 23 minutes (30%)

Discussion of a stimulus card and the individual research project

PAPER 2 – LISTENING, READING, TRANSLATION AND WRITING

2.5 hours (50%)

PAPER 3 – WRITING

Essay on the book or the film studied
2 hours (20%)

ENTRY GUIDELINES

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

TEACHERS

Mr N M Lecharpentier	Head of Dept, MEd, PGCE
Ms I G Scott	Head of German, MA, PGCE
Mrs K J Wheatley	MA, PGCE
Mr J C Hatton	BA, PGCE
Mr T R Worthington	BA, PGCE



WHY STUDY MUSIC

Music is an academically respected subject that can facilitate places at top universities, including Oxbridge, in any course including Medicine, Science and Engineering.

If a pupil is Grade 6 on an instrument or voice at the start of the course, they can access the highest band of marks for performing. This amounts up to 35% of the A Level course, giving a substantial foundation to achieve a top grade.

Those taking Music in the past have achieved on average a grade higher in Music compared to their other A Level subjects and as a result significantly improved their prospects for the university of their choice. Extra trips are available to those studying the course, such as those to live gigs and orchestral concerts, including backstage tours and meeting famous musicians.





COURSE CONTENT

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

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

UNIT 5 comprises a listening paper based on four areas:

- **Area of Study 1: Instrumental Music of Haydn, Mozart and Beethoven**
You will study in depth the development of Classical instrumental music as found in the instrumental works of Haydn, Mozart and Beethoven.
- **Area of Study 2: Popular Song: Blues, Jazz, Swing and Big Band**
You will study in depth the development of song and the singers in early popular and recorded genres.
- **Area of Study 3&4: a choice of two from Religious Music of the Baroque Period, Innovations in Music 1900 to the present day or Developments in Instrumental Jazz 1910 to the present day.**

EXTRA-CURRICULAR MUSIC

CHORAL

INSTRUMENTAL

SENIOR CHOIR

SENIOR ORCHESTRA

CHAMBER CHOIR

STRING ORCHESTRA

BLUNDELL'S 8

BIG BAND

GIRLS' CLOSE HARMONY

TELEMANN OCTET

BOYS' CLOSE HARMONY

MANY CHAMBER ENSEMBLES

EXAMINATION BOARD

OCR (Oxford, Cambridge and RSA)

Click on the QR code for active web link.



ENTRY GUIDELINES

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

TEACHERS

Dr O J Leaman

Director of Music,
BMus (Hons), Prix, PhD

Mr A C Johnson

Assistant Director of Music,
BA (Oxon), MA

Miss J Atkins

MA, BMus (Hons)

WHERE IT LEADS

A Level Music provides an excellent foundation for those who wish to broaden their understanding of music, be it performing, composition or analysis. It is essential for those reading Music at university and for those wishing to enter a Conservatoire. Many universities combine Music with other subjects - both Arts and Sciences. BA and BMus degrees are offered depending on the nature of the course required. Music remains a respected A Level and can be used alongside Science and Maths for entry into all degrees, including Medicine.



MUSIC TECHNOLOGY

WHY STUDY MUSIC TECHNOLOGY

Music Technology can be studied alongside Music or as a subject in its own right. It provides the opportunity to focus on popular music and practical work and involves the creative use of industry-standard Mac software (Logic X), as well as the recording studio. The study of the acoustics of music compliments Physics very well. Extra trips are available to those studying the course, such as those to live gigs including backstage tours.

COURSE CONTENT

UNIT 1: RECORDING

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

Candidates will make a recording in the studio, chosen from a list of 10 songs provided by the examination board. Pupils do not need to play on their own recordings, and we encourage the recording of sessions using professional artists.

UNIT 2: TECHNOLOGY-BASED COMPOSITION

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

Using a Mac computer, candidates will create one of three choices set by the board. The piece will be 3 minutes long and will use synthesis and sampling, audio manipulation and creative effects.

UNIT 3: LISTENING AND ANALYSING

A written examination with a CD to listen to popular music extracts. The exam will test:

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

UNIT 4: PRODUCING AND ANALYSING

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

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

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ENTRY GUIDELINES

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

TEACHERS

Dr O J Leaman

Director of Music,
BMus (Hons), Prix, PhD

WHERE IT LEADS

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

1980-1988
R. C. A. WELLESLEY

1988-1998
N. R. HALL

1998 - 2010
P. H. GORDON



PHYSICAL EDUCATION



WHY STUDY PHYSICAL EDUCATION

A Level Physical Education, a well-respected academic qualification, is a very challenging subject covering many diverse areas. It aims to equip pupils with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

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

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

WHERE IT LEADS

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

COURSE CONTENT

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

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

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



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

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



EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

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

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

ENTRY GUIDELINES

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

TEACHERS

Miss R L Manley
Mrs A T Candler
Mr E K G Saunders
Miss V J Gill

Head of Depart, BA(Hons), PGCE
BSc, PGCE
BA, PGCE
BSc, PGCE, MEd

BTEC SPORT

(LEVEL 3 EXTENDED CERTIFICATE)



WHY STUDY BTEC SPORT

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

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

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

COURSE CONTENT

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

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

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

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

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



EXAMINATION BOARD

Pearson

Click on the QR code for active web link.



ASSESSMENT

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

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

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

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

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

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

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

ENTRY GUIDELINES

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

TEACHERS

Miss R L Manley
Mrs A T Candler

Head of Depart, BA(Hons), PGCE
BSc, PGCE

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

FORMER PUPIL

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

SIXTH FORM PUPIL

WHERE IT LEADS

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

PHYSICS



WHY STUDY PHYSICS

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

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

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

WHERE IT LEADS

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

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

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

MR A LAMBERT
HEAD OF DEPARTMENT

COURSE CONTENT

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

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

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

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

EXAMINATION BOARD

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



Click on the QR code for active web link.

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

ASSESSMENT

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

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

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

ENTRY GUIDELINES

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

TEACHERS

Mr A Lambert	Head of Dept, CEng, MPhys, PGCE
Mr M Lodge	BSc, PGCE
Mr D Morrison	MEng, GTP
Mrs L Webster	BSc PGCE
Mr R Barrowcliffe	BA, MA, PGCE
Dr A Teiermayer	MSc, PhD

POLITICS

WHY STUDY POLITICS

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

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

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

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

COURSE STRUCTURE

There are three sections to the A Level:

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

EXAMINATION BOARD

Edexcel

Click on the QR code for active web link.



ASSESSMENT

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

ENTRY GUIDELINES

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

TEACHERS

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

WHERE IT LEADS

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



PSYCHOLOGY



WHY STUDY PSYCHOLOGY

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

COURSE STRUCTURE

Psychology pupils at Blundell's follow the AQA specification. Practical enquiry will continue to be at the forefront of theoretical application and will remain an integral part of the A Level course.

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

PAPER 2 provides further historical and social context for the subject of psychology. As a multidisciplinary subject, it is important for pupils to explore the different approaches to understanding human behaviour.

Pupils will also study biopsychology, which considers the biological and neurological underpinnings of our behaviour, as well as research methods, which are the tools a psychologist will use to provide scientific basis to their theories.

PAPER 3 will predominately be undertaken in Year 2. In this paper, some more complex areas of study are covered as well as the issues and debates that get raised by psychological research, such as nature vs nurture and determinism vs free-will. The topics covered in Paper 3 are Forensic Psychology, Stress and Cognition and Development.

WHERE IT LEADS

As one of the most popular courses to pursue at university, several past pupils have undertaken single honours Psychology degrees as well as part of combined qualifications.

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

Psychology is widely considered a useful A Level for university applications to a range of subject areas and should certainly be considered in order to broaden an applicant's field of interest.



EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ASSESSMENT

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

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

ENTRY GUIDELINES

The Psychology A Level is a challenging (albeit exciting) course and pupils should have at least a 6, but ideally a 7 in English, Maths and the Sciences to assist the transition to this new A Level subject. It is important that pupils have a good mathematical basis as Psychology A Level requires an understanding of statistics, and mathematical skills will comprise 10% of the overall qualification.

In addition, as there is a considerable amount of written work and new terminology to learn, good written English is essential.

Finally, as Psychology is classified as a science by the QCA, good technical understanding of research methods and analysis is important for good performance in Psychology.

Pupils considering Psychology should be aware that they will require a self-motivated work ethic and undertake wider reading in order to achieve a top grade at A Level.

TEACHERS

Mrs E V Weaver
Miss V J Gill

Head of Department, BSc, PGCE
BSc, PGCE, MEd

“

The Sixth Form at Blundell's grants students the opportunity to pursue their interests and be themselves. Whether it is excellence on the sports pitch, brilliance on the stage or in the classroom, they have the freedom to explore multiple avenues of interest and are supported by talented and committed staff who give them the time to be the best that they can be.

MRS E V WEAVER

HEAD OF DEPARTMENT

”

“

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

SCHOOL MONITOR

”

RELIGIOUS STUDIES - ETHICS & PHILOSOPHY

WHY STUDY RELIGIOUS STUDIES

The course begins with a basic introduction to the thought of Plato and Aristotle and then moves into the field of Ethics. It includes a study of various ethical theories such as Situation Ethics and Natural Law which will lead into a study of Kant, utilitarianism and moral relativism. Is it fair to say, for example, that some things are always wrong? We then examine moral problems in business and sexual ethics. Students will examine the philosophical basis for religious belief including the nature of religious language, religious experience and various arguments for the existence of God and challenges to them.

The final paper examines the relationship between religion and society with a critical examination of religious beliefs and practice from Marxist, feminist and sociological perspectives.

The course is interesting and intellectually stimulating. Students are asked to consider questions that they may never have considered before and put together a focused and cogent response to a particular problem. It trains pupils to construct arguments of quality based on evidence and thought and does much to stimulate debate.

COURSE CONTENT

PHILOSOPHY OF RELIGION

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

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

ETHICS

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

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

DEVELOPMENTS IN RELIGIOUS THOUGHT

Pupils explore topic such as:

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

WHERE IT LEADS

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

EXAMINATION BOARD

OCR

Click on the QR code for active web link.



ASSESSMENT

Candidates will take three x two-hour papers

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

ENTRY GUIDELINES

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

TEACHERS

Mr A J R Berrow
Rev'd T C Hunt

Head of Dept, MA, PGCE
BD, MTh, GTP

“

One school with many paths through.

Fostering a wide range of interests both extra-curricular and academic

The chance to follow an interest as far as you want.

Enriching, engaging and individual

There are as many sixth forms at Blundell's as there are Sixth Form pupils.

”

MR A J R BERROW
HEAD OF DEPARTMENT

EXTENDED PROJECT QUALIFICATION (EPQ)

WHY STUDY AN EPQ

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

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

COURSE CONTENT

The course is split between taught skills sessions and independent research. The taught skills sessions are in Enrichment time and during activities when the Centre coordinator is also available to help and advise, however most of the time is spent working independently.

The topic of your EPQ is completely up to you, but it may be a good idea for it to be relevant to your university subject choice or career. It cannot be something that you have to do anyway as part of a taught course. It should extend your knowledge and experience beyond the classroom. It can be an application of your favorite subject(s) or something arising from work experience. Whatever you choose, you need to demonstrate effective research skills and learn how to reference and critically evaluate all your sources.

It can be a written project of around 5000 words, or it can be presented as an artefact, performance, video, photographs etc. Whatever format you choose you will still need to write a report on what you did (between 1000-5000 words). You will also be required to produce a short presentation about your project and what you have learnt from it. We often hold an EPQ exhibition evening where students present their EPQs in the foyer of Ondaatje. You will also complete a Production log as you proceed through your EPQ, regularly reviewing and evaluating your own progress. It is as important as the final written report or artefact.

EXAMINATION BOARD

AQA

Click on the QR code for active web link.



ENTRY GUIDELINES

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

TEACHERS

Mrs Lucy Webster
Teaching Staff

Centre Coordinator BSc, PGCE
Supervisors

WHERE IT LEADS

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

Oxford, Cambridge and many other universities have made it clear that they highly value an EPQ as an additional qualification, but you will still need high grades in your key subjects. What it could do is to help you to get an offer in the first place and give you something to talk about at interview. Students with high grades in an EPQ often receive lower grade offers from universities.

Most other universities will include the points in their offers. If you chose a topic that deepens your understanding of your subjects then it is going to help you improve your grades in those subjects too, provided that you can manage the workloads effectively.

ENGLISH AS AN ADDITIONAL LANGUAGE: IELTS Preparation

WHY STUDY FOR THE IELTS

IELTS (the International English Language Testing System) is an internationally recognised exam which tests the language ability of those wishing to study or work in an English-speaking environment. There is no pass or fail in IELTS: the results are in the form of a band score. Most UK universities require foreign pupils to have at least a 5.5 IELTS band score (equivalent to B2 on the CEFR scale) and all of our pupils achieve at least that.

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

COURSE STRUCTURE

The exam has four components: Listening, Reading, Writing and Speaking. The texts and topics are suitable for those preparing for undergraduate university studies. The course is structured to give pupils sufficient input and practice in each area. Grammar and vocabulary are included according to pupils' needs.

LISTENING (40 MINS)

Candidates listen to four texts, two of which are monologues, and answer a variety of questions about them. Two of the texts are set in an everyday social context and two are in an academic context, e.g. a university lecture. The recording is played once only. Candidates are assessed on their ability to understand specific information, follow an argument and recognise attitudes.

WRITING (60 MINS)

There are two tasks. The first is to report information relayed in a graph, table, chart or diagram. The second is to write an essay in response to a point of view, argument or problem. Candidates are assessed on their ability to answer the question clearly and convincingly, organise their ideas appropriately, and use a range of grammar and vocabulary.

READING (60 MINS)

The reading paper consists of three authentic texts taken from books, journals or newspapers. They may be factual or discursive, and may include diagrams. The topics are academic but no prior knowledge is required. Candidates answer 40 questions of various types, including multiple choice, summary completion, and matching. They are assessed on their ability to read for gist and detail, to understand implied meaning and follow an argument.

SPEAKING (11-14 MINS)

Candidates answer questions on familiar topics, give a one-two minute talk on a given topic, and answer more abstract questions on the same topic. They are assessed on their ability to use a range of grammar and vocabulary, their pronunciation, and their ability to express and justify opinions, as well as analyse, discuss and speculate about issues.

EXAMINATION BOARD

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



ASSESSMENT

IELTS testing takes place monthly at Exeter College and costs £175. In certain cases, if they are applying to a university not listed as a Tier 4 sponsor, pupils may need to take the IELTS for UKVI test, which takes place in London, Cardiff and Bournemouth and costs around £200. There is no difference in the test itself, only in the administration. The school can register pupils for the exam on their behalf. The cost of the exam is then added to that term's bill.

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

ENTRY GUIDELINES

There are no entry guidelines but candidates who start Y12 with a low level of English will need to be very motivated to get the band score required for university entry alongside studying three A Levels.

TEACHERS

Miss E J Gore-Lloyd	BA (Hons) Russian Studies with Czech, MA in Translation & Linguistics, CELTA, DELTA
Miss E M Lacki	BA (Hons) History & International Relations, MED in TESOL, DELTA, CELTA
Mr B Dudgeon	BA (Hons) PGCE, CELTA
Mr P M Jones	CELTA

WHERE IT LEADS

Having a good IELTS grade offers entry to a wide range of universities and courses. Oxford and Cambridge often require higher grades than other universities (e.g. 7.5). In addition, the components of the course prepare pupils for using English in their academic studies, for example, using signposting to follow a lecture, reporting trends in data clearly, or putting forward a strong argument in an essay.

THE BLUNDELL'S DIFFERENCE

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BEYOND BLUNDELL'S

OXBRIDGE COACHING

Oxford and Cambridge universities are the two most famous universities in the country. They are also ranked in the very top universities in the world. They offer a teaching style unique among universities with their tutorial and supervision systems. Students can be assured of being personally known and having their interests fostered. No other university can afford offer such a teaching ratio. As such, the demand for their places is very high indeed and competition exceptionally fierce.

They are looking for students who can and will think for themselves; people who are self-motivated. In addition they want to see a real love of the subject from prospective students. Successful Oxbridge candidates are people who are fascinated by the subject for its own sake and who have pursued that interest through competitions, broad reading and research as well as thought and reflection on what they have learned. They are not parrots, but confident manipulators of ideas.

The entrance procedure is complex; they want to know as much about a prospective student's academic interests as possible. It will involve a questionnaire, often a specialist test of some sort, possibly an essay sent up in advance and, of course, the infamous interview.

At Blundell's we provide much support for those applying for Oxbridge:

- A visit to one of the universities
- Support with Personal Statements
- Specialist subject support
- Interview workshops
- Mock interviews both internal and external
- Preparation for the tests
- Suggestions for extended reading, competitions, MOOCs and podcasts that may be of relevance and interest.

By its very nature, much of the support is personalised, but the key is the motivation and interest of the student.

“

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

FORMER PUPIL

”

OVERSEAS UNIVERSITIES

Blundell's firmly believe that our students options should not be restricted where their 'best fit' university may lie anywhere in the world. We support pupils via empowerment to help them identify their values, advice to help them find their most suited higher education institution and then assistance to guide them in making the best application that they can. We take an unbiased view and adopt a coaching approach to help pupils make the right decisions for them. Of late Blundell's has supported successful applications for academic and sporting scholarships at a variety of locations such as Brown, Northwestern, Duke, Carnegie Mellon, Rice, Queens and Georgia Tech. Alongside this we have supported families and pupils to apply to further education institutions throughout the world from The University of Toronto to Borcconi in Milan. At Blundell's we pride ourselves on our global outlook; we hope to be able to guide pupils and families through the process of applying overseas.

THE SIXTH FORM FUTURES PROGRAMME

At Blundell's we are committed to helping you make informed choices about the options and pathways available to you post 18, and will support you to develop the skills required to enhance employability and contribute positively to the world in which we live. Our commitment is underpinned by the Gatsby Benchmarks; a framework which defines excellent career guidance and the structure of our careers provision at Blundell's. All students follow the broad Futures programme and in addition to this, you will be supported by specialist programmes and 1-1 meetings, to follow your individual areas of interest and facilitate competitive applications for your particular pathway.

These are some of the ways our Futures programme will support you:

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

Your Futures lessons will help you prepare for life beyond Blundell's and show you how to:

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

LEARNING SUPPORT

Our Learning Support Department offers support and coaching for members of the Sixth Form who have recognised Learning Support needs. They offer screening for Learning Disabilities and assessments for access arrangements in line with JCQ regulations, for external examinations. The department includes four highly trained and experienced dyslexia specialists and a certified ADHD coach, who all have experience in working with Sixth form students.

ENRICHMENT AT BLUNDELL'S

ENRICHMENT AT BLUNDELL'S HAPPENS IN A VARIETY OF WAYS.

Most importantly, our talented and highly qualified staff are skilled at extending pupils in the classroom. Our small classes ensure staff have time to spend with each individual pupil, understanding and responding to their particular needs. We know that our pupils have different strengths, and we take great care in finding ways to build on these strengths during class time. We also have a unique, structured enrichment program that runs through the school.

Most importantly, our talented and highly qualified staff are skilled at extending pupils in the classroom. Our small classes ensure staff have time to spend with each individual pupil, understanding and responding to their particular needs. We know that our pupils have different strengths, and we take great care in finding ways to build on these strengths during class time. We also have a unique, structured enrichment program that runs through the school.

In the Sixth Form our enrichment program runs on a Friday after school when the pupils have a range of compulsory and optional talks. The aim of these is to offer a selection of talks, delivered by members of staff and/or outside speakers, that challenge, inspire and help to create a well-rounded person. Although some are compulsory, it is expected that pupils seize the optional opportunities on offer, and try something new. The programme has recently included a presentation on the power of creative industries; an informal talk from OBs on how to cope with the transition from school to university; sessions on Astronomy, How to Learn, and Banking & the City; a talk from Dr Helen Watson on applying for Oxbridge; and visits from environmental businesses and a talk on sustainability. Our Year 13s have had the opportunity to learn some important life skills, with sessions in self-defence, basic cookery skills and what to wear at an interview.

Alongside this we have a regular program of stretching our most able; pupils who have an academic scholarship are invited to evenings where they are cerebrally challenged, as well as scholars' lunches, where they get to mix with like minded pupils and have a lecture from an invited expert in a particular field.

“

Sixth Form at Blundell's helped prepare me for my next step at University

FORMER PUPIL

”

MEDIC AND VET SOCIETY

The Medic and Vet Society meet every week to discuss a wide range of medical/veterinary-related topics, give presentations and try out problem-based learning scenarios. The group also improve their communication skills and manual dexterity by leading younger pupils in our Dissection Club and by running a healthcare role-play rotation, where they get to try out heart rate and oxygen saturation monitors, stethoscopes and reflex hammers. During the Spring and Summer Terms, they attend a lecture series run in conjunction with the Royal Society of Biology, where experts in human and animal healthcare fields give talks at the school. Old Blundellians also return to talk to pupils, giving their top tips for applying and an insight into their course and life at university. Pupils also benefit from extensive support in gaining work experience, preparing for UCAT and BMAT, writing Personal Statements and in practicing for both panel and MM interviews.

THE SIXTH FORM AT BLUNDELL'S



The Blundell's Sixth Form offers many exciting and supportive opportunities to enrich and prepare its students for the next stage of their education. As well as excellent teaching, Blundell's offers many extracurricular programs, from lessons preparing for university and apprenticeship applications, extra support for Oxbridge candidates and EPQ sessions. On Fridays, every year group is fortunate enough to have a diverse enrichment program. In the sixth form, for example, pupils are exposed to real life issues and there are lots of opportunities to learn life skills, such as cooking courses and self-defence classes.

In the Lower Sixth, pupils at Blundell's can immerse themselves in the new opportunities that arise from becoming a senior pupil. Leadership responsibilities within the last year of the boarding houses offer a chance for pupils to develop and transition seamlessly into the roles of the upper sixth in the final year, where the right of passage onto Westlake comes at a perfect time for the community to all come together in our final year.



The Upper Sixth at Blundell's is unique from the other boarding houses of the school due to the co-ed nature. This house, called Westlake acts as the bridge between school and university due to the increased freedom and responsibility and it's great for pupils to be all together in their final year. Within Westlake there is a study centre which is a great space for students to work during their study periods or after school, with the opportunity to gain input from teachers one-to-one which has been particularly useful already as university applications started heading in last week. The last year of Sixth form highlights the tight-knit community that we all speak of at Blundell's, as relationships between pupils and staff evolve easily because of the friendly and welcoming atmosphere of every member in our school, combined with the social and academic spaces that are available around the school.

This environment enables any individual to get involved in any sort of activity, which is particularly noticeable on the sports fields. Sport at Sixth Form has been at the centre of both of our experiences here at Blundell's, and has given us life-long memories of travelling to South Africa and India between us playing hockey and cricket. But what will be most valuably remembered are these last few times that we run out with our team-mates as we move on to life elsewhere where Blundell's life will be sorely missed.

Joe du'Gay & Maddy Cotton

HEADS OF SCHOOL



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