



MAGDALEN COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL FOR BOYS 7 - 18 AND SIXTH FORM GIRLS



SIXTH FORM CURRICULUM

THE CURRICULUM IN THE SIXTH FORM

The Sixth Form at MCS

For pupils starting the Sixth Form in 2018, all subjects will take the form of a two year linear course, assessed through public exams in the summer of the Upper Sixth. Most subjects follow an A-Level course, but some departments have chosen to follow a Pre-U course. Pre-U is a well-established linear course, and provides an excellent alternative to A-Level.

Lower Sixth pupils will sit short internal exams in each of their subjects in November and March and also a longer internal exam in the summer term. Pupils will not be expected in lessons during this summer exam session but will not be granted study leave in advance. Upper Sixth pupils will sit mock exams in each of their subjects in January and public exams in the summer.

Pupils choose four subjects at the start of the Lower Sixth and review whether to take three or four in the Upper Sixth following the Lower Sixth Summer Internal Exams. If a pupil decides not to continue a subject into the Upper Sixth then they will gain no formal qualification in this subject, but will of course have the benefit of a year of study.

Blocking

The subjects offered will be placed in four blocks, with students being asked to choose a subject from each. A “straw poll” will be taken before the blocks are finalised in order to maximise the number of students who can pursue their first choice combinations. After the blocks have been finalised, students will be asked to make a final choice. Every effort is made to accommodate the choices made in the straw poll but there can be no guarantee that every combination will be possible. Once the blocks have been fixed, it is usually still possible to change subject choices but consideration is also given to teaching set sizes.



ENRICHMENT

Lower Sixth: Waynflete Studies and Critical Thinking

Two periods a week are set aside for Waynflete Studies, which gives pupils the opportunity to research a topic of their own choosing. In the first half term, pupils hear lectures from leading academics across a range of subjects. Pupils then choose a subject area in which to specialise and attend smaller seminars given by members of the teaching staff and other speakers. Once an appropriate question has been framed, students research their topic with the guidance of their faculty supervisor. There is also an opportunity for undergraduate style tutorials with university academics or other suitable experts. The research is then written up as an extended project, the best of which are subsequently presented to an audience in the Upper Sixth year. Waynflete Studies allows pupils to develop enthusiasm for academic work and to deepen their understanding of their chosen subject area. It also helps them to prepare for interviews at top universities.

A Critical Thinking Skills course is offered in conjunction with Waynflete Studies. These sessions run weekly, and are designed to equip pupils to analyse the components of arguments as well as to set out their ideas coherently both verbally and in writing. The skills developed are designed to complement the qualities of independent inquiry they develop as part of Waynflete Studies, to support their development across the full range of their subjects, and also to act as a foundation for preparation for university admissions tests in the Upper Sixth. There is further preparation for specific admissions tests in the final half term of the Lower Sixth and the first term of the Upper Sixth.

Upper Sixth: Lecture Programme

Every few weeks an external speaker is invited in to MCS to talk to the Upper Sixth form and answer their questions. The idea of the lectures is to encourage students to extend their horizons beyond the confines of their curricular specialism and to encourage cross-fertilisation between different disciplines and interests. Recent lecturers include writer and Broadcaster, Timandra Harkness (on 'Big Data'), the professional rock climber and motivational speaker, Ben Heason, and Professor of Renaissance Studies, Jerry Brotton. Other lectures this year will include the photojournalist, Jeremy Hunter (on North Korea), bioethicist Andy Greenfield, and sociologist and broadcaster, Tiffany Jenkins (on cultural appropriation).

Combined Cadet Force and Community Service

The Combined Cadet Force consists of an Army Section and an RAF Section. The cadets parade on a Tuesday after school and follow a programme of instruction including first aid, command tasks, leadership and military skills. There are opportunities for Sixth Formers to instruct and lead a section of cadets, complete courses giving nationally recognised qualifications in adventurous training activities, take part in camps and courses, both in the UK and abroad, and take part in other activities such as flying.

The Community Service programme offers pupils a wide range of opportunities, from supporting primary school pupils with numeracy or reading, helping children write their school

newspaper, producing artwork for a hospital, running a French, Latin, chess or film club, helping in a care home or hospital, or performing music in the community. Pupils taking part in Community Service do so every week on a Tuesday afternoon.

All pupils in the Lower Sixth must opt for either CCF or Community Service.

Sport

Games lessons are compulsory for all Sixth Form pupils and the programme is designed with two specific aims – Performance and Participation. The Performance side of the programme is designed to promote excellence and encourage success within our competitive sides. The Participation aim is to ensure that there are as many people playing sport as possible and that the experience is both fun and enjoyable.

The focus sports (Rugby, Hockey, Cricket and Tennis for boys; Hockey, Netball and Tennis for girls) train on Monday before lunch and Wednesday afternoon. There are also practices at lunchtimes and after school, which selected players are expected to attend. Matches take place midweek and on Saturdays. Pupils not selected for teams in the focus



sports can opt for other sports including rowing, golf, sailing, badminton, squash, swimming, cross country, pilates and football as well as the focus sports. There is also a wide range of clubs and activities, including climbing and fencing.

CHOOSING SUBJECTS

At MCS you choose four subjects.

The factors that will affect the combination of subjects to be studied in the Sixth Form are many and varied. In conjunction with discussions with Heads of Department, subject teachers, and tutors, these notes may go some way towards ensuring that a suitable combination of subjects is made.

Advice on subject choice and Higher Education is given in several ways, one of the most important and thorough of which is via the Sixth Form Team. Most MCS pupils will take Psychometric Profiling Tests at the end of the Upper Fourth Form (Year 10) and are interviewed during the Fifth Form by the Master. She will offer advice and guidelines on various questions such as the implications for Higher Education and the related implications for careers contemplated or suggested. Fifth Formers are encouraged to discuss the Psychometric Profiling Report and the suitability of the suggested subject and career choices with their tutors. The Director of Higher Education is readily available for consultation and advice. As part of the admissions process, applicants to the Sixth Form will have a similar interview with the Master, or another senior member of staff, to discuss their subject choices and future plans.

The two most important factors to bear in mind when choosing A-Level subjects are interest (or enjoyment) and ability. If the two coincide, choosing should be relatively straightforward.

Interest

It is likely that you will perform best at a subject and get the most out of it if you enjoy the work and are fully committed to it. On the other hand, if you choose out of a sense of duty or from external pressures you are unlikely to enjoy it.



Obviously, you are the one best placed to judge your interest in a subject, but bear in mind that interests change and may well do so during the course of this year.

In the Sixth Form, many students discover their potential in both old and new areas, and they develop interests that last a lifetime. You also need to realise that subjects change too: A-Level Physics, for example, is much more quantitative (i.e. mathematical) than GCSE Physics.

How do you find out about what an A-Level subject is like?

- Read the course descriptions in this booklet;
- Ask those taking the subject in the Sixth Form;
- Look at an A-Level/Pre-U textbook;
- Speak to your current teachers.

Ability

Feedback comes via assessments, tests and exams, all of which gives a general indication of how you would perform at a higher level. If you are thinking of a new subject you will not have this information, and you will have to make

a judgement based on performance in related subject areas. For advice on which subjects might be helpful indicators for your potential in a new subject, please speak to the subject Head of Department. All Sixth Form subjects will involve levels of complexity, analysis and abstraction, which are considerably more developed than are required for GCSE. The main requirement is that you have the potential to develop in these and other areas.

Three other factors to consider in choosing a subject are:

- Achieving a sensible combination of subjects;
- Considering the implications for Higher Education;
- Considering the implications for a future career.

Combinations of subjects

In general, the best combination of subjects is the four that you most want to study. It can be helpful to think through a little about how your working week might look. Some people will relish having four essay subjects, but this is perhaps not for everyone. It is also worth thinking twice about taking a single science subject. The sciences do support each other and all involve a certain amount of maths; studying only one science may prove tricky. If you wish to study Physics then you are required also to study Maths.

Further Maths cannot be done without doing Maths, so if you opt for both you will gain two A-Levels – Maths and Further Maths. Further Maths occupies one or two blocks in Lower Sixth, but you should be aware that with the one block approach, the workload will be higher than that for one standard A-Level. There are many different pathways in Mathematics and these are explained further in the Maths section of this booklet.

Extra subjects

In past years, a small minority of pupils have taken on more than four subjects at A-Level by studying subjects outside the timetable. While this is admirable, it is far from necessary. Admissions Tutors from the best universities will only be looking at your grades (and marks) from your three most relevant or strongest A-Levels.

The most able science students tend to carry on with four subjects into the Upper Sixth (often including Further Maths), while those pursuing humanities tend to take three subjects into the Upper Sixth with more time spent reading around their chosen university subject. At this level, a thorough understanding of a few subjects is valued more than a superficial knowledge of several.



A-LEVEL CHOICES FOR DEGREES AND CAREERS

There are a limited number of degree courses that make specific subject requirements as a condition of entry. In general, degrees in subjects where a Sixth Form course exists require that the appropriate course has been studied at school. Below are shown some of the preferred subject combinations for many popular courses. Please also bear in mind that offering Maths, Further Maths and one other as your three subjects, is unlikely to be seen as sufficiently broad by MCS or by universities.

Anthropology	Biology and/or Geography preferred by some
Archaeology	Any subject; Sciences, History an advantage
Architecture	Maths, Physics, Art all useful, and individually required by some
Biochemistry	Chemistry required and Biology preferred (Maths for Oxbridge)
Biology	Biology and Chemistry
Chemistry	Chemistry, Mathematics and Physics
Dentistry	Biology and Chemistry
Drama	English, Arts subjects
Economics	Economics and Maths (Further Maths for Cambridge/LSE)
Engineering (Aeronautical, Civil, Electrical, Mechanical)	Physics, Maths and preferably Further Maths
Engineering (Chemical)	Chemistry, Physics, Maths and preferably Further Maths
Environmental Studies	Any two Sciences
Geology	Chemistry and Maths; other Sciences and Geography useful
Languages	A language, sometimes more than one
Law	Any subject



Medicine	Chemistry, Biology. Also useful: Maths, Physics, any other subject
Physics	Physics and Maths (Oxbridge: Further Maths A2)
Physiology	Two sciences, Biology and Chemistry preferred
Physiotherapy	One or two sciences
Politics	Any social science or arts subject
PPE (Oxford)	Maths and History (or similar essay subject)
Psychology	Maths and Biology useful
Theology	Any arts subject (RS required or preferred by some)
Veterinary Science	Chemistry, Biology and Maths or Physics

Full information can be found on the UCAS - course search website.

Career implications

Unlike most of the rest of the world, the majority of careers in the UK are open to all applicants whatever degree they have studied. The main exceptions are Architecture, Engineering and the Medical Sciences. Nevertheless, it is useful and natural to use the opportunity of choosing subjects to think ahead, even beyond university, to how you intend to earn your living.

ART & DESIGN (FINE ART ENDORSEMENT)

Board

AQA

Course content L6

Introductory 'transition' course for majority of the Michaelmas term.

This will introduce a wide range of new processes, media, and approaches to mark-making, in addition to developing observational skills. Other approaches such as darkroom photography and graphic design software will be taught to those unfamiliar with such areas. Running alongside, weekly prep will develop into an independent project, which culminates in an extended final piece completed in first half of Hilary.

The second half of the year is spent developing **Component One** – the major coursework project of the A-Level course. Students will have free choice to design their own project brief/title.

Throughout the year, the course is enriched with regular Art History lectures, Seminar Classes (discussing set texts), and Group Critiques. Life Class is an optional addition.

It is important to note that the department takes a Fine Art stance.

Course content U6

Component One is developed further in the Michaelmas term, leading up to a highly ambitious final piece outcome before Christmas. An extended essay will also supplement the project.

In January, the exam board will release the exam paper containing starting points for **Component Two**, which repeats the process of Component One, but with less time. Again, this portfolio/sketchbook preparatory work then culminates in an extended exam (held over several days) in early Trinity to complete the final piece.



Examination Arrangements

In effect, coursework begins from halfway through the L6th year and continues up until Christmas in the U6th. End of year Mock Examinations in this subject will be a combination of timed exam days to produce preparatory work, and opportunities to submit coursework-in-progress for formal assessment.

The examination unit is also effectively 'coursework', given that it runs from January until study leave in Trinity term. Both Component One and Component Two assess an extended body of preparatory work alongside the accompanying final pieces (in a similar way to how GCSE Art operates).

BIOLOGY

Board

OCR (H420 Biology A)

Brief Overview

Biology is the study of life and living organisms. This ranges from the biochemistry of a single cell to the functioning of whole organ systems and from the structure and characteristics of unicellular organisms to the complexity of a whole ecosystem. A-Level Biology encompasses all these aspects, as well as the links between them. It is a subject that develops a wide variety of skills, requiring you to be numerate and analytical, and developing your ability to solve problems and discuss and explain scientific concepts in detail. It is for those that have a fascination in how living things work. As well as preparing you for a range of courses in the biological sciences, including Medicine, the academic rigour of the course, and the skills it develops, make it useful preparation for a wide range of undergraduate disciplines, overlapping and supporting studies in the other sciences and social sciences.

Course content L6

Cell structure; Biological molecules; Nucleotides and nucleic acids; Enzymes; Biological membranes; Cell division, cell diversity and cellular organisation. Exchange surfaces; Transport in animals; Transport in plants; Communicable diseases, disease prevention and the immune system; Biodiversity; Classification and evolution.

Course content U6

Communication and homeostasis; Excretion as an example of homeostatic control; Neuronal communication; Hormonal communication; Plant and animal responses; Photosynthesis; Respiration; Cellular control; Patterns of inheritance; Manipulating genomes; Cloning and biotechnology; Ecosystems; Populations and sustainability.

Examination Arrangements

H420/01 Biological Processes
37% of A-Level: 2 hours 15 minutes written paper

H420/02 Biological Diversity
37% of A-Level: 2 hours 15 minutes written paper

H420/03 Unified Biology
26% of A-Level: 1 hour 30 minutes written paper

(All papers include synoptic assessment and questions relating to practical skills.)

H420/04 'Practical Endorsement'
Assessed throughout course and reported separately from final A-Level grade



CHEMISTRY

Board

OCR (H432 Chemistry A)

Brief Overview

With a qualification in Chemistry you could proceed to higher education to study Chemistry, one of the other sciences or related subjects such as Chemical Engineering, Materials Science, Biochemistry or Biotechnology. It is essential if you wish to study Medicine, Pharmacology or Environmental Sciences.

Course content L6

Atoms; electron configuration; bonding & structure; moles & equations; acid-base and redox reactions; patterns in the periodic table (with an emphasis on groups 2 & 7); qualitative analysis; energetics; reaction kinetics. Basic organic chemistry: hydrocarbons; alcohols & organic halogen compounds; aromatic compounds; mass spectrometry and IR spectroscopy. Development of practical skills.

Course content U6

Chemical and acid-base equilibria; lattice enthalpies; entropy; electrode potentials; transition metal chemistry. Further organic chemistry: carbonyls; carboxylic acids; esters; amines; polymers; organic synthesis; chromatography; NMR spectroscopy. Further development of practical skills.

Examination Arrangements

H432/01: Periodic Table, Elements and Physical Chemistry

37% of A-Level: 2 hours 15 minutes written paper

H432/02: Synthesis and Analytical Techniques

37% of A-Level: 2 hours 15 minutes written paper



H432/03: Unified Chemistry

26% of A-Level: 1 hour 30 minutes written paper

(All papers include synoptic assessment and questions relating to practical skills.)

H432/04: 'Practical Endorsement'

Assessed throughout course and reported separately from final A-Level grade

ECONOMICS

Board

Edexcel A

Brief Overview

Economics is the study of the principles and practices by which we organise and manage our lives in human societies. There is a broad range of skills involved in the study of Economics, and pupils who enjoy analytical Humanities such as History and English Literature, as well as those who enjoy understanding the rules, and exploring the limitations, of theoretical models as are presented in the Sciences, will all enjoy the subject. Economics involves developing an understanding of the wider world, and will raise awareness of current affairs whilst simultaneously equipping the student with the ability to assess the likely causes and consequences of events in the news. You do not need to be studying A-Level Maths in order to take Economics, although many Economics courses at university will require it. Whilst mathematical ability is helpful in A-Level Economics, the ability to describe relationships between factors (cause-and-effect) is, if anything, the most important skillset.

Course content L6

Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. This will include developing an understanding of how free markets function, why they sometimes fail, and how and to what extent the government should intervene within free markets.

Theme 2: The UK economy: performance and policies

This theme focuses on macroeconomic concepts. This will include developing an understanding of what determines the performance of the UK economy, how this can be measured and what policies the government can use to intervene within



the economy. There is a particular emphasis in this section of the course on the awareness and use of real-world examples.

Course content U6

Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. This will include developing an understanding of how firms operate in order to maximise profits, how the level of competition affects how a market functions and how the government can intervene to ensure the efficiency of markets. The labour market is also studied within this theme looking at issues such as how wages are determined and the impact of a minimum wage.

Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. This will include developing an understanding of issues such as globalisation, trade, exchange rates, poverty, inequality and the constraints and opportunities facing developing economies. The financial sector, with particular reference to the global financial crisis, is also studied within this theme.

Examination Arrangements

Three exams, all to be sat in the Trinity term of the U6. There is no coursework.

Paper 1 Markets and Business Behaviour (based on Theme 1 and Theme 3)

2 hour written exam; 35% of total A-Level

Paper 2 The National and Global Economy (based on Theme 2 and Theme 4)

2 hour written exam; 35% of total A-Level

Paper 3 Microeconomics and Macroeconomics (synoptic paper covering Themes 1-4)

2 hour written exam; 30% of A-Level

ENGLISH LITERATURE

Board

OCR

Brief Overview

English Literature A-Level allows pupils the opportunity to develop skills of close reading across a range of literary periods, and to receive training in the comparative analysis of literature. The historical spread of literature studied begins with Chaucer in the late 1300s and comes right up to the present day, taking in four plays, four poetry texts, and four novels. Whereas GCSE courses typically focus on insular English (texts written in the British Isles), at A-Level you will also encounter American Literature from 1880-1940, and writings from different cultures. All these are enriched by being studied in their cultural and social contexts, and informed by the interpretations of other readers, directors and writers.

Theatre trips: It is usual for the whole cohort to travel to Shakespeare's Globe and to the RSC in Stratford in the Michaelmas Term each year. There are additional, optional trips to the RSC and London several times a year.

Extra-curricular activities: Sixth Formers are encouraged to engage creatively with activities such as Film Club, the Creative Writing Society and *The Lily*. Many pupils benefit from discussing poetry or prize essays with teachers before submitting work for competitions. We have seen significant success in recent years.

Extension: There is an active extension scheme for both the L6th and the U6th with lunchtime seminars given by a rotating team of teachers, and lectures from visiting speakers. There is a well-established scheme in place for those applying for university, with a tailor-made series of training sessions for the written test (ELAT) and preparation for interviews. Those not putting in for Ox/bridge are encouraged to attend the ELAT training and usually do. The Department offers one-on-one mentoring to all university candidates from the end of



the summer term of the L6th through until the time all UCAS business has closed.

Course content L6

Texts studied in Lower Sixth:

- An introductory module on early modern literature, including a play (such as *Doctor Faustus* or *Othello*) and various poetry from 1500-1660, leading into an in-depth study of William Shakespeare's *Hamlet*
- An introductory module on the development of the novel, leading into a study of F. Scott Fitzgerald's *The Great Gatsby* (core text for the American Literature 1880-1940 module)
- Geoffrey Chaucer's *The Merchant's Tale*
- An anthology of poetry from the 1660s to the present (not part of the OCR syllabus, but used to extend reading and to develop skills for the A2 exams)

Coursework completed in Lower Sixth:

1,000-word close analysis (post-1900 text): pupils study a collection of a poet's work with one of their teachers, producing a close reading of a single poem, situated in their understanding of the collection as a whole.

At the end of the year, they complete a similar task independently, studying a poet of their choice. The best of the two pieces is submitted.

Course content U6

Texts studied in Upper Sixth:

- A second American novel (currently John Steinbeck's *The Grapes of Wrath*) for comparison with *The Great Gatsby*, together with an anthology of US extracts in preparation for the unseen passage in the exam. Additionally, students read a third American novel over the summer.
- A pre-1900 drama for comparison with *The Merchant's Tale*: either John Webster's *The Duchess of Malfi* or Oliver Goldsmith's *She Stoops to Conquer*.

Coursework completed in Upper Sixth:

2,000-word essay comparing a prose text and play; both post-1900, at least one post-2000. Recent pairings have focused on post-colonial literature, explorations of memory and nostalgia, and contemporary literature.

Examination Arrangements

Paper 1: Drama and Poetry Pre-1900 (2h 30mins, 40% of total marks)

- Section A: Shakespeare (*Hamlet*)
- Section B: Comparative question on *The Merchant's Tale* and *The Duchess of Malfi* / *She Stoops to Conquer*



Paper 2: Comparative and Contextual Study: American Literature 1880-1940 (2h 30mins, 40% of total marks)

- Section A: Analysis of unseen passage from American novel
- Section B: Comparative question on *The Great Gatsby* + at least one other American text

Coursework: 20% of total marks – marked and internally-moderated by teachers; externally-moderated by OCR.

- 1,000-word close analysis (approx. 7.5%)
- 2,000-word 'linked-texts' piece (approx. 12.5%)

GEOGRAPHY

Board

OCR

Brief Overview

“Where we come from, what we do, what we eat, how we move about and how we shape our future are all directly the province of the geographer. More than ever we need the Geographer’s skills and foresight to help us learn about the planet – how we use it and how we abuse it” – Michael Palin

There are few other subjects which can claim to have such direct relevance to what is happening in the world today helping you understand conflict in Syria, the impact of Brexit and EU migration, the consequences of Hurricane Irma and other natural disasters, Catalan separatism, fracking, city growth, global poverty; the list is endless.

There is an excellent blend of the more traditional elements with plenty of depth to really understand the topics along with some very contemporary units that will help you make sense of the world today.



Course content L6

Changing Spaces-Making Places

- What constitutes the identity of a place?
- How can the identity of a place be affected by shifting flows, people, film, music or photography?
- How are places affected over time by globalisation, deindustrialisation or rebranding?

Coastal Landscapes

- Coasts as a system, inputs and key processes.
- Low and high energy coasts and how coastal landscapes evolve over time.
- How can human activity cause change in the coastal system and how can it be sustainably managed?

Earth’s Life Support Systems

- How important are water and carbon to life on earth?
- Arctic tundra and the tropical rainforest – the importance of global ecosystems.

Migration

- Who is moving? Where from? Where to? Why?
- Why have flows of people become more complicated?
- What are the issues with migration? Is it good for the UK?

Individual Investigation

An individual, but supported, investigation based on primary data collection. Can relate to any part of the specification. Starting point will be fieldwork in the L6th with the main focus of the work in the Trinity term and over the summer holiday.

Fieldwork*

There will be a 4-day residential field trip in the L6th. Based in South Devon, we will study Plymouth, structural change and regeneration, forest ecosystems and carbon calculation, coastal systems and sediment transport in Start Bay, infiltration and the water cycle in the Lemon valley.

In the U6th there will be a day trip to London.

An optional extra trip occurs during February half-term. Previously we have travelled to Cuba, Iceland and Belfast.

Curricular development

There are a number of lectures we attend in Oxford (usually 4-6 a year) presented by the Oxford Geographical Association. There is also a school-based Geography Society and a Sixth Form Reading Group. Students also regularly enter the Young Geographer of the Year competition and most receive the journal ‘Geography Review’.

** Please note that there is a charge for field trips; this amounts to 50% of the cost of these trips. If the cost of a field trip presents issues, please contact the Bursar in the first instance, as in some cases financial assistance may be available.*

Course content U6

In the U6th you will study the following topics:

Hazardous Earth

- Volcanic hazards – why do eruptions vary in style and impact around the world? Is the volcanic hazard changing?
- Earthquake hazards – do they disproportionately affect people in LIDCs?
- How can we mitigate against tectonic hazards?
- Are tectonic hazards natural or are they a human hazard?

Disease

- What are the global patterns of disease?
- How have major infectious diseases such as HIV or Ebola affected countries around the world?
- How are communicable and non-communicable diseases managed?
- Can we eradicate disease? Do TNCs play a role?

Power and Borders

- What is sovereignty and territorial integrity?
- What are the challenges to sovereignty? What are the causes of contemporary conflict?
- How does global governance play a role in conflict? Can conflict be moderated or avoided? Do interventions from government, the UN and NGOs work to resolve conflict?
- How does conflict affect people and place in different locations around the world?

Examination Arrangements

Physical Systems

Landscape Systems, Earth’s Life Support Systems, Geographical Skills

Written exam: 90 minutes; 66 marks, 22% of A-Level

Human Interactions

Changing Spaces; Making Places, Global Connections, Geographical Skills

Written exam: 90 minutes; 66 marks, 22% of A-Level

Geographical Debates

Disease Dilemmas, Hazardous Earth

Written exam: 150 minutes; 108 marks, 36% of A-Level

Independent Investigation

60 marks, 20% of A-Level

Marked by teachers, moderated by OCR

CLASSICAL GREEK

Board

OCR - A-Level GCE Classical Greek (H444)

Brief Overview

A student of Classical Greek at A-Level is something special in the world. You will have a chance to read in their original words some of the most influential literature, philosophical works, and history that the world has ever produced at the same time as indulging in the complex sophistication of a language few can read in the modern world.

Course content L6

Development of understanding of Classical Greek accidence and syntax post-GCSE.

Half of the set text requirement (two authors) will be studied.

Course content U6

Further fine-tuning of Classical Greek accidence and syntax.

The other half of the set text requirement will be studied.

Examination Arrangements

H443/01: Unseen Translation

100 marks (1hr 45 mins) – Written paper (33%)

H443/02: Prose Composition/Comprehension

50 marks (1hr 15 mins) – Written paper (17%)

H443/03: Prose Literature

75 marks (2 hrs) – Written paper (25%)

H443/04: Verse Literature

75 marks (2 hrs) – Written paper (25%)



HISTORY

Board

CIE, Pre-U

Why Pre-U?

Pre-U History is a very well established and therefore tried and tested linear course. It is academic and stimulating, as well as being highly regarded by Oxbridge and Russell Group universities. The MCS-designed course will allow the study of a considerable breadth of historical periods, ranging from the reign of Elizabeth I to the Russian revolution.

Brief Overview

History in the Sixth Form offers a chance to explore further the central aspect of all History: human motivation. Asking why things happened (and what were their effects) is an essential and rewarding experience and requires skills of critical analysis, discrimination, argument and persuasion.

All Sixth Form History 'menus' need to cover a spread of at least 200 years. There is no requirement to have an overarching theme linking them together but we have chosen one: our courses are largely based around the concept of 'revolutions'. Thus, the English Revolution of the mid C17th sits alongside the French Revolutions of the late C18th and C19th in the Lower Sixth, with the Russian Revolution of the early C20th providing a counterpoint in the Upper Sixth year. It is hoped that pupils will start to become aware of links and commonalities, taking them beyond the strict confines of what they need to know. The same principles of extension and independent thinking lie behind the coursework module, where pupils can choose their own questions, with guidance from their teachers.

One of the joys of History is that there is not always a 'right' answer, so it is important to test your ideas and develop your own justifications. However, a willingness to read is the most important requirement of a Sixth Form Historian. The school library boasts a well-stocked History section and the department has its own dedicated Sixth Form library.

Sixth Formers are encouraged to develop independent learning habits and to read round their courses. There is a weekly History Society on a Friday lunchtime where pupils, staff and visiting speakers give presentations and take questions.

Recent topics have included the decline of the Byzantine Empire, the life and afterlife of Mary Wollstonecraft and why did the British colonise South Africa. In the Hilary Term, a L6th reading Group meets and members often enter Oxbridge college essay competitions.

History can be taken in conjunction with a wide variety of subjects. Traditionally, it is chosen to complement the arts, languages and social sciences but also works well for scientists looking for a slightly different fourth subject. Beyond the Sixth Form, History affords good preparation for a range of degrees and careers such as the law, journalism and the media, teaching, business, accountancy and banking.

Course content L6

British Outlines

Paper 1b: The reign of Elizabeth I, the reign of James I, the reign of Charles I to 1640, the origins, course and outcomes of the British Civil Wars

European Outlines

Paper 2c: The French Revolution, the Rule of Napoleon 1774-1815, France 1815-1848, the Vienna Settlement and European Diplomacy 1815-1848, and the 1848 Revolutions in Europe

Course content U6

Special Subject

Paper 5j: Russia in Revolution, 1905-1924

Personal Investigation (externally-assessed coursework)

Paper 6: 3500-4000 words on a topic of the candidate's choice

Examination Arrangements

Paper 1b: British Outlines: 2 hours 15 minutes, 25% of marks

Paper 2c: European Outlines: 2 hours 15 minutes, 25% of marks

Special Subject: 2 hours, 25% of marks

Topic-based Essay: (up to 4,000 words) 25% of marks

LATIN

Board

OCR – A-Level GCE Latin (H443)

Brief Overview

If you enjoyed the challenges and joys of GCSE Latin, you have a chance with the A-Level to uncover the true beauty of the language and literature of the Roman world. Go deeper into how the Romans thought, fought, lived, and loved while training yourself to pick apart the stunning puzzles of the Latin language.

Course content L6

Development of understanding of Latin accidence and syntax post-GCSE.

Half of the set text requirement (two authors) will be studied.

Course content U6

Further fine-tuning of Latin accidence and syntax.

The other half of the set text requirement will be studied.

Examination Arrangements

Paper 1: Unseen Translation

100 marks (1hr 45 mins) – Written paper (33%)

Paper 2: Prose Composition/Comprehension

50 marks (1hr 15 mins) – Written paper (17%)

Paper 3: Prose Literature

75 marks (2 hrs) – Written paper (25%)

Paper 4: Verse Literature

75 marks (2 hrs) – Written paper (25%)



MATHEMATICS IN THE SIXTH FORM

Mathematics and Further Mathematics

Pupils join the MCS Sixth Form with a wide variety of mathematical qualifications and the system of Maths and Further Maths A-Levels contains yet more variables. The MCS Maths Department has lots of experience dealing with these variables and firmly believes in tailoring the programme for the individual pupil.

Broadly speaking there are three options. Please note that Further Maths requires Maths

- Maths A-Level (sometimes called “Single” Maths)
- Maths A-Level and Further Maths AS Level
- Maths A-Level and Further Maths A-Level

Which of these you choose will depend on the level of your mathematical ability and enjoyment, as well as your plans for university. Those wishing to study Mathematics or courses with substantial mathematical content (Engineering, Physics and the like) at top universities should take Further Maths. It is worth noting that completing just three A-Levels in Maths, Further Maths and one other is unlikely to be seen as a sufficiently broad curriculum by MCS or by universities.

“Single” Maths

This is a direct progression from GCSE/IGCSE, and will take up one option block of four. To begin the course, you will almost certainly need to have an A* (or Grade 8 or 9) at GCSE/IGCSE.

Further Maths

You will study Maths A-Level in the Lower Sixth, but will sit the exam in the Upper Sixth. You will then study and sit Further Maths A-Level (or AS-Level) in the Upper Sixth. In the Lower Sixth, you can either take A-Level Maths over one or two blocks.

The two block approach is open to all pupils and allows you to take Maths, Further Maths and two other subjects.

The one block approach is taught from the assumption that you have studied FSMQ (Additional Maths). It enables you to take Maths, Further Maths and three other subjects. If you have sat



FSMQ then you can take the one block approach with no further work.

If you have not studied FSMQ then you can still take the one block approach but will need to commit to an acceleration programme.

This involves an extra two lessons per week throughout the year and some work in the summer before you start, which consists of two half days of tuition in school before the start of the Michaelmas term, and up to 40 hours of self-study over the holidays, following a programme provided by the Maths Department. The Head of Maths is available by email or Skype to offer assistance throughout the summer.

If you have studied Further Maths GCSE or another similar qualification then you may not have to complete the entire summer programme but would at least need to complete online tests confirming mathematical knowledge in certain topics. Please note that Statistics GCSE or two separate Maths GCSEs (Methods and Applications) do not help with the content of A-Level, and are unlikely to count in this context.

Further Maths is a demanding course, and all those wishing to take it (in whichever way) will have to demonstrate appropriate aptitude either in their Fifth Form at MCS or during admissions interviews.

Is Further Maths right for me?

Don't be scared! It is a challenging course, but very rewarding. If you have the potential and the interest, it is right for you. There can be some implications for choice of university course (especially for Medicine or Economics), and it is worth discussing this with one of the Sixth Form team or the Maths Department in advance.

If you have any questions, please contact the Head of Maths, Mrs Earnshaw learnshaw@mcsoxford.org or the Deputy Head (Academic), Mr White bwhite@mcsoxford.org.

MATHS

Board

OCR MEI – www.mei.org.uk

Brief Overview

A-Level Mathematics is highly valued by both universities and employers for the skills of reasoning, problem solving, logical argument and analytical thinking that it cultivates. Likewise, a Mathematics degree is becoming increasingly prized in the employment world and A-Level Mathematics is a vital cornerstone of many other degree courses.

Many students find the step from GCSE to A-Level quite challenging; the experience of most pupils is that the subject becomes harder but a lot more interesting and rewarding. As a general rule, it is probably unwise to contemplate taking A-Level Maths without a grade A* (or grade 8 or 9) at GCSE or IGCSE, but if in doubt, discuss the matter with your teacher.

Course content L6 and U6

The course consists of four main areas of study that will be developed across the two A-Level years:

- Mathematical processes, consisting of mathematical argument and language, problem solving and mathematical modelling
- Pure mathematics, including proof, algebra, graphs, sequences, trigonometry, logarithms, calculus and vectors
- Mechanics, including kinematics, motion under gravity, working with forces including friction, Newton's laws and simple moments
- Statistics, including working with data from a sample to make inferences about a population, probability calculations, using binomial and Normal distributions as models and statistical hypothesis testing

Examination Arrangements

This is a linear exam consisting of three 2 hour papers at the end of the course. The first on Pure and Mechanics,

the second on Pure and Statistics and the third on Pure and Comprehension. The first two papers are each worth 36.4% of the overall grade and the third paper is worth 27.2%.

FURTHER MATHS

Board

OCR MEI – www.mei.org.uk

Brief Overview

Further Mathematics is a separate A-Level from Mathematics which extends the core topics and introduces new material normally encountered during the first year of a degree course. It is therefore a particularly demanding A-Level, although many find it even more exciting and rewarding than single Maths. Anyone considering applying to a top university to study a subject with substantial mathematical content would be well advised to give serious thought to taking this option; in recent years, a good number of the students taking Further Maths have gained Oxbridge places.

Course content L6

In Lower Sixth, pupils study the Maths A-Level course. This is examined at the end of U6.

Course content U6

All Further Mathematics is taught in the Upper Sixth; there is some compulsory content and some options (one major and one minor), which are outlined below.

COMPULSORY PURE CONTENT

- Proof by induction is used in various contexts
- Complex numbers are introduced and lead to solutions of problems in algebra, geometry and trigonometry
- Matrices are used to solve systems of equations and to explore transformations
- Vector methods are applied to problems involving lines and planes

- Calculus techniques are extended, including the use of hyperbolic functions and polar coordinates, and culminate in the solution of differential equations

OPTIONS

We propose to offer:

- Mechanics Major with either Further Pure Minor or Statistics Minor
- Statistics Major with Mechanics Minor

Mechanics Major: basic principles of forces and their moments, work and energy, impulse and momentum and centres of mass are used to model various situations, including: rigid bodies in equilibrium; particles moving under gravity, on a surface, in a circle, attached to springs; bodies colliding with direct or oblique impact.

Statistics Major: situations are modelled by discrete and continuous random variables; this allows inference about a population in the form of hypothesis testing and point and interval estimates of population parameters. The suitability of models is tested; bivariate data are investigated and Bayes' theorem used. Simulation of random variables is introduced, a powerful way of tackling challenging problems.

Mechanics Minor: basic principles of forces and their moments, work and energy, impulse and momentum and centres of mass are used to model various situations, including: rigid bodies in equilibrium; particles moving under gravity or on a surface; bodies colliding with direct impact.

Statistics Minor: situations are modelled by discrete random variables; the suitability of models is tested using Chi-squared tests. Bivariate data are investigated, with tests for correlation and association and modelling using regression.

Further Pure Minor: candidates are required to answer questions on any three of six pure mathematics topics. The topics are: sets, logic and Boolean algebra, recurrence relations, combinatorics, groups, matrices and vectors, multivariable calculus.

Examination Arrangements

This is a linear exam consisting of three papers. The first, of length 2 hour 40, is on the compulsory core content, 50% of the overall grade, the second of length 2 hour 15 on the major course 1/3 of the overall grade and the third of length 1 hour 15 on the minor course and worth 1/6 of the overall grade.



FURTHER MATHS - AS-LEVEL

Board

OCR MEI – www.mei.org.uk

Brief Overview

Further Maths AS is also possible for those students who wish to study beyond A-Level but not complete the full A-Level Further Maths course.

Course content U6

The course consists of core Pure Maths, outlined below, and the Statistics and Mechanics Minors outlined above.

Core content: The powerful technique of proof by induction is used in various contexts. Complex numbers are introduced, including their geometrical representation. Matrices are used to solve systems of equations and to explore transformations. Scalar products of vectors are applied to problems involving planes.

Examination Arrangements

This is a linear exam consisting of three papers, all of length 1 hour 15 minutes. The first is on the compulsory core Pure content, the second, on option 1 and the third on option 2.

MODERN FOREIGN LANGUAGES: FRENCH, GERMAN & SPANISH

Board

Cambridge International Examinations Pre-U Certificate

Brief Overview

The Cambridge Pre-U offers a fresh and rewarding approach to learning modern foreign languages. It offers pupils engaging courses that will allow them to develop their confidence and acquisition of a language, and prepare them well for university.

The emphasis in the Pre-U is on authentic language and culture – from the news media, radio, television, the internet, film, and literature.

Cambridge Pre-U Modern Foreign Language syllabuses aim to:

- develop pupils' ability to understand the target language in a variety of registers
- enable pupils to communicate confidently and clearly in the target language
- form a sound base of skills, language, and attitudes required for further study, work and leisure
- develop insights into the culture and civilisation of countries where the target language is spoken
- encourage positive attitudes to language learning and a sympathetic approach to other cultures
- further intellectual and personal development by promoting learning and social skills

Above all, the Modern Languages Department at MCS aims to provide enjoyment and intellectual stimulation as well as a rewarding and successful learning experience that will allow pupils to participate confidently and competently in communicative exchanges with native speakers.

Examination Arrangements and Course Content

• Paper 1: Speaking (25%)

Externally assessed speaking test conducted by a visiting examiner, approximately 16 minutes.

Pupils are expected to understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books, and other forms of extended written and spoken material.

• Paper 2: Reading and Listening (25%)

A series of reading and listening exercises, 2 hours 15 minutes.

Pupils are expected to manipulate the target language accurately in spoken and written forms to demonstrate an ability to choose appropriate examples of vocabulary and structure.

• Paper 3: Writing and Usage (25%)

Discursive essay in the target language and three grammar usage exercises, 2 hours 15 minutes.

Topics covered in preparation for the discursive essay include: human relationships, the generation gap, the media, law and order, equality of opportunity, travel and tourism, war and peace, scientific and technological innovation, conservation.

Pupils are expected to select and present information, and to organise their arguments and ideas logically.

• Paper 4: Topics and Texts (25%)

Two extended answers, one in the target language based on a theme and one English commentary or essay on a variety of texts and films, 2 hours 30 minutes.

Topics in **French** include: friendship and brotherhood, World War II, the representation of women.

Texts in French include: Rostand, *Cyrano de Bergerac*, Beaumarchais, *Le Barbier de Séville*.

Topics in **German** include: the films of Werner Herzog, Germany after 1989, and the Berlin Wall.

Texts in German include: Heinrich von Kleist, *Die Marquise von O.*, Bertolt Brecht, *Der Kaukasische Kreidekreis*, and Bernhard Schlink, *Das Wochenende*.

Topics in **Spanish** include: the films of Pedro Almodóvar.

Texts in Spanish include: Lorca, *Bodas de sangre*.

Pupils are expected to research and discuss aspects of the history, current affairs or cultures of countries where the target language is spoken.

The oral exam will be practised in individual weekly lessons with the Language Assistants in all languages.

How is Pre-U graded?

Achievement is reported on a scale of nine grades:

Distinction 1, 2 and 3, Merit 1, 2 and 3, Pass 1, 2 and 3.

The Distinction 2 is equivalent to that of A* and the Distinction 3 is aligned to that of A at A-Level. Distinction 1 reports achievement above an A* grade at A-Level.

Camb Pre-U grade	Camb Pre-U Principal Subject UCAS tariff	Equivalent A-Level UCAS tariff	Camb Pre-U GPR UCAS tariff	Short Course UCAS tariff
Distinction 1	tbc	n/a	tbc	tbc
Distinction 2	145	(A*) 140	140	tbc
Distinction 3	130	(A) 120	126	60
Merit 1	115		112	53
Merit 2	101	(B) 100	98	46
Merit 3	87	(C) 80	84	39
Pass 1	73		70	32
Pass 2	59	(D) 60	56	26
Pass 3	46	(E) 40	42	20

The intention of the nine-grade scale is to differentiate more finely and extend reporting at the top end, while keeping the grading scale accessible to the full range of ability currently achieving passes at A-Level.

University Acceptance

Cambridge Pre-U is considered to be an excellent preparation for university and employment. It helps to develop the in-depth subject knowledge and understanding which are so important to students in higher education.

Over 145 UK universities (including Oxford, Cambridge, Bristol, Durham, Bath, Edinburgh, UCL, and Warwick) have accepted Cambridge Pre-U as a pre-university qualification. The UK Russell Group has welcomed the academic rigour, retention of subject specialism, and the linear approach of these qualifications.

Universities around the world have confirmed their recognition of Cambridge Pre-U. There is also growing recognition across the US, including MIT, Stanford, and Ivy League universities.

UCAS Tariff Points

The table below shows the UCAS tariff awarded to each Cambridge Pre-U grade and how this compares with the tariff for A-Level.

MUSIC

Board

Edexcel

Brief Overview

Music A-Level is a rewarding and rigorous course, suitable for those pupils who are Grade 7 standard and above on an instrument. It suits those who want to go to read Music at university as well as those who would like an A-Level subject with a more practical element to it and want to have a deeper understanding of how music is constructed. It develops further the skills of performing, composing, listening and analysis that were learnt at GCSE level.

Course content L6

- Developing performance skills and choosing repertoire
- Composition skills
- Compositional techniques
- Aural skills (familiar and unfamiliar works)
- Analysis skills (set works and wider listening)

Course content U6

- Preparation for recital
- Composition (based on set briefs / free composition)
- Compositional techniques (Bach chorales)
- Aural skills (familiar and unfamiliar works)
- Analysis skills (set works and wider listening)

Examination Arrangements

- Solo recital (8-10 minutes)
- One composition in controlled conditions (free composition or one to a brief)
- Compositional technique exercise completed in controlled conditions
- Exam consisting of :
 - Section A – Aural test related to set works
 - Section B – Essays related to set works and unfamiliar material



PHILOSOPHY

Board

AQA

Brief Overview

Philosophical questions are concerned with what is fundamental, and give little clue as to how we should go about answering them. Indeed, part of the philosopher's job is to discover or invent a suitable method for uncovering fundamental truths about what there is, how much we can know and how we ought to behave. The questions tend to be abstract, contentious and hard; answers are often tentative, and they rarely satisfy everybody. But this shouldn't be taken to imply that there is no truth to be found: as with the study of natural science, the study of philosophy requires us to take reasons seriously while engaging rigorously with some of the most important and pressing questions there are. Furthermore, the philosopher's forensic approach to solving problems is both productive and deeply satisfying: Instead of wallowing in superficial disagreement and knocking down straw men, the philosopher aims to clarify what the problem is and to establish what might count as a satisfactory answer. The Department's principal aim is to foster pupils' intellectual curiosity and autonomy by developing their analytical skills, providing the tools necessary for genuinely reflective critical thinking about any questions. Philosophy is thus a uniquely valuable partner to any combination of A-Level subjects across the Sciences, Humanities and Arts.



Course content L6

Epistemology: The origin and nature of concepts; the nature of knowledge, and how it is acquired; justification; perception.

The Metaphysics of God: The concept of God; arguments relating to the existence of God; the nature of religious language.

Course content U6

Moral Philosophy: Ethical theories and the question of how we decide what it is morally right to do; moral psychology and metaphysics; ethical language and its status.

The Metaphysics of Mind: The relationship between the mental and the physical, including dualism, logical behaviourism, type identity theory, functionalism and eliminativism.

Examination Arrangements

The course is supported by readings from primary texts, with texts ranging from Ancient Greece to the 21st Century. Pupils are examined on their capacity to analyse and evaluate the arguments of others and, crucially, to present their own arguments clearly and logically.

There are two exams in Trinity of the U6th, each worth 50% of the A-Level:

Paper 1: Epistemology & Moral Philosophy. One three-hour exam composed of short, medium and essay-length answers.

Paper 2: Metaphysics of God & Metaphysics of Mind. One three-hour exam composed of short, medium and essay-length answers.

PHYSICS

Board

AQA – A-Level Physics

Brief Overview

Physics is for those who enjoy problem solving, those who want to explore the natural world on many levels (from the tiniest sub-atomic particles to the scale of the entire universe) and those who want to verify mathematical models correspond to reality by experiment.



It is an A-Level that will enable you to go on to a huge variety of future courses and careers, as it is held in high regard by universities and employers. As well as being crucial to those wanting to continue to careers in physical science and engineering, its academic rigour means it is useful for any numerate discipline (including medicine) and indeed almost any route into higher education.

Course content L6

Mechanics, waves, optics, materials, electric circuits, particle physics, quantum phenomena, circular motion experimental skills.

Course content U6

Simple harmonic motion, gravitational fields, electric fields, capacitors, electromagnetism, nuclear physics, thermodynamics, gas laws, engineering physics, experimental skills.

Examination Arrangements

Three written papers at the end of two years, comprising multiple choice, structured answers, longer written answers, unstructured problems and comprehension questions. Paper 1 focuses mainly on L6 content (plus circular motion), Paper 2 mainly on U6 content (excluding Paper 3 content) and Paper 3 on engineering physics and practical skills. All papers are roughly equally weighted. There is also an internally assessed endorsement of practical skill carried out in 12 key experiments over the two years of study.

POLITICS

Board

AQA

Brief Overview

Politics is an ideal subject for students with an interest in domestic and international news and current affairs, and for those with an interest in the social and moral questions surrounding the principles of democracy, justice, rights, freedom and equality.

As an A-Level only subject at MCS, no prior knowledge is assumed for this course, but students should have an interest in following news and political events in the quality media. As an essay subject, the skills developed in a range of arts and humanities GCSEs will be put to good use in developing political analysis in short and long essay answers.

Course content L6

UK Politics and Participation: democracy and participation, elections and referendums, political parties and pressure groups, voting behaviour, the media, the European Union.

UK Government: The Constitution, Parliament, the Prime Minister and Cabinet, the Judiciary, Devolution, the relationships between the branches of government.

US Government and Comparative Politics: Comparing the structures of the US Constitution, Presidency, Congress and Courts with those already study in the UK. Presidential versus Parliamentary Government; unitary versus federal state structures.

Course content U6

US Politics and Participation, and Comparative Politics: Democracy and participation, elections and voting behaviour, parties and ideologies, pressure groups, civil rights. Models and methods of comparative politics.



Political Ideas and Political Ideologies: Core Ideologies: Liberalism, Conservatism and Socialism. Further Political Ideologies: options to study Nationalism, Feminism, Anarchism, Multiculturalism, Ecologism.

Examination Arrangements

Three equally weighted 2-hour written papers at the end of the second year:

Paper 1: UK Government and Politics

Paper 2: US Government and Politics and Comparative Politics

Paper 3: Political Ideas and Ideologies

Extra-curricular:

Weekly reading group; regular external speakers at Politics Society. Visits to Parliament and the Supreme Court; conference at Westminster Hall. Biennial trip to Washington and New York.

THEOLOGY (RELIGIOUS STUDIES)

Board

OCR

Brief Overview

The Theology A-Level course offers a uniquely broad and deep grounding in the liberal arts. Pupils will wrestle with some of the most pressing issues facing modern society: religious conflict; medical ethics; sex, gender and identity politics; and the perennial tension between the freedom of the individual and the power of the state. Pupils will build their analytical skills engaging with both contemporary problems and classic texts in the history of religious thought. The course is deliberately open, but affords the opportunity to tackle problems with rigour, encompassing theological, philosophical, historical and literary analysis. In a world increasingly beset by the competing claims of religious conservatism and secular humanism, of internationalism and isolationism, there has never been a more exciting or important time to study Theology: it is the up-to-the-minute subject.

What can I do with an A-Level in Theology?

Absolutely anything. Theology A-Level is equally popular alongside three other essay subjects as alongside three sciences (indeed, its strong ethical component means it is highly regarded by medical schools). It provides the analytical grounding for any degree in the liberal arts, humanities or social sciences, while the course content offers an obvious pathway towards Theology, Philosophy, PPE and Law at university. Those with Theology degrees go on to careers in everything from law and finance, to the civil service, management consultancy, journalism, broadcasting, the police, academia and teaching.

Extra-curricular offering:

Sixth Form Theologians have the benefit of an extensive extra-curricular programme. In addition to our weekly Theology Society, which features talks from pupils, staff and visiting

speakers from Oxford University and elsewhere, there are extension classes offered for those interested in exploring theological themes and texts beyond the A-Level syllabus (chiefly aimed at those interested in studying Theology at University, but open to all). There are also trips within Oxford to public lectures and the Ashmolean Museum, as well as one annual trip abroad (recent trips have included Israel and Rome, with a trip to Poland planned for July 2018).

Course content L6

Paper 1: Philosophy of Religion

- Ancient Philosophy (Plato and Aristotle)
- Arguments for and against the existence of God
- The problem of evil and suffering for religious belief
- The nature and impact of religious experience
- Issues in religious language: is it possible to speak meaningfully about the divine within the limits of human language?
- Philosophical problems concerning the nature of God
- The relationship between the mind and the body

Paper 2: Ethics

- Religious ethical theories: Natural Law (including the work of Aristotle and Aquinas) and Situation Ethics
- Secular ethical theories: Utilitarianism and Kantian Ethics
- Applied Ethics: Euthanasia and Business Ethics
- The nature and origins of conscience and its role in moral decision making: theological and psychological approaches (Aquinas and Freud).
- Sexual Ethics
- Meta-ethics: the meaning of ethical language



Course content U6

Paper 3: Developments in religious thought

- Human nature (including Augustine and Sartre)
- Death and theories of the afterlife
- Knowledge of God's existence
- The Jesus of history and the Christ of faith
- Religion, Ethics and Politics (including a study of Bonhoeffer)
- Secular challenges to religion: Freud, Dawkins, secular humanism
- Latin American liberation theology, including its use of Marx
- Gender and Theology, including Feminist Theology
- Religious Pluralism

Examination Arrangements

Three exams, all to be sat in the Trinity term of the U6:

Paper 1: Philosophy of Religion

2 hour written paper; 33.3% of total A-Level

Paper 2: Ethics

2 hour written paper; 33.3% of total A-Level

Paper 3: Developments in religious thought

2 hour written paper; 33.3% of total A-Level

TYPICAL LOWER SIXTH FORM TIMETABLES

Maths/Science

	Monday	Tuesday	Wednesday	Thursday	Friday
8.25am	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly
Period 1	Biology	Biology	Maths	Maths	Biology
Period 2	Chemistry	Biology	Maths	Study	Physics
Period 3	Chemistry	Maths	Chemistry	Physics	Physics
10.55am	Break	Break	Break	Break	Break
Period 4	Maths	Chemistry	Biology	Chemistry	Chemistry
Period 5	Games	Physics	Biology	Waynflete	Chemistry
Period 6	Games	Physics	Physics	Waynflete	Chemistry
1.15pm	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs
2.25pm	Registration	Registration	Registration	Registration	Registration
Period 7	Physics	CSO	Games	Biology	Maths
Period 8	Physics	CSO	Games	Biology	Maths
3.50pm	After School Activities				

Arts/Humanities

	Monday	Tuesday	Wednesday	Thursday	Friday
8.25am	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly	Registration/ Chapel/Assembly
Period 1	English	English	Theology	Theology	English
Period 2	Latin	English	Study	Study	History
Period 3	Latin	Theology	Latin	History	History
10.55am	Break	Break	Break	Break	Break
Period 4	Theology	Latin	English	Latin	Latin
Period 5	Games	History	English	Waynflete	Latin
Period 6	Games	History	History	Waynflete	Study
1.15pm	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs	Lunch/Clubs
2.25pm	Registration	Registration	Registration	Registration	Registration
Period 7	Study	CSO	Games	Study	Theology
Period 8	History	CSO	Games	English	Theology
3.50pm	After School Activities				

CONTACT INFORMATION

Current pupils

For further information and advice, current pupils should contact their tutors in the first instance.

Prospective pupils

New applicants can contact the Registrar, Mrs Barberine Mallett, at registrar@mcsoxford.org or on **01865 253430**.

Find out more about life in the Sixth Form at www.mcsoxford.org/sixth-form



MAGDALEN COLLEGE SCHOOL

INDEPENDENT DAY SCHOOL FOR BOYS 7 - 18 AND SIXTH FORM GIRLS

