



CURRICULUM

EXPLAINER

A conventional curriculum would not work for Oxford Science Studies. The curriculum is created “live” as an integral part of the first tutorial with the student(s), it is a continual learning process – this process is outlined below.

PROCESS

All of Oxford Science Studies courses are bespoke and student led. So rather than having a set curriculum, we have a process to establish exactly what the student(s) in any given group wish to cover. The groups vary from 1 to 6 students, with many students being taught 1 to 1 and where there are groups these are mostly 2, 3 or 4 students.

Prior to arrival the students confirm precisely which subject and exam they are studying for. For example, A Level Physics, OCR syllabus A, Paper 1, 1st year; or GCSE Maths, Higher level, AQA, 2nd year. The tutor will know in advance the exact syllabus and will be familiar with the syllabus. A copy of the syllabus will be available via the student portal for use by tutors and students, as required.

In the first session with the student(s) the tutor will ask them what topics they wish to cover – this in effect will be the ‘curriculum’ for that block (or blocks) of teaching, but changes can be made throughout the course, based on students’ request or any gaps in knowledge, as identified through our trusted teach and test method, when reviewing subject material, completing topics and exam practice papers. Students are asked to attend the course prepared, with a list of topics in mind that they wish to focus on, to best guide their tutors and enable most efficient use of time.

Given that the teaching blocks are either 200 minutes (for Half Term, weekend and Christmas courses) and 250 minutes (for Easter and Summer) the list of topics will not cover the whole syllabus and should be a tightly focused list. Occasionally students will sign up for more than 1 day or block of teaching for a given subject. The list of topics should be strictly based on the appropriate syllabus. Often the syllabus can be used to provide a list of topics that the student(s) can pick from. Furthermore, the tutor may use their experience to check that certain topics are in fact understood.

For the courses that are closest to the exams (primarily Easter and the May weekends) the focus tends to be more around specific exam questions and exam preparation. With these courses the curriculum can include a substantial element of exam practice and technique and can review the students’ work carried out in the exam practice session, if the student(s) wish. For the Summer Course, the focus can include an introduction of set topics, rather than a revision, with students looking ahead to the next academic year.