

St Mary's Sixth Form

High-achieving Sixth Form in the heart of Bishop's Stortford. Open to all.



'Flourish
academically...'

Course Information Booklet

September 2024 Entry

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A warm welcome to our Sixth Form

Welcome to St Mary's Sixth Form where you will find student life challenging, exciting, and fulfilling... as you flourish academically, socially and personally. As a Year 12 in our Sixth Form you can expect to continue your studies in a friendly, purposeful and ambitious community in which we prepare students for the very best universities, apprenticeships and careers.

Every year we are so proud to see so many of our Year 13 Leavers embarking on their post-18 pathway of choice; a consequence of their hard work and achievement allied with the high quality academic, careers and pastoral guidance students receive during their time in St Mary's Sixth Form. For example, in August 2023 we saw many of our students accepted onto the most degree competitive degree courses at the most competitive universities (Oxford, Cambridge, Russell Group), and high-level degree apprenticeships.

St Mary's innovative Pathways system (page 3) helps ensure each Sixth Form student is placed on a bespoke curriculum pathway that matches their talents, passions and aspirations. In addition to rigorous focus in helping support our students achieve academically, we are passionate in ensuring our Sixth Formers develop into young adults who are empathetic, ambitious and articulate... ready to positively and proactively contribute to the wider world. This is in part achieved through our extended curriculum offering, which you can read about on pages 6-8.

We encourage all our students to contribute to the wider community and as a result they are regarded as responsible leaders and role models by our younger pupils. There are many opportunities to take on positions of responsibility and leadership, including being part of our Student Leadership Team (Head Pupils, Deputy Head Pupils, House Leaders) serving on the School Council, being a Mentor to Key Stage 3 and 4 pupils, leading extra-curricular clubs, etc.

We are immensely proud of our Sixth Form students and are delighted that you will be joining our traditional and successful community.

If you have any questions, please don't hesitate to ask myself or a member of the Sixth form Team; we are always on hand to support and guide you!

With best wishes,

Mr Benjamin Noble
Director of Sixth Form

Application Process and Key Dates

Following the Sixth Form Open Evening on Thursday 9th November 2023, students may apply using the application forms available online via the Sixth Form 'Admissions' section of our website: <https://www.stmarys.net/page/?title=Admissions&pid=51>

- Application form deadline: **Friday 8th December 2023**
- External applicant meetings: January 2024 by appointment with our Director of Sixth Form

Sixth Form Pathways at St Mary's

Advanced Pathway	
Where will this take me?	Application to the most competitive universities and courses, or to degree-level apprenticeships. (E.g. Oxbridge, Medicine, Engineering, History etc.)
What will I study?	x3 A-Levels (alongside the various opportunities available within our Extended Curriculum offering)
What are the benefits?	Students on the Advanced Pathway will benefit from University preparation, apprenticeships guidance and coaching, targeted work experience, up to x3 day visits to university open days and a tailored enrichment super-curricular programme.
Entry Requirements	APS of 4.50+ and at least a GCSE Grade 6 in each of the subjects selected at A-Level
Flexible Academic Pathway	
Where will this take me?	Application to university or to degree level/ higher apprenticeships.
What will I study?	A combination of x3 A Level or vocational choices [e.g. BTEC Level 3 qualification], alongside the various opportunities available within our Extended Curriculum offering
What are the benefits?	Students on the Flexible Pathway will benefit from the ability to study both academic and vocational courses in combination. A package of University preparation, apprenticeships guidance and coaching, targeted work experience, up to x3 day visits to university open days and a tailored enrichment super-curricular programme.
Entry Requirements	APS of 4.50+ normally, at least a GCSE grade 6 in each A Level subject selected
Enterprise Pathway	
Where will this take me?	A career in Business awaits! This course will lead to university, apprenticeship or direct employment.
What will I study?	Cambridge Technical in Business (Level 3) in addition to one further A Level or vocational option, alongside the various opportunities available within our Extended Curriculum offering
What are the benefits?	Enterprise pathway students will benefit from apprenticeships guidance and coaching, university preparation, targeted work experience, up to x3 day visits to university open days and a tailored enrichment super-curricular programme including the Dragon's Den/ Enterprise Challenge.
Entry Requirements	APS of 3.83+
Flexible Vocational Pathway	
Where will this take me?	Application to study an applied course at university, apprenticeships or employment in a position within the chosen sector.
What will I study?	At least two vocational courses in combination with another course of choice.
What are the benefits?	As a student on the Flexible Vocational Pathways, you will be studying at least two vocational qualifications. There will also be, apprenticeships guidance and coaching, university preparation, targeted work experience, up to x3 day visits to university open days and a tailored enrichment super-curricular programme.
Entry Requirements	APS of 3.83+ Grade 6 in any A Level course chosen, except Film Studies (Grade 4 in English Language or Literature). Sociology pairs well with this pathway.

Average Point Score

The offer of a place in the Sixth form is determined by the Average Point Score (APS) of your GCSE Grades. All Year 11 students will be awarded a 9-1 grade for all their subjects in August 2024.

- To study an A Level programme you will need to be awarded an APS of over 4.5 and to achieve a minimum of a Grade 6 in the subjects applied for (*with the exception Film Studies which requires a 4 in English Language or Literature*). Maths requires a 'strong' 6. Further Maths can only be studied alongside Maths and requires GCSE Maths grade 8+.
- For a Vocational programme you need to be awarded an APS of over 3.83.
- If your current target grades are below 3.83 Average Points you should be applying for a college placement, alongside Sixth Form.
- If you meet all other criteria but do not get a Grade 4 in English and Maths, in exceptional circumstances the school *may* consider offering re-takes in English and Maths.

How to work out your Average Point Score (APS):

Add together all the points for your GCSE grades (remember Combined Science counts as two GCSEs) and then divide by the number of subjects taken.

<u>Examples</u>	Grade 9-1	Grade Points
Student 1: Eng. Lang. 8, Eng. Lit. 7, Maths 8, Chemistry 7, Physics 7, Biology 7, Art 7, French 7, Religious Studies 7, and History 8. The total points for the ten subjects are: $8.00+7.00+8.00+7.00+7.00+7.00+7.00+7.00+7.00+8.00 = 73 \div 10 = \underline{7.30 \text{ APS}}$	9	9.00
	8	8.00
	7	7.00
Student 2: Eng. Lang. 6, Eng. Lit. 6, Maths 6, Combined Science 6- 6, Music 6, Geography 4, Italian 4, and Religious Studies 5. The total points for the nine subjects are: $6.00+6.00+6.00+6.00+6.00+6.00+4.00+4.00+5.00 = 49 \div 9 = \underline{5.44 \text{ APS}}$	6	6.00
	5	5.00
	4	4.00
Student 3: Eng. Lang. 4, Eng. Lit. 5, Maths 4, Combined Science 4 - 4, History 3, Design Technology 6, Spanish 4, PE 3, and Religious Studies 5. The total points for the eight subjects are: $4.00+5.00+4.00+4.00+4.00+3.00+6.00+4.00 = 31 \div 8 = \underline{3.9 \text{ APS}}$	3	3.00
	2	2.00
	1	1.00

- We will not start you on a course of study where you do not have a good chance of success. Your behaviour and attitude in Year 11 will also be taken into account when considering your application to join the sixth form.
- We welcome almost all of our students back because they have worked to deadlines, behaved well and will be good role models for younger students.
- If you do not have such a reputation, your application is unlikely to be successful. Each student will be considered on their own merits.

Subject Offering and Entrance Criteria

We offer an extensive range of subjects to ensure students' passions and talents can flourish:

Subject	Qualification	Entrance Criteria
Art (Fine Art)	A-Level	Grade 6 in GCSE Art
Fine Art (Photography)	A-Level	Grade 6 in GCSE Art
Biology	A-Level	Grade 6 in GCSE Biology OR Grades 6-6 in GCSE Double Science
Business	A-Level	Grade 6 in GCSE Maths OR Grade 6 in GCSE Business <i>(This subject cannot be combined with Cambridge Technical in Business)</i>
Cambridge Technical in Business	CTEC Level 3	5 GCSE grades at 9-4 <i>(This subject cannot be combined with A-Level Business)</i>
Chemistry	A-Level	Grade 6 in GCSE Maths AND either Grade 6 in GCSE Chemistry or Grades 6-6 in GCSE Double Science
Computer Science	A-Level	Grade 6 in GCSE Computing, ICT or Maths
Creative Media Production	BTEC Level 3	5 GCSE grades at 9-4
DT: Three Dimensional Design	A-Level	Grade 6 in GCSE DT or Art
DT: Textile Design	A-Level	Grade 6 in GCSE DT or Art
DT: Graphic Communication	A-Level	Grade 6 in GCSE DT or Art
Economics	A-Level	Grade 6 in GCSE Maths AND Grade 6 in GCSE English
English Language	A-Level	Grade 6 in GCSE English Language
English Literature	A-Level	Grade 6 in GCSE English Literature
Film Studies	A-Level	Grade 4 in GCSE English
French	A-Level	Grade 6 in GCSE French
Geography	A-Level	Grade 6 in GCSE Geography OR Grade 7 in GCSE History
Health and Social Care	BTEC Level 3	5 GCSE grades at 9-4
History	A-Level	Grade 6 in GCSE History OR Grade 7 in GCSE Geography
Italian	A-Level	Grade 6 in GCSE Italian
Mathematics	A-Level	Grade 6 in GCSE Maths
Core Mathematics	Level 3 qualification	Grade 4 This is not a full course, and is studied in addition to your 3 main courses
Further Mathematics	A-Level	Grade 8 in Maths <i>(This subject must be taken with A-Level Maths)</i>
Performing Arts	BTEC Level 3	5 GCSE grades at 9-4
Physical Education	A-Level	Grade 6 in GCSE PE or Distinction in BTEC PE
Physics	A-Level	Grade 6 in GCSE Maths AND either Grade 6 in Physics or Grades 6-6 in GCSE Double Science
Politics	A-Level	Grade 6 in GCSE English, History, Geography or RS
Philosophy		N/A Every student will be timetabled x1 lesson per week
Psychology	A-Level	Grade 6 in GCSE Maths OR Grades 6-6 in GCSE Science AND Grades 6 in GCSE English, History, Geography or RS
Religious Studies	A-Level	Grade 6 in GCSE Religious Studies
Sociology	A-Level	Grade 6 in GCSE English, History, Geography or RS
Spanish	A-Level	Grade 6 in GCSE Spanish

**We intend to run these courses subject to uptake.
Option blocks will be devised based on student choices.**

Extended Curriculum

Enrichment and Super-curricular

Students will have on their timetable two hours per week in which they can gain valuable experience in taking part in an Enrichment option of their choice. In this time, students are able to learn a musical instrument, learn a new language, express themselves through art mosaics, PE, etc. Our Enrichment choices are aimed at enabling our students to learn something exciting and new, as well as improving our students' mental health and overall wellbeing.

Sixth Formers are able to use their Enrichment time to gain valuable experience working in community service, which we actively encourage. This can take many forms such as assisting Teachers in lessons with lower school pupils who need help with literacy or numeracy, leading or supporting with after-school clubs, and volunteering at local primary schools or local charities (e.g. Grove Cottage, Age Concern, Herts and Essex hospital). This has proved rewarding for our students, develops their skillset and experience, and offers a valuable service to those in our local community.

In addition, we have other opportunities such as the Duke of Edinburgh ward Scheme, Debating Society and Charity fundraising. A variety of exciting trips and visits are planned during the two years to broaden the academic, cultural, career, and spiritual horizons of our emerging adults.

Duke of Edinburgh Award

Students in Year 12 have the opportunity to complete the Duke of Edinburgh Bronze Award (DofE). The award is the world's leading achievement award for young people and since 1956 over 8 million young people have participated which is now offered in more than 140 countries.

The four components of the award for Bronze are:

1. Volunteering: Bronze (3 or 6 months)
2. Physical: Bronze (3 or 6 months)
3. Skills: Bronze (3 or 6 months)

(One section above for 6 months and the other two sections for 3 months)

4. **Expedition:** Plan, train for and complete one Bronze: 3 day, 2 night expedition

Full details are given to participants and parents following their successful application and registration. Students will develop a range of skills including:

- Self-confidence
- Initiative
- A sense of responsibility
- A greater awareness of their strengths
- The ability to plan and use time effectively
- The ability to learn from and give back to others in the community
- Problem solving
- Presentation and communication skills,
- Leadership and team working skills.

Students are encouraged to use activities that they enjoy and find a challenge. These may include activities in which they are already taking part or as an opportunity to develop new skills and hobbies.

The DofE programme demands persistence and commitment and cannot be completed with a short burst of enthusiasm. Students will need to attend all formal after school sessions to ensure they update and complete their online DofE Account and are thoroughly prepared for the expeditions.

"I really enjoyed the experience of completing my 'Bronze' Duke of Edinburgh award. I have made lifelong memories with my friends and learnt an array of new skills along the way. Although it was challenging, I am really proud that I completed the expedition."

Year 13 student

Extended Project Qualification ("EPQ")

We offer the opportunity to complete the Extended Project Qualification ("EPQ") to those students in the Sixth Form who thrive on independent study and who are dedicated to spending time pursuing a line of enquiry outside their day-to-day academic studies.

The EPQ is an A-Level standard standalone qualification designed to extend and develop a student's abilities beyond the A-Level syllabus and prepare themselves better for university and employment.

The EPQ can be taken as an extension of other Level 3 qualifications or vocational qualifications. It's worth half an A Level (28 UCAS points) and is highly recognised by universities and employers.

Students can choose to explore a further aspect of a subject they are studying, or another subject, or simply choose a topic that they have a personal interest in. Whatever topic they choose, they have complete control of it under the guidance of a dedicated supervisor. Students get to plan and carry out research on a chosen topic that isn't covered by their other qualifications. Students can take inspiration from something touched on in class, or something personal and unrelated to their studies. They then use their research to produce a written report.

The EPQ at St. Mary's runs from October of Year 12 until October of Year 13 and gives students the ability to become more critical, reflective and individual learners demonstrating creativity, initiative and enterprise confidently.

"I chose EPQ because it gave me an opportunity to research in depth about something that interests me, gain useful research skills that I will use at university and provide an extra academic challenge alongside my A Levels. If you want to maximise your chances of getting into your dream university, EPQ is for you as the qualification is worth 28 UCAS points and can help you show off your well-rounded character. I really enjoyed researching about Ancient Greek philosopher Socrates, as my passion for philosophy made the researching process more engaging and enjoyable, and I learned a lot about how his death in 399 BC had an immense impact on today's world. Take this opportunity to show what interests you!"

Year 13 student

Careers Education and Futures Guidance

St Mary's has an excellent track record of supporting students in whatever career pathway they decide to choose. We pride ourselves on our excellent pastoral care and how we assist our students during their Sixth Form journey. Applications to Higher Education are fully supported by our Careers Department and Director

of Sixth Form. Students are encouraged to attend appointments with either our Careers Leader or independent careers advisor to discuss all future options available with them.

All Sixth Form students will have an allocated 'Careers' Lesson on their timetables each week. During this lesson the Sixth Formers will have the opportunity to access online careers programmes, university masterclasses, webinars, online taster lessons, virtual work experiences, online courses, podcasts and videos encouraged and supported by our Careers Leader to ensure each student has a personalised pathway to their future choices.

We have a rigorous and comprehensive UCAS programme which begins in Year 12. Students attend sessions on how to write effective personal statements for both University and Apprenticeship applications. Each person applying through UCAS receives individual form tutor support and a one to one meeting with the Director of Sixth Form to secure their selection of choices, aiming to aspire and achieve. Students receive emails and are regularly informed of University Open Days, Summer Schools and Taster days and Virtual Work Experiences. We also send email updates and information about apprenticeship vacancies and Gap years for those considering alternative routes.

During our Enrichment Week we will visit Universities and take part in Discovery Days. We also invite a number of guest speakers into the school to provide a more in depth understanding of different career paths available.

The careers support that the Year 12 and 13 students receive is varied and wide ranging. It includes the following:

- On-site Academic and Industry speakers providing career advice
- Talks from former students who are now at University or in an apprenticeship.
- Opportunity to have an appointment with an Independent Careers Advisor
- Access to Unifrog, the complete destinations platform
- Help with sourcing work placements
- Detailed university admissions guidance through UCAS
- Personal Statement and CV Preparation
- Tailored support for Oxbridge and other competitive entrance courses such as Medicine
- Mock Interviews
- Careers Bulletin disseminating full range of post-18 opportunities including apprenticeships, job vacancies and alternative training routes

All of our students are supported as they explore and then pursue the post-18 pathway that is the best fit for their talents, passions and aspirations, whether that be university, apprenticeships or degree-apprenticeship, a GAP year, entering the world of paid employment.

"Having the careers support here at St Mary's is a great asset as you make your way through the school. Right from the get go, you have the chance to attend careers carousels where you can start to think about your future and get the chance to speak to employers to see how you might best tailor your studies.

... is always on hand to have one-on-one meetings. These are a great chance to ask all of your burning questions, or even just to talk to someone about all the thoughts you are having, and to make sense of what you might want to do. Either way, you will come out of the meeting knowing the next steps to take, and what you can do to achieve your goals"

Year 13 Alumni

Art (Fine Art)

Subject Leader: Miss H. Nairn

Exam Board: OCR

A Level

The aims of the syllabuses in Art and Design are to stimulate, encourage and develop:

- The ability to perceive, understand and express concepts and feelings;
- The ability to record from direct observation and personal experience;
- The ability to communicate by using appropriate materials and techniques in a disciplined way;
- Experimentation, innovation and the use of intuition and imagination;
- Critical and analytical faculties; the ability to identify, research and evaluate the problems in a systematic way;
- Confidence, initiative and sense of adventure and achievement;
- The acquisition of a relevant working vocabulary;
- An awareness and appreciation of the interdependence of Art and the individual within cultural contexts.

Method of Assessment:

A level students will be directed in their study for the autumn term of their coursework unit. Students will be introduced to a variety of media, materials and techniques through workshop style lessons and mini-projects. Students will also begin to explore different methods of presentation, helping them develop their artistic styles and personal practice. Students will be guided to a more personal theme of study in the Easter and summer term culminating in the production of a final piece requiring sustained focus and skill. Students will return after the summer holiday to complete another coursework project before the release of the OCR Set Task in February. Students will then complete the OCR Set Task and undertake a 15 hour controlled assessment at the end of the unit.

The A level comprises of:

- Unit 1 Coursework 60%
- Unit 2 OCR Set Task 40%
- Students are encouraged to be selective about work to put forward for external moderation and can use this to build a portfolio of work ready to take to interview for higher education courses if applicable.

Fine Art (Photography)

Subject Leader: Miss H. Nairn

Exam Board: OCR

A Level

Course Overview:

- Learners will be able to explore, research and acquire techniques and develop their skills, knowledge and understanding in a range of photographic media.
- Learners will explore relevant images, artefacts and resources relating to traditional and/or digital photography.
- Learners may use traditional methods such as photographic film and/or digital techniques to produce images.
- Learners in Photography will be able to demonstrate specialisation in particular media or processes to allow an appropriate depth of study. This can be achieved by working toward the extension and development of particular themes, ideas or issues.
- Drawing skills will be understood and developed as appropriate to the ways of recording and communicating intentions, ideas and emotions in the context of Photography.

Techniques taught on the course:

The following are some of the techniques available to learners in Photography: traditional darkroom technology; digital technology; the use of camera equipment and lenses; lighting and exposure techniques; moving image and animation; alternative art-based printing such as screen printing; alternative chemical print processes such as liquid emulsion, toning and types of paper.

Learners will build and evidence an understanding of:

- relevant technologies, materials, processes and resources.
- continuity and change in different genres, styles and traditions relevant to Photography and the chosen areas of study within this specialism .
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts.
- how images and artefacts relate to the time and place in which they were made and to their social and cultural context .
- a working vocabulary and specialist terminology which are relevant to Fine Art Photography.

The A level in Photography comprises of:

- Unit 1 Coursework 60%
- Unit 2 OCR Set Task 40%

Students are encouraged to be selective about work to put forward for external moderation and can use this to build a portfolio of work ready to take to interview for higher education courses if applicable.

Biology

Subject Leader: Mrs. J Ryan
Lead teacher in Biology Dr. J Campbell
Exam Board: AQA
A Level

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from micro-organisms to mammoths. Biology is a dynamic subject never far from the headlines.

In the first year you will study 4 main topics:

- Biological molecules
- Cells
- Organisms exchange substances with their environment
- Genetic information, variation and relationships between organisms

In addition there are numerous opportunities to use practical experiences to link theory to reality, and equip you with the essential practical skills you need.

Year two helps you build on that firm foundation and you will study a further 4 main topics:

- Energy transfers in and between organisms
- Organisms respond to changes in their internal and external environments
- Genetics, populations, evolution and ecosystems
- The control of gene expression

At A-level you will be assessed by 3 written papers, each of 2 hours.

Practical assessments have been divided into those that can be assessed in written exams and those that can only be directly assessed whilst students are carrying out experiments. A-level grades will be based only on marks from written exams. A separate endorsement of practical skills will be taken alongside the A-level. This will be assessed by teachers and will be based on direct observation of your competency in a range of skills that are not assessable in written exams.

Business

Subject Leader: Mr. E. McElhinney

Exam Board: Edexcel

A Level

The A level course is structured into four themes.

- Theme 1: Marketing and people
- Theme 2: Managing business activities
- Theme 3: Business decisions strategy
- Theme 4: Global business

Method of Assessment:

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.

Students will complete 3 exams which will determine their grade:

Paper 1: Marketing, people and global businesses. Total marks: 100 Weighting: 35% Exam time: 2hrs. Questions drawn from Theme 1 and Theme 4 content.

Paper 2: Business activities, decisions and strategy. Total marks: 100 Weighting: 35% Exam time: 2hrs. Questions drawn from Theme 2 and Theme 3 content.

Paper 3: Investigating business in a competitive environment. Total marks: 100 Weighting: 30% Exam time: 2hrs. A broad context will be issued in November of the previous year. Questions drawn from all themes

If students have studied Business at GCSE they must have achieved at least a grade 6 to study Business A Level.

Cambridge Technical in Business (Level 3)

Subject Leader: Mr. E. McElhinney

Exam Board: OCR

Course work and exam based vocational qualification

This A Level equivalent is an excellent option for students who want to complete a mixture of both internal coursework and external exams.

The Cambridge Technicals in Business can help students to achieve their potential and progress to the next stage of their lives, whether that's Higher Education, an Apprenticeship or employment.

Students will complete mandatory units on:

- The business environment
- Working in Business

Further optional units can be completed on:

- Marketing
- Customers and Communication
- International Business
- Accounts
- Being entrepreneurial

For further information on this course please contact Mr McElhinney or Mr Gitau.

Chemistry

Subject Leader: Mrs. J Ryan
Lead teacher in Chemistry: Dr. L Bentley
Exam Board: OCR
A Level

Chemistry is the branch of science concerned with the substances of which matter is composed, the investigation of their properties and reactions, and the use of such reactions to form new substances. Chemistry is a challenging subject, which appeals to pupils who wish to better understand the world around them.

Year 12 Chemistry is made up of four modules:

- Module 1: Development of practical skills in Chemistry (no coursework that counts towards the final grade).
- Module 2: Foundations of Chemistry.
- Module 3: Periodic table and energy.
- Module 4: Core organic Chemistry and analysis.

Year 13 Chemistry is made up of seven modules (including all the modules from year 12).

Additional modules are

- Module 5: Physical Chemistry and transition metal elements.
- Module 6: Organic Chemistry and analysis.
- Module 7: Unifying concepts.

Method of Assessment:

There are three examinations at the end of the two-year course, lasting a total of six hours. Each examination has extended response questions. Practical based questions are included in all papers.

Practical skills are built into the course to complement the theory. Pupils will complete a minimum of 12 practical tasks to meet the practical endorsement from the exam board. There is no practical coursework; all practical theory skills will be tested in the written exams.

Computer Science

Subject Leader: Mr F Ssemwanga

Exam Board: OCR

A Level

Ideal for students who

- Are looking to develop an advanced understanding of computer science
- Want to apply their coding ability to solve real-world problems
- Are looking at a computing orientated degree
- Are aiming to work in the computing industry
-

Course Overview:

A Level Computer Science qualification splits learning into three sections: Computer Fundamentals, Programming Techniques and Logical Methods, and a Programming Project. A natural progression from GCSE (9–1) Computer Science, it provides the perfect springboard for students looking at specialising in a computing-based career.

Within the course, students study a range of theory topics, which include the principles and understanding linked to programming, topics such as hardware and software, networks, systems development life cycles and implications of computer use.

Students will develop the ability to:

- Think creatively, innovatively, analytically, logically, and critically
- Apply skills in and an understanding of computing (including programming) in a range of contexts to solve problems
- Delve into producing graphical user interfaces and object-orientated programming solutions. Through the creation of a programming project, students will have the opportunity to create a substantial piece of software using modern design methods and guided by teachers, they will look to display their skills and talents.

Method of Assessment:

A Level Computer Science is assessed through two written exams (each worth 40%) and a Programming Project (worth 20%).

Creative Media Production

Subject Leader: Miss L Harris

Exam Board: Pearson

BTEC Level 3

Students completing their BTEC Nationals in Creative Digital Media Production will be aiming to go on to employment within the media industry, often via the stepping stone of higher education. The qualification provides a coherent introduction to the study of creative digital media production at this level. Learners develop an understanding of the media industry through analysing media representations and pitching and producing media projects. The course is made up of mandatory and optional units which provide a balance of breadth and depth, while retaining a degree of choice for individual learners to study content relevant to their own interests and progression choices. Those who study the course develop transferable knowledge and skills for higher education. These include the ability to learn individually, to research actively and methodically and to confidently present and be active within a group environment. Students also acquire audio-visual literacy skills, effective writing skills, cinematography and advanced editing skills.

Course Structure:

Mandatory units: There are three mandatory units; one internal and two external. Learners must complete and achieve a Near Pass grade or above in all mandatory external units and achieve a Pass or above in all mandatory internal units.

Unit 1: Media Representations (2 hour onscreen external exam)

Learners complete an exam onscreen where they will watch and control audio-visual media products and analyse in terms of media messages. Learners will draw on their skills and understanding of media production and consumption from across the qualification to analyse the products and their associated meanings.

Unit 4: Pre- Production portfolio (internally assessed)

Learners study the requirements of planning and delivering a digital media product, carrying out essential pre-production tasks and creating a pre-production portfolio. You will gain an understanding of the requirements of the planning stage, from finance and logistics to regulations. Your investigations will help you develop the pre-production skills and experience needed to carry out your own tasks and to produce a digital media product. You will create a portfolio and manage the pre-production for your own creative media production.

Unit 8: Responding to a Commission (6 hours external assessment where learners are provided with a commission for a media production)

In this unit, you will understand how to respond to a commission brief with ideas based on the required content, style, audience, purpose and approach proposed by the client. You will work within the requirements and constraints of the client's specifications and consider your response in terms of ethos, format, budget, platform and duration.

Optional units: Learners must complete at least one optional unit:

Unit 10: Film Production

Unit 12: Website Production

Unit 14: Digital Magazine Production

DT: Three Dimensional Design

Subject Leader: Mr M. Hunt

Exam Board: WJEC Eduqas

A Level

The WJEC Eduqas A level in Art and Design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement. Whichever title or combination of endorsed titles is followed, the specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Three-Dimension Design covers a particularly wide range of activities;

- Furniture design
- Prototyping with mixed materials
- Metal fabrication
- Computer aided design and manufacture
- Product design
- Environmental design
- Architectural design

Students are assessed using the Assessment Objectives provided by the exam board.

This course cannot be studied alongside Textile Design or Graphic Design.

Method of Assessment:

Component 1: (60% of qualification/ 120 marks)

The Personal Investigation consists of two integrated constituent parts:

1. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;
2. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

- Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.
- The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.
- No time limit: duration to be determined by the centre.

Component 2: (40% of qualification/ 80 marks)

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period.
- One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 15 hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives.

Learners will be required to select, evaluate and present their work for assessment.

The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

DT: Textile Design

Subject Leader: Mr M. Hunt
Exam Board: WJEC Eduqas
A Level

The WJEC Eduqas A level in Art and Design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement. Whichever title or combination of endorsed titles is followed, the specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Possible areas of study within Textile Design include;

- Fashion
- Costume
- Digitally or traditionally printed and/or dyed fabrics, garments and materials
- Interior design
- Constructed textiles (knitted, woven, embellished or combined with other materials)
- Textile installation
- Accessories

Students are assessed using the Assessment Objectives provided by the exam board.

This course cannot be studied alongside Three Dimensional Design or Graphic Design.

Method of Assessment:

Component 1: (60% of qualification/ 120 marks)

The Personal Investigation consists of two integrated constituent parts:

3. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;
 4. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.
- Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.
 - The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.
 - No time limit: duration to be determined by the centre.

Component 2: (40% of qualification/ 80 marks)

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period.
- One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 15 hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives.

Learners will be required to select, evaluate and present their work for assessment.

The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

DT: Graphic Communication

Subject Leader: Mr M. Hunt
Exam Board: WJEC Eduqas
A Level

The WJEC Eduqas A level in Art and Design has been designed to provide engaging and innovative creative learning experiences, where art, craft and design practice is meaningfully integrated with theoretical knowledge and understanding. This specification provides learners with opportunities to develop a broad foundation of critical, practical and theoretical skills that offers learners a holistic understanding of a range of practices and contexts in the visual arts, crafts and design fields, culminating in greater specialism and achievement. Whichever title or combination of endorsed titles is followed, the specification encourages creativity, sustained investigation and analysis, experimentation, and design and making as a means of developing technical and expressive skills. It gives learners the opportunity to follow a programme of study which extends experience and personal response as well as developing imagination and critical and reflective thinking. The ability to innovate, adapt and work independently, which underlies all aspects of the specification, is valued by higher education and employers alike.

Possible areas of study include;

- Illustration
- Typography
- Editorial
- Advertising and branding
- Package design
- Design for print
- Storyboarding and layout
- Bookworks

Students are assessed using the Assessment Objectives provided by the exam board.

This course cannot be studied alongside Three Dimensional Design or Textile Design.

Method of Assessment:

Component 1: (60% of qualification/ 120 marks)

The Personal Investigation consists of two integrated constituent parts:

5. A major in-depth critical, practical and theoretical investigative project/portfolio and outcome/s based on themes and subject matter that have personal significance;

6. An extended written element of 1000 words minimum, which may contain images and texts and must clearly relate to practical and theoretical work using an appropriate working vocabulary and specialist terminology.

- Both the practical/theoretical work and the written element will be assessed together using the assessment objectives. Learners will be required to select, evaluate and present their work for assessment.
- The Personal Investigation will be determined by the learner and teacher, assessed by the teacher and externally moderated.
- No time limit: duration to be determined by the centre.

Component 2: (40% of qualification/ 80 marks)

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

- The externally set assignment materials are to be released to learners from 1 February (in the second year of the course) and will consist of a series of visual and written stimuli, which are to be presented to the learner at the start of the preparatory study period.
- One of the stimuli is to be selected by the learner and used as a starting point from which to elicit a personal response.
- Responses are developed during the preparatory study period. They should take the form of critical, practical and theoretical preparatory work/supporting studies which inform the resolution of ideas in the 15 hours sustained focus study.
- The start of the preparatory study period is defined as the date upon which the externally set assignment materials are presented to the learner. The preparatory study period may commence on or after 1 February. The preparatory study period finishes upon commencement of the sustained focus work.
- Start and finish dates of the preparatory study period to be determined by the centre, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Part 2: 15 hour period of sustained focus work

- The resolution of learners' ideas from the preparatory work must be completed during the designated 15 hours and they must show how their planning relates to the outcome/s.
- The period of sustained focus work must be completed under supervised conditions.
- Centres determine the scheduling of the supervised sustained focus sessions, taking into account the May deadline for the submission of internally assessed marks to WJEC.

Both the preparatory work and sustained focus work will be assessed together, using the assessment objectives.

Learners will be required to select, evaluate and present their work for assessment.

The Externally Set Assignment will be set by WJEC, assessed by the teacher and externally moderated.

Economics

Subject Leader: Mr E. McElhinney
Exam Board: Edexcel
A Level

The A level is structured into four coherent themes to support teaching and learning:

- **Theme 1** introduces students to markets and market failure
- **Theme 2** introduces students to the UK economy, focusing on performance and policies
- **Theme 3** explores business behaviour and the labour market
- **Theme 4** considers a global perspective.

Method of Assessment:

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.

English Language

Subject Leader: Mr. R Graves

Exam Board: AQA

A Level

This course provides students with an introduction to the discipline of advanced language studies and presents opportunities for analysis of a variety of texts, from newspaper articles to political rhetoric. The course requires students to show knowledge and understanding of:

- linguistic terminology and the key frameworks of language analysis
- the differences between spoken and written modes of language
- sentence level, clause level and word level analysis of a text

English Language is a subject which requires students to think analytically, and almost scientifically at times, in their breakdown of language. It asks students to look closely at how writers and speakers manipulate language, express emotions (intentionally and unintentionally) and create a power divide through their choice of lexis and sentence structure.

Subject content:

- Textual variations and representations
- Children's language development
- Language diversity and change
- Language discourses
- Writing skills
- Language Investigation
- Original writing

Method of Assessment:

Paper 1: Language, the individual and society

- Textual variations and representations
- Children's language development (0-11 years)
- Methods of language analysis are integrated into the activities

Paper 2: language, Diversity & Change

- Language diversity and change
- Language discourses
- Writing skills
- Methods of language analysis are integrated into the activities

Non-exam assessment

Language in Action Tasks:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

English Literature

Subject Leader: Mr. R. Graves
Exam Board: AQA Specification 'B'
A Level

This course provides students with an introduction to the discipline of advanced literary studies and presents opportunities for reading widely and for making creative and informed responses to each of the major literary genres of poetry, prose and drama. The course covers eight literary texts in total from these three areas. The course requires students to show knowledge and understanding of:

- The concepts and terminology used when discussing literature at an advanced level.
- The ways in which meanings are shaped in literary texts
- The significance and influence of the contexts in which literary texts are written and received
- The connections across literary texts
- The ways in which literary texts are informed by different interpretations.

The department is keen that our students experience as broad a range of literature as possible, and for this reason we have selected the new course very carefully so that we can balance both classical and modern texts. Throughout the course we teach independent study to our students, and introduce them to critical sources so that they are fully prepared for the rigour of higher education. Literature is a subject that requires students to consider individual, moral, ethical, social, cultural and contemporary issues. The specification followed by the department at St Mary's provides a framework for exploration of such issues.

Options: • Aspects of tragedy
• Elements of political and social protest writing

Method of Assessment:

Paper 1: Tragedy:

- Study of three texts: one Shakespeare text; a second drama text and one further text, of which one must be written pre-1900
- Written exam: 2 hours 30 minutes; closed book; 40% of A-level

Paper 2: Texts & Genres:

- Option 2B: Elements of political and social protest writing
- Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. Examination will include an unseen passage.
- Written exam: 3 hours; open book; 40% of A-level

Non-Exam Assessment (NEA):

- Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology
- Two essays of 1250–1500 words, each responding to a different text and linking to a different aspect of the Critical anthology.

Film Studies

Subject Leader: Miss L Harris

Exam Board: OCR

A Level

Many consider film to be the main cultural innovation of the 20th century and a major art form of the last hundred years. Those who study it characteristically bring with them a high degree of enthusiasm and excitement for what is a powerful and culturally significant medium, inspiring a range of responses from the emotional to the reflective. Learners at St Mary's will be introduced to a wide variety of films in order to broaden their knowledge and understanding of film and the range of responses films can generate. This specification therefore offers opportunities to study mainstream and independent American and British films from the past and the present as well as more recent global films, both non-English language and English language. The historical range of film represented in those films is extended by the study of silent film and significant film movements so that learners can gain a sense of the development of film from its early years to its still emerging digital future.

Paper 1: Film History

Section A: Film Form in US Cinema from the Silent Era to 1990

- The Silent Era - ***The Gold Rush*** (1925) directed by Charlie Chaplin.
- 1930 - 1960 - ***Vertigo*** (1958) directed by Alfred Hitchcock.
- 1961 - 1990 – ***Raging Bull*** (1980) directed by Martin Scorsese.

Section B: European Cinema History

Experimental Film - (European Surrealist film)

- ***L'Age D'Or*** (1930) directed by Luis Buñuel.
- ***Un Chien Andalou*** (1929) directed by Luis Buñuel.

European Cinema History: German Expressionism

- ***Nosferatu*** (1922) directed by F. W Murnau.

Paper 2: Critical Approaches to Film

Section A: Contemporary British and US Film

- ***Skyfall*** (2012) directed by Sam Mendes.
- ***Guardians of the Galaxy*** (2014) directed by Christopher Nolan.

Section B: Documentary

- ***Man on Wire*** (2008) directed by James Marsh OR ***Citizenfour*** (2014) directed by Laura Poitras OR ***Searching for Sugarman*** (2012) directed by Malik Bendjelloul OR ***The Stories We Tell*** (2013) directed by Sarah Polley.

Section C: Ideology – Conflict.

- US Independent: ***The Hurt Locker*** (2008) directed by Kathryn Bigelow.
- English Language (Non-US): ***District 9*** (2009) directed by George Miller.
- Non-European Non-English Language: ***The Grandmaster*** (2013) directed by Wong Kar-Wai.

Non-examined assessment - Making Short Film

A synoptic, non-examined assessment that gives learners the opportunity to produce their own complete short film or screenplay for a short film.

French

Subject Leader: Mrs T Catmur

Exam Board: Edexcel

A Level

At A Level, students develop their awareness of the culture and society of France and French-speaking countries. All students are actively encouraged to develop their language skills through the use of a variety of media. Languages complement many subjects at university and the skills learnt through languages are easily transferable to other A Levels and further study. Knowing a foreign language will help to improve your cultural awareness, increase your adaptability and make you a more confident and effective communicator. A Level French covers a wide range of topics which are covered over four themes.

Theme 1 : Changes in French society

Family, education, world of work.

Theme 2: Culture in the French-speaking world

Music, media, festivals and traditions.

Theme 3: Immigration and multi-cultural society in France

The positive impact of immigration and the extreme right in France.

Theme 4: The occupation and role of the resistance in France during the Second World War.

Occupied France, the Vichy regime and the resistance movement.

The film **Les Choristes** and book **Thérèse Desqueyroux** you study link to the topics, giving you further insight into French culture and History. As part of the speaking examination you will need to complete an Independent Research Project based on your own area of interest related to the society and culture of the French-speaking world.

Method of Assessment:

You will sit the A Level exam at the end of Year 13. It consists of three papers:

Paper	Skills	Marks	Timing	Proportion of A Level
1	Listening, reading and translation into English	80	2 hours	40%
2	Written response to film and text, translation into French	120	2 hours 40 minutes	30%
3	Speaking	72	21-23 minutes	30%

Students need to buy a textbook, one novel and a grammar book.

Geography

Subject Leader: Mr. D O'Leary
Exam Board: OCR
A Level

We follow the OCR syllabus which is designed to highlight the main issues and concepts that young adults are likely to encounter in their current and future lives. Topics are examined on a local, national, and global basis; it is hoped that those who follow the course will find it most helpful in equipping them to make better-informed decisions; and also be sensitive to a wide range of viewpoints and challenges.

A Level Geography is composed of four units.

- Physical systems – students will develop an understanding and appreciation of Landscape Systems, contextualised through coastal landscapes and Earth's Life Support Systems, which encompasses the water and carbon cycles vital to our planet.
- Human interactions – students will study Global Connections, with a choice between focusing on the systems of trade or migration and the governance of human rights or sovereignty on a global scale, and Changing Spaces; Making Places, which gives learners an insight into the nature of places and the fluidity of their meanings and representations.
- Geographical debates – this unit allows students to study in depth a geographical challenge that currently faces global citizens; options include climate change, disease, food security, oceans and tectonic hazards. The heart of this component is the implications for people and the environment.
- Investigative Geography – this component allows students to undertake an independent investigation linked to any aspect of the specification to satisfy their intellectual curiosity. This component is designed to encourage students to deepen their knowledge and understanding of their chosen topic whilst developing a number of geographical and study skills relevant to Higher Education or within the world of work.

Method of Assessment:

There will be three exams at the end of Year 13 with a range of question lengths and a written report of 3000-4000 words for the Investigative Geography unit.

Geography at A Level encourages students to develop a wonder about the world that we live in. Fieldwork is a vital tool and, aside from day long investigative studies, students may have the opportunity to attend a residential fieldtrip to help to deepen their understanding of the concepts covered and develop their skills further.

Health and Social Care

Exam Board: Pearson

Level: BTEC Level 3 - National Extended Certificate

This exciting qualification is equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. A broad basis of study for the health and social care sector.

This qualification is designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Nationals or A Levels.

Method of Assessment:

External assessment (58%)

Coursework Portfolio (42%)

Pearson BTEC Level 3 National Extended Certificate in Health and Social Care				
Unit number	Unit title	GLH	Type	How assessed
Mandatory units – learners complete and achieve all units				
1	Human Lifespan Development	90	Mandatory	External
2	Working in Health and Social Care	120	Mandatory	External
5	Meeting Individual Care and Support Needs	90	Mandatory and Synoptic	Internal
Optional units – learners complete 1 unit				
10	Sociological Perspectives	60	Optional	Internal
11	Psychological Perspectives	60	Optional	Internal
12	Supporting Individuals with Additional Needs	60	Optional	Internal
14	Physiological Disorders and their Care	60	Optional	Internal

History

Subject Leader: Mr P Dolman

Exam Board: OCR

A Level

British period study and enquiry: (unit group 1)

Year 12: Britain 1930–1997 (Enquiry topic: Churchill 1930–1951)

Students study one of the 13 units available, each of which constitutes a substantial and coherent element of British History. The enquiry is a source-based study which immediately precedes or follows the outline period study.

British period study and enquiry (Y101-Y113): 50 marks

1 hour 30 minute paper: 25% of total A level

Non-British period study: (unit group 2)

Year 13: The French Revolution and the rule of Napoleon 1774–1815

Students study one of the 24 units available, each of which constitutes a coherent period of non-British History.

Non-British period study (Y201-Y224) :30 marks

1 hour paper: 15% of total A level

Thematic study and historical interpretations: (unit group 3)

Year 12: Russia and its Rulers 1855–1964

Students study one of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme. Students will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.

Thematic study and historical interpretations (Y301-Y321): 80 marks

2 hour 30 minute paper: 40% of total A level

Year 12 and Year 13: Topic based essay: (unit Y100)

Students will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR.

Non exam assessment: 40 marks

20% of total A level

Italian

Subject Leader: Mrs T Catmur

Exam Board: Edexcel

A Level

At A Level, students develop their awareness of the culture and society of Italy. All students are actively encouraged to develop their language skills through the use of a variety of media. Languages complement many subjects at university and the skills learnt through languages are easily transferable to other A Levels and further study. Knowing a foreign language will help to improve your cultural awareness, increase your adaptability and make you a more confident and effective communicator. A Level Italian covers a wide range of topics which are covered over four themes.

Theme 1: Changes in Italian society

Family, education, world of work.

Theme 2: Culture in Italy

Music, media, festivals and traditions.

Theme 3: Immigration and multi-cultural society in Italy

The positive impact of immigration, the challenges of migration to Italian society, the North/ South divide.

Theme 4: History

The rise of Mussolini, fascism in the Second World War, the move from dictatorship to democracy in Italy. Students are also required to study and critically analyse an Italian novel and a film, as well as practising their translation and essay writing skills. The book, *Io non ho paura* and the film, *Nuovo Cinema Paradiso* link to the topics, giving you further insight into Italian culture. As part of the speaking examination you will need to complete an Independent Research Project based on your own area of interest related to the society and culture of the Italian-speaking world.

Method of Assessment:

You will sit the A Level exam at the end of Year 13. It consists of three papers: .

Paper	Skills	Marks	Timing	Proportion of A Level
1	Listening, reading and translation into English	80	2 hours	40%
2	Written response to film and text, translation into French	120	2 hours 40 minutes	30%
3	Speaking	72	21-23 minutes	30%

Students need to buy a textbook, two novels and a grammar book.

Mathematics

Subject Leader: Mrs C Wilkin

Exam Board: Edexcel

A Level

Students applying to A Level Mathematics are expected to have achieved a minimum of High Grade 6 in Maths and a Grade 6 in Science, preferably Physics.

Since 2017 in Maths A Level all students study both Statistics and Mechanics (comprising 1/3 of the course) and Pure mathematics (2/3 of the course).

In Pure, students will cover a range of topics including Advanced Algebra, Trigonometry and Calculus, Exponentials, Logarithms and Vectors.

In Applied, topics will include: Probability, Correlation, Binomial and Normal Distributions, Hypothesis Testing, Kinematics and Forces and Newton's Laws.

Taking Mathematics at A level will give you the opportunity to develop your powers of reasoning, mathematical techniques, thinking skills and imagination with regard to solving problems. This is a subject which becomes increasingly fascinating as you study it at higher levels. The power and yet simplicity of some of the concepts and ideas you will meet may surprise you. The skills that you will acquire on this course are extremely useful and you will be introduced to areas of mathematics that are commonly used in fields as diverse as biology, chemistry, physics, economics, psychology, computing and engineering. Students will find that an A level in Mathematics is highly regarded by employers and is an asset on any degree course.

Method of Assessment:

There are three papers at the end of Year 13 – Pure 1, Pure 2 and Applied. All are 2 hours long, permit use of a calculator, and are worth one third of the marks.

Core Mathematics

Subject Leader: Mrs C Wilkin

Exam Board: AQA

Level 3 Qualification

Students applying to Level 3 Mathematical Studies (Core Maths) are expected to have achieved a minimum of a Grade 4 in Maths GCSE.

Core Maths is designed to support mathematical content in other qualifications or A-level subjects (for example, Biology, Psychology, Business, Geography, Sociology and others). It can also be a stand-alone qualification for those students who are not pursuing Maths, but who would like to continue to practise basic 'every-day' mathematical skills.

Level 3 Core Maths focuses on using mainly familiar maths in a range of contexts to help prepare students to be competent and confident in using maths in their studies, careers and lives.

Key features of the course:

- It is a new Level 3 maths qualification, half the UCAS points of an A-level, with two end-of-course examinations.
- The content is based around the new GCSE Maths Higher Tier (first teaching 2015), with around 20% taken from other qualifications
- The qualification is very desirable for those wanting to work in industry

The course is separated into several topic areas, including data analysis, finance and critical thinking.

Method of Assessment:

Core Maths has an assessment time of two 90 minute papers at 60 marks each to suit students' concentration levels. There are two question papers of equal demand, with clear language and layout so students can get to grips with the maths. There is a mix of question types and progression throughout the papers to help students settle into the exam and maintain confidence throughout them. There is a section in Paper 2 based on analysis of Maths in the Media, which will include use of spreadsheets and tables, focusing on realistic contexts to help students enjoy and value the maths.

Further Mathematics

Subject Leader: Mrs C Wilkin
Exam Board: Edexcel
A Level

Please note: Students are only allowed to study Further Mathematics if they are also opting for Mathematics. Students should have achieved an 8 at GCSE Maths.

Further Mathematics involves a more in-depth study of the subject. As well as studying A Level Maths, students will follow a course in Core Pure, Decision Maths 1 and Further Mechanics 1. Areas of study will include: further calculus, differential equations, further vectors and inequalities, matrices and complex numbers.

Studying Further Mathematics boosts students' performance at A level Mathematics. Further Mathematics qualifications are prestigious and are strongly welcomed by universities for numerate disciplines.

Those who study this subject are demonstrating a strong commitment to their studies and overwhelmingly find it enjoyable, stimulating, rewarding and an empowering experience. Students who take Further Mathematics are demonstrating a strong commitment to their studies, as well as studying mathematics that is especially useful for any mathematically rich degree.

Students must also study A Level Mathematics and common third subjects include Computer Science and Physics, with many students taking a 4th A level in Chemistry or Economics, for example, to give them greater breadth as the strongest Mathematicians can easily cope with the workload and it presents a very strong profile to top universities.

Method of Assessment:

There are 4 papers at the end of Year 13: Core Pure 1 and 2 and Further Option 1 and 2 (all 1.5 hours)

Physical Education

Exam Board: OCR
A Level

This course will prepare learners for the further study of PE or sports science courses as well as other related subject areas such as psychology, sociology and biology. Learners will also develop the transferable skills that are in demand by further education, higher education and employers in all sectors of industry.

The students will study the following units:

- Applied anatomy and physiology;
- Exercise physiology;
- Biomechanics;
- Skill acquisition;
- Sport psychology;
- Sport and society;
- Contemporary issues in physical activity and sport.

Method of assessment:

Assessment will be in the form of three exams in the summer of 2022, totalling four hours and worth 70%, a practical performance in a sport of their choosing worth 15% and an Evaluation and Analysis of a performance which is in the form of an oral coursework worth 15%.

Students who choose this course must participate in club sport at a high level.

Physics

Subject Leader: Mrs. J. Ryan
Lead Teacher in Physics: Mr. D.McGowan
Exam board: AQA
A Level

Physics is the natural science that studies matter, its motion and behaviour through space and time, and that studies the related entities of energy and force. Physics is one of the most fundamental scientific disciplines, and its main goal is to understand how the universe behaves.

This is a linear two year course with 3 exams covering 12 modules and practical principles.

Method of Assessment:

A level Paper 1

85 marks: 2 hours

Question types: multiple choice, short and long answer questions, and calculations.

Questions assessing students' use of mathematical skills will make up **40% of the exam papers.**

- Measurements and their Errors
- Particles and Radiation
- Waves
- Mechanics and Materials
- Electricity
- Periodic Motion

34% of A level

A level Paper 2

85 marks: 2 hours

Question types: multiple choice, short and long answer questions, and calculations.

Questions assessing students' use of mathematical skills will make up **40% of the exam papers.**

- Assumed knowledge from paper 1
- Thermal Physics
- Fields and Their Consequences
- Nuclear Physics
- Gravitational Fields
- Oscillations

34% of A level

A level Paper 3

80 marks: 2 hours

- SECTION A: Compulsory Section – Practical Skills and Data Analysis
- SECTION B: Students enter for one of the following optional modules:
 - Astrophysics
 - Medical Physics
 - Engineering Physics
 - Turning Points in Physics
 - Electronics

32% of A level

There are 12 core practicals that cover all of the techniques required for the practical competency measure.

- Knowledge of all core practicals can be tested within exam papers.
- Core practicals form part of the practical competency assessment. **Reported separately**

Politics

Subject Teachers: Mr B Noble and Mr E Bonich

Exam Board: Edexcel

A Level

Year 12 of the A level politics course focuses on UK politics and political ideologies. The topics covered include:

- **Democracy and participation:** including current systems of representative democracy and direct democracy, a wider franchise and debates over suffrage, pressure groups and other influences and. Rights in context. **UK Elections and Voting** including different electoral systems, referendums and how they are used and electoral systems analysis. **Political parties** including political parties, established political parties, emerging and minor UK political parties and UK political parties in context. **Voting Behaviour and Media** including class voting and other social factors influencing voting patterns, case studies of three key general elections and the influence of the media.
- **The Constitution:** including the nature and sources of the UK constitution, how the constitution has changed since 1997, the role and powers of devolved bodies in the UK, and the impact of this devolution on the UK and Debates on further reform. **UK Prime Minister and Cabinet** including the structure, role and powers of the Executive, the concept of ministerial responsibility and the Prime Minister and the Cabinet. **Parliament** including the structure and role of the House of Commons and House of Lords, The comparative powers of the House of Commons and House of Lords, the legislative process and the ways in which Parliament interacts with the Executive. **Relations between Institutions** including the Supreme Court and its interactions with, and influence over, the legislative and policy-making process, the relationship between the Executive and Parliament, the aims, role and impact of the European Union (EU) on UK government and the location of sovereignty within the UK political system.
- **Political ideas: Liberalism:** including core ideas and principles, and how they relate to human nature, the state, society and economy, tensions between classical and modern liberalism and Ideas of key thinkers - Locke, Wollstonecraft, Mill, Rawls and Friedan. **Conservatism** including core ideas and principles, and how they relate to human nature, the state, society and economy, tensions between traditional, one nation and new right and Ideas of key thinkers - Hobbes, Burke, Rand, Oakenshott and, Nozick. **Socialism** including core ideas and principles, and how they relate to human nature, the state, society and economy, tensions between revolutionary, social democracy and the third way and Ideas of key thinkers - Marx, Engels, Webb, Luxemburg, Crosland and Giddens. Optional Idea – **Feminism:** including core ideas and principles, and how they relate to human nature, the state, society and economy, tensions between differing types of this ideology and the Ideas of key thinkers.

Year 13 of the A level politics course focuses on a comparative study of US politics. The topics covered include:

- **US Constitution and federalism** including the nature of the US Constitution, the principles of the US Constitution and Interpretations and debates around the US Constitution. **US Congress** including the structure of Congress, the functions of Congress and Interpretations and debates around Congress.
- **US Presidency** including formal sources of presidential power as outlined in the US Constitution and their use, informal sources of presidential power and their use, the presidency and Interpretations and debates of the US presidency.
- **Electoral systems in the USA** including Presidential elections and their significance, campaign finance and debates surrounding elections in the USA including the electoral college and the role of incumbency.
- **The key ideas and principles of the Democratic and Republican parties** including the distribution of power and changing significance of the parties, the current conflicts and tendencies and changing power and influence that exist within the parties, coalition of supporters for each party and debates surrounding party unity, party policy and voting groups.
- **Interest groups in the USA** including their significance, resources, tactics and debates about their impact on democracy.
- **US Supreme Court and civil rights** including nature and role of the Supreme Court, the appointment process for the Supreme Court, the Supreme Court and public policy, the protection of civil liberties and rights in the US today, race and rights in contemporary US politics and Interpretations and debates of the US Supreme Court and civil rights.

Philosophy

Subject Leader: Ms L Barnes

Our Philosophy course in the Sixth Form builds upon knowledge and understanding acquired during GCSE studies and in particular focuses on the disciplines of Religious Philosophy, Moral Philosophy and the Philosophical Sciences.

Why do we study Philosophy?

- To develop critical and structured thinking skills
- To consider key questions of the purpose and role of human existence
- To enhance problem solving skills
- To broaden religious understanding
- To understand how human thinking has developed over time
- Provides opportunities for spiritual development
- It is constantly being applied to modern world issues, changing ideas and tough questions
- It enhances UCAS applications, other subject disciplines and career skills

The study of Philosophy will enable you:

- To further develop a good understanding of Catholic Social Teaching
- To develop an awareness of how religious teachings influence social-political attitudes and action
- To apply teachings, ideas and concepts to other academic disciplines
- To engage fully and to contribute to the betterment of the society in which you live.

How does Philosophy contribute to my future career?

The study of Philosophy will:

- Equip you with transferable and people skills such as critical thinking, problem solving, effective communication, empathy, observation and reflection
- Make you more employable since you will stand out as a person equipped with a lot more than book learning

How is Philosophy taught?

- It is based on some Key facets of Catholic Social Teaching namely: Human Dignity, Solidarity, the Common Good, Subsidiarity and Participation, Preferential Option for the Poor, Stewardship, The Dignity of Work, Rights and Responsibilities, Family, Community and Society
- It is not aimed at exams
- It follows our Gospel Values on Love – Respect - Flourish
- Therefore, you have the opportunity to reflect on Church documents, relate them to issues that arise in society such BLM, Homelessness, Poverty, Inclusion, Social Mobility, Human Trafficking etc.
- You will contribute to discussions, make presentations, design campaign videos and promotion posters, plan and lead assemblies to raise awareness
- To mark your completion of the course, you will be given a certificate which will contribute to your UCAS personal statement and to your CV for Job applications

Psychology

Subject Leader: Miss D Compton

Exam board: AQA

A Level

Psychology is a fascinating and popular subject and looks at the scientific study of the human mind, behaviour and experience. Students will gain an insight into this scientific process, looking closely at theories, studies and research methods through studying a number of exciting topics, through which they will be able to apply their knowledge to a wide range of everyday experiences and phenomena. The two year A Level qualification sees students studying 3 papers, each assessed through a two-hour written examination.

Paper 1: Introductory topics in psychology

- Social influence provides explanations of why people conform and obey and includes famous research such as that conducted by Philip Zimbardo and Stanley Milgram.
- Memory, including the functions of short and long term memory, how memory can affect the legal system with eye witness testimony and explanations of forgetting.
- Attachment, including how infant attachments are formed with our parents and what can happen if we do not form an attachment.
- Psychopathology takes a biological viewpoint, considering how we define abnormality, and investigating the causes of and therapies for mental illnesses such as depression, phobias and obsessive compulsive disorder.

Paper 2: Psychology in context

- Approaches in psychology provides an insight into the origins of psychology and the very different perspectives psychologists take in explaining the same type of behaviour.
- Biopsychology focusses on the structure and of nervous system and endocrine system, brain neurons and brain structure and function, scanning techniques and biological rhythms, including sleep.
- Research Methods looks at how we conduct research in psychology, how we select our participants, ethical issues when carrying out experiments and how to analyse results, including the use of descriptive and inferential statistics.

Paper 3: Issues and options in psychology

This paper begins with a compulsory section on the issues & debates spanning the whole of psychology and continues with questions on 9 optional topics in psychology, of which students will answer the 3 options that have been covered during their lessons in the second year. The synoptic issues and debates section include questions of whether we are born or made (nature or nurture), whether our actions are determined or a matter of free-will, and the extent to which psychology exhibits gender or cultural bias. The optional topics are:

- Either relationships, gender or cognition & development
- Either Schizophrenia, eating behaviour or stress
- Either aggression, forensic psychology or addiction

Relationships looks at theories explaining the development and break up of romantic relationships, including virtual relationships. Gender looks at the causes of typical and atypical gender identity. Cognition and development looks at the way children's thinking changes as they age. Schizophrenia looks at the diagnosis, causes and treatment of this serious disorder. Eating behaviour studies explanations for food

preference, neural and hormonal mechanisms involved in the control of eating and eating disorders. Stress looks at the biological and psychological causes of stress and how to manage it. Aggression studies biological and social causes of aggression. Forensic Psychology looks at problems in defining crime, offender profiling, explanations of offender behaviour and ways to deal with this. Addictions looks at risk factors and causes of addiction, including smoking and gambling, and how to treat addiction.

<http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

For more information surrounding Psychology at A Level please contact Ms Mallen in T24 or visit the [Psychology page on the AQA website.](#)

Religious Studies

Subject Leader: Ms. L Barnes

Exam board: AQA

A Level

A popular option in the Sixth Form is the A Level in Religious Studies, which focuses on three main disciplines: Ethics, Philosophy and Christianity. Each discipline is worth 33.33% of the qualification.

Paper 1: Philosophy of Religion

- Arguments for the existence of God: design, cosmological, moral and ontological.
- The nature and influence of religious experience: mystical, numinous, conversion, miracles.
- Problems of evil and suffering, atheism and agnosticism.
- Life after death and philosophical language.

Paper 2: Religion and Ethics

- Significant concepts in issues or debates in religion and ethics: medical ethics, environmental issues, equality, war and peace, justice and sexual ethics.
- A study of ethical theories: Natural Law, Utilitarianism, Virtue ethics, Kant and Situation ethics
- Ethical language, Deontology, and the relationship between religion and morality.

Paper 3: Christianity

- Nature of God: personal, creator, purpose of life, trinity, moral principles and the nature of the Church.
- Wisdom and authority: the Bible, Jesus, Church history.
- Christian practices: Eucharist, prayer, identity, art and music.
- Social and historical developments: science and secularisation. Liberation, feminist and black theology. Evangelicalism.
- Works of scholars: Atonement theory, pluralism, diversity and equality.

Assessment overview

An externally assessed written examination for each discipline, comprising of three sections:

- Section A has two short structured questions.
- Section B has one two-part essay question on an excerpt, sourced from the extracts list (anthology).
- Section C has one extended essay question.

Sociology

Subject Leader: Mrs. F McGloin

Exam Board: OCR

A Level

The A-Level Sociology course is made up of three mandatory components which are taught over a two year period and externally assessed at the end of the two years.

- The first component introduces learner to the key themes of socialization, culture and identity and develops these themes through the context of youth subcultures. These options develop skills that enables individuals to focus on their personal identity, roles and responsibilities within society and develop a lifelong interest in social issues.
- The second component explores the methods of sociological enquiry and develops knowledge and understanding of contemporary social processes and social change in the context of social inequality and difference. This component aims to foster the development of critical and reflective thinking with a respect for social diversity in terms of social class, gender, ethnicity and age. It develops links between the nature of sociological thought and methods of sociological enquiry.
- The final component engages students in theoretical debates and how these relate to contemporary global society. Contemporary and global debates are introduced through a compulsory topic of 'Globalisation and the digital social world' and a detailed study of Crime and deviance.

Method of Assessment:

At A Level there are three examination papers:

- Component one: Socialisation, Culture and Identity 1.5 hours 30% final grade
- Component two: Researching and understanding social inequalities 2.15 hours 35% final grade
- Component three: Debates in contemporary society 2.15 hours 35% final grade

Spanish

Subject Leader: Mrs T Catmur

Exam Board: Edexcel

A Level

At A Level, students develop their awareness of the culture and society of Spain and Spanish-speaking countries. All students are actively encouraged to develop their language skills through the use of a variety of media. Languages complement many subjects at university and the skills learnt through languages are easily transferable to other A Levels and further study. Knowing a foreign language will help to improve your cultural awareness, increase your adaptability and make you a more confident and effective communicator. A Level Spanish covers a wide range of topics which are covered over four themes.

Theme 1: Changes in Spanish society

Family, education, world of work.

Theme 2: Culture in the French-speaking world

Music, media, festivals and traditions.

Theme 3: Immigration and multi-cultural society in Spain

Immigration in Spain and the Civil War

Theme 4: History

Franco's dictatorship and the transition from the dictatorship to the democracy

The book *La Casa de Bernarda Alba* and the film *El laberinto del fauno* which you will study, link to the topics, giving you further insight into Spanish culture and history. As part of the speaking examination you will need to complete an Independent Research Project based on your own area of interest related to the society and culture of the Spanish-speaking world.

Method of Assessment:

You will sit the A Level exam at the end of Year 13. It consists of three papers:

Paper	Skills	Marks	Timing	Proportion of A Level
1	Listening, reading and translation into English	80	2 hours	40%
2	Written response to film and text, translation into French	120	2 hours 40 minutes	30%
3	Speaking	72	21-23 minutes	30%

Students need to buy a textbook, two novels and a grammar book.

Performing Arts

Subject Leader: Mr. J McHugh

Exam Board: Pearson

BTEC L3 in Performing Arts

This two year course provides an excellent stepping stone for those wishing to pursue a career in Performing Arts, or who would like to progress onto an appropriately related course or occupation. This course would lead to a BTEC Extended Certificate in Performing Arts (equivalent to one A Level) subject knowledge, especially if choosing a contrasting subject.

Where the BTEC in Performing Arts differs from A Level is that it has practical led elements which drive the course. Students should expect to be involved in rehearsal and performance activities at a consistently high standard, which requires a great deal of focus, discipline and professionalism. Students will be taught by subject specialist teachers within their field.

The BTEC Level 3 National Extended Certificate in Performing Arts is a 360 guided learning hours (GLH) qualification that consists of four units. Three are mandatory, with two of those being externally assessed, and two internally assessed. Mandatory content makes up 83% of your BTEC.

Career opportunities include: Performing Arts/Dance/Drama school, member of a Theatre/Performing Arts company, actor/Dancer/Director in film, television or media, teacher or workshop facilitator, manager/leadership, communication based job requiring well rounded and confident employees.

Mandatory units:

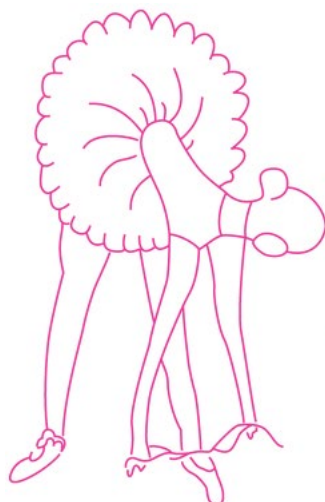
Unit 1: Investigating practitioners' work, 90 GLH, mandatory, externally assessed.

Unit 2: Developing skills and techniques for Live Performance, 90 GLH, mandatory, internally assessed.

Unit 3: Group Performance Workshop, 120 GLH, mandatory, externally assessed.

Specialist Units: Based upon the cohort of students ie. Contemporary Dance

In association with:



THE JENNY
MYHILL SCHOOL
of Dance and Performing Arts

Year 13 Leavers Destinations: 2023

A very high percentage of our Year 13 students go on to higher education. Nearly all of our students secure their first choice on their university courses, or successfully seek and secure degree-apprenticeships or apprenticeships. Wherever our students go, we strive to ensure they are well prepared for their exciting next step.

Please see below for the university destinations of 2023 Year 13 cohort:

Anglia Ruskin University	Nursing (Adult)
Anglia Ruskin University	Nursing (Adult)
Birmingham City University	Criminology, Policing and Investigation
Durham University	Geography
Falmouth University	Professional Music (Performance)
King's College London, University of London	English with Film Studies
King's College London, University of London	Nursing with Registration as an Adult Nurse
Kingston University	Business Management
Lancaster University	Geography
London South Bank University	Biomedical Science
Loughborough University	English Literature
Loughborough University	Automotive Engineering (with placement year)
Loughborough University	Natural Sciences (with placement year)
Loughborough University	Management (with placement year)
Met Film	Acting for Screen
Northumbria University, Newcastle	Psychology
Norwich University of the Arts	Fine Art
Nottingham Trent University	Business Management and Marketing
Nottingham Trent University	History and Philosophy
Queen Mary University of London	Mathematics with Foundation
Royal Holloway, University of London	Human Geography
Swansea University	Computer Science with a Year Abroad
The London Institute of Banking & Finance	Banking & Finance
UCL (University College London)	Architecture
UCL (University College London)	Physics
University of Bath	Economics
University of Cambridge	Engineering
University of Derby	Specialist Sports Journalism
University of East Anglia UEA	Business Management with a Year in Industry
University of East Anglia UEA	Geography and International Development
University of East Anglia UEA	Physiotherapy
University of East Anglia UEA	Occupational Therapy
University of East Anglia UEA	English Literature
University of East Anglia UEA	Economics
University of East Anglia UEA	International Business Management with a Year in Industry
University of Exeter	Accounting and Finance
University of Hertfordshire	History
University of Hertfordshire	Psychology in Education
University of Hertfordshire	Foundation Business Management

University of Leeds	Chemistry with a Year in Industry
University of Leicester	Economics
University of Lincoln	Film Production
University of Lincoln	Strength and Conditioning in Sport
University of Lincoln	International Business Management
University of Lincoln	Film Production
University of Ljubljana Slovenia	Veterinary Medicine
University of Northampton	Interior Architecture & Spatial Design
University of Nottingham	Law
University of Nottingham	Law
University of Nottingham	Mathematics
University of Nottingham	Architecture
University of Nottingham	Social Work
University of Nottingham	Industrial Economics
University of Nottingham	History
University of Oxford	Biology
University of Portsmouth	Diagnostic Radiography and Medical Imaging
University of Salford	Law with Criminology
University of Sheffield	Journalism Studies
University of Sheffield	Sociology
University of Southampton	Sociology
University of Southampton	English
University of Southampton	Finance and Financial Technology with Study Abroad Year
University of Surrey	Psychology
University of Surrey	Computer Science with Foundation Year
University of Sussex	Arts and Humanities
University of the Arts London	Interior and Spatial Design
University of West London	Sound Engineering
University of West London	Visual Effects
University of York	Accounting, Business Finance and Management

Our outstanding Sixth Form is the natural choice for students as they prepare for university or employment with all the benefits that our school offers. Our Sixth Form Centre is bright and welcoming with its own teaching, study and recreation areas and our students are always involved in exciting extra-curricular activities. Students are expected to make a commitment to the life of the school by serving as important role models and ambassadors for the younger pupils.

The Sixth Form curriculum is flexible and wide ranging, from diverse selection of A-Levels to a range of vocational courses. Our students benefit from the highest standard of pastoral care, with a comprehensive tutorial and careers programme, including full support for university applications.



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