

ST MARY'S CATHOLIC SCHOOL  
Headteacher: Mr A Celano, BSc (Hons), MEd

## Sixth Form Course Information Guide

### September 2018 Entry



Miss V Workman  
Director of Sixth Form  
[info@stmarys.net](mailto:info@stmarys.net)



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## **Information for Sixth Form Applicants**

**September 2018 entry**

**Welcome!**

Welcome to the Sixth Form at St Mary's Catholic School where student life is both exhilarating and challenging. Students in the Sixth Form can expect to continue their studies as part of a friendly, purposeful and ambitious community. We are passionate about achieving exam success along with developing young adults who are confident, informed and prepared for their journey. Thus by choosing to continue post-16 education here we hope to provide opportunities to become independent, resilient and resourceful, ready to succeed in the fast changing 21st Century. In addition as a thriving Catholic community we have a large number of students who are accepted onto degree courses each year, including some of the most competitive subjects at Oxbridge and Russell Group universities. We provide a wide variety of successful academic programmes including Extended Qualification Project and enrichment courses aimed at our most able students.

We encourage all our students to contribute to the wider community and as a result they are regarded as leaders and role models by younger pupils. There are many opportunities to take on positions of responsibility and leadership, including serving on the School Council, working with the Learning Support Department, leading the extra-curricular clubs, contributing through Voluntary and Community service and finally being part of the Prefect system.

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

### **Application Process**

Following the Sixth Form Open Evening on Thursday 23<sup>rd</sup> November 2017, students may apply in writing using the application form enclosed with this brochure.

**Application form deadline:**

**Friday 8<sup>th</sup> December 2017**

**Letters sent giving details of offers:**

**February/March 2018**

**Students accept places:**

**April 2018**



**Year 13 Student Leaders 2017/18**

## Welcome from the Head Pupils 2017-18

### Aimee Hall – Head Girl

My St. Mary's journey has not been the typical one. I joined St. Mary's at the beginning of Year 9 after moving from New Delhi, India. Naturally, the adjustment was difficult but from my first day at St. Mary's every member of the community has made me feel welcome and appreciated. The dedicated teachers and kind students have given me the confidence, support and encouragement to grow as an individual and have led me to pursue my one of my greatest achievements- serving the school as Head Girl.

Teachers at St. Mary's repeatedly go above and beyond to help us achieve the best grades. They are passionate about their subjects and dedicate incredible amounts of time to cater to our individual needs and prepare us for our exams. Our teachers are also ambitious and encourage us to aim above our target grades and adopt a growth mind-set which is one of the reasons every St. Mary's student achieves to the best of their ability. The genuine concern teachers have for their students is something special that you cannot find at other schools and contributed to one of the reasons I returned for Sixth Form.

One of the most important aspects of St. Mary's is our Catholic values that I believe creates the unique community feel. We join together in prayer every day and work cohesively as a team to raise awareness and funds for charities throughout the year. This helps students not only to flourish spiritually but allows us to grow as individuals beyond our academic achievements.

I would highly recommend St. Mary's when selecting a Sixth Form as it is an outstanding school in every way. Personally, when standing in the main hall after achieving a great set of GCSE results I knew I could not leave St. Mary's and the teachers that not only helped me to achieve outstanding grades but have shaped the person I am today.

### Head Boy – Joe O'Grady

Serving the school community as St Mary's head boy has been a privilege, an honour, and one of the greatest achievements of my life. I often wonder how I went from being someone relatively uninvolved in school life, to be the head boy – whose role is based on contributing to every aspect of the school community. I would say that there are two reasons: the endless opportunities provided by our sixth form to develop myself, and my attitude towards those opportunities. My advice to any year 11 heading in to the sixth form is to take every opportunity given to you. In order to access the things that make that makes St Mary's unique, you have to want to achieve your potential, not only in your studies, but as a person.

St Mary's has helped me academically: I achieved excellent results in both GCSE and AS level, allowing me to apply for top universities. When applying for universities, however, most people going for the same course have good grades, so it's important to have things to set you apart that you can add in to your personal statement. Whatever skills you need for your chosen degree, you'll be able to develop and prove those skills, with the wealth of opportunities at St Mary's: The Motor Show, the student council, peer mentoring, being a prefect, charity week; the list goes on.

Although much of your personal development in the sixth form comes down to your willingness to be involved, you will not be alone in your endeavours. You will be learning in an unparalleled supportive environment, founded upon a Catholic ethos, with a strong community spirit, and staff genuinely



interested in your educational and personal welfare, that makes us much more than just a school. Through spiritual, personal and academic development, this sixth form is the perfect place to nurture your growth, and I will always look back fondly on my time at St Mary's, with no regrets about choosing to come here.

### **Deputy Head Boy – John Hodgson**

Having been at St. Mary's for close to seven years now, I can confidently say that this school is different to others, it's a very special place. I achieved eleven GCSEs, grades A\*-A, and I am currently studying History, English Literature and Religious Studies at A-Level, with a view to then continuing History to undergraduate level at university. The combination of academic and pastoral support I have received here has given me an incredibly strong foundation upon which to grow and develop in the future.

The smaller size of the sixth form means that I have been able to get an incredibly personal education, with teachers and form tutors really knowing my strengths and weaknesses, which has really helped me to tackle any problems and succeed in my subjects. Not only does St. Mary's offer an academically rigorous learning environment, but out of lessons there are also multiple opportunities to develop other skills; from the concerts, to annual school productions to 'enrichment' periods where we are encouraged to go out and help the wider community. The Catholic Ethos of St. Mary's is, in my opinion, what makes it stand out from other schools and such a warm, friendly place to be. We're taught to not only pass our exams but be good people; this makes a huge difference and means that even though there are over 1000 students and staff here, there really is a sense of community.

St. Mary's mission statement, 'A Catholic Community dedicated to achieving excellence for all', has truly become a reality for myself and all other students who get to come to this wonderful school. The care and dedication of the staff is one of a kind, and I will forever be grateful for everything they, and the school as a whole, have done for me.

### **Deputy Head Girl – Laura Kulagowska**

In year 11, you have to begin thinking about where you want to take your life after you complete your GCSEs; what 3 subjects you want to do or if you want to go to college, and where this will take you in your post-18 education, whether it be an apprenticeship or university. From my personal experience, I originally didn't pick St. Mary's as my first choice of sixth form, but after undergoing a week or two at my new sixth form, I realised just how different St. Mary's was to any other sixth form in the area. The sixth form is a lot smaller and so there is a sense of unification, and everyone has their own part to play within the success of the sixth form. Another significant factor that helped me to make my decision to return is how much the teachers and your peers care for your wellbeing here. The personal pastoral care offered is so much better than at other sixth forms that are a lot larger, which from my experience can sometimes seem a bit impersonal.

Choosing a sixth form is not an easy task, as the place you choose will become your home for the next 2 years, but I believe that St. Mary's offers something special and unique that no other school in the area has. Not only is it academically a very strong school and all the teachers will push you to reach your full potential, but they also care about your wellbeing. They will always try to help individuals to reach their potential, whether it's being available for you to go and speak with them to understand a piece of work or giving you extension work in lessons to expand your knowledge of the subject.



St. Mary's is certainly helping me to reach my potential, both academically and as an all rounded person. The sixth form offers chances to get involved within and outside the school community through enrichment, at least once a week. In year 12, I used the first hour to continue my sport, and the second hour to help out with teaching the younger year 10 students GCSE PE, which has helped to build up my confidence and communication skills. I know of others who have taken this opportunity to go down to St. Joseph's primary school to help out with the younger children, or have gone to Grove Cottage. This year, I have used these hours of enrichment to research universities and complete my UCAS which can be an extremely time consuming process.

The personal and academic growth that I have experienced here throughout my seven years at the school, especially within the last two years have helped to expand my skill set which will be invaluable to me throughout my life. I have no regrets about coming back to St. Mary's, and I'm sure that if you decide to join or stay on, you won't do either.



**Head Pupils 2017/18**

## Sixth Form Entry Criteria 2018 Entry

### General Entry Requirements

St. Mary's will use your GCSE Grades to determine your Post-16 Programme of Study.

We offer three Curriculum Pathways for students in our Sixth Form. You must achieve a minimum of a Grade 4 in English and Maths to proceed under any Pathway. Each Pathway has separate entry requirements which are detailed below:

- Pathway One: **Five 9 – 5 GCSE grades** in order to study three A-Level courses.
- Pathway Two: **Five 9 – 4 GCSE Grades.** You will study two A-Levels & one BTEC Qualification.
- Pathway Three: **Five 9 - 3 GCSE grades** in order to study the Business Admin NVQ Level 2/3 qualification.

Students eligible for Pathway Two and Three must consult Miss Workman, the Director of Sixth Form or Mr Tatum Assistant Headteacher before enrolling.

### A Level Course Entry Requirements

All A level courses require at least a 6 grade in that subject in order to qualify, with the following exceptions:

- **Design and Technology:** 4 /C grade in Design and Technology GCSE
- **Film Studies:** 4 grade in English Language or English Literature
- **Physical Education BTEC:** 3 grade in GCSE PE or BTEC First Certificate in Sport at Merit/Distinction level
- **Maths:** 7 grade in Maths
- **Further Maths:** an 8 grade in Maths and it would be desirable to have 6 grade in Physics or 7 / 7 in Double Science
- **Science A Levels:** a 6 grade in the subject at GCSE or 7 /7 in Double Science; in addition a 6 grade in Maths for Chemistry & Physics

**Note:** St Mary's reserves the right to offer courses to students which reflect their academic profile and if applications for certain courses do not meet a minimum level, some courses may not run.

### Curriculum Provision

St. Mary's is able to offer you a variety of courses, as detailed in this document. Most of the courses on offer are A Level courses but in recent years we have worked hard to develop the curriculum to ensure that applied, vocational and BTEC courses are offered too, some of which are examined at A Level but have a greater emphasis on coursework or portfolios of work demonstrated in qualifications as BTECs and NVQ (which is examined at Levels 2 and 3). All of our courses are placed into option blocks and students choose to study subjects in different option columns or "blocks". If for any reason, there is a clash of subjects in one block, we will endeavour to find a solution. You will be contacted by Mr. S.Tatum, Assistant Head in charge of Curriculum as soon as possible if this is the case.

At St. Mary's we operate a five period day. There are therefore 25 periods in the week. Most students opting to take A-Levels will study three subjects each with a total of nine periods of teaching per fortnight. In addition to this, one lesson of Religious Studies is timetabled. Furthermore, supervised study and enrichment opportunities will make up the students' timetables that will ensure that they are equipped for the world of work and further

education post St Mary's. Those choosing the NVQ Business qualification attend school for a total of two days and attend a work placement for three days.

### **A Level Reform 2015 – 2018**

From September 2015, the A-Level system has been reformed and significant changes have now been made in terms of structure, content and assessment. The reform of A-Levels by the government now means that AS examinations have been de-coupled and will no longer count towards the final A-Level taken at the end of Year 13. Changes have been phased in from 2015 with all subjects being reformed by 2018. Students will no longer sit AS Examinations at SMCS = two-year linear course with plenty of assessment / mocks that will inform and prepare our students for their final examinations in Year 13.

### **Core Religious Education**

All students at St Mary's Catholic School study a non-exam Core Religious Education Course. Our experienced RE department deliver a bespoke course which allows students to the opportunity to engage with a range of religious, philosophical and ethical issues. We believe this adds a valuable aspect to our 6<sup>th</sup> Form Provision, and gives students that chance to engage with issues beyond their chosen academic subjects. All students attend one lesson a week. This is in line with the requirements of the Education Act (1944) and the Bishops Conference of England and Wales, which require that students study Religious Education for 5% of their curriculum time. This course does not involve any homework, coursework or exams.

### **Charity Week**

Each year the Sixth Form take a central part in a whole school event "Charity Week" which demonstrates Sixth Form leadership in putting our faith into action for the needs of others. Charity fundraising events tend to take place at lunchtimes and break times and have raised thousands of pounds for worthwhile causes, ranging from local charities to national and international good causes. This enables our Sixth Form to exhibit their leadership skills and gain responsibility in planning, promoting and delivering whole school community events.

### **Enrichment and Super-curricular**

Students will have on their timetable two hours per week in which they can gain valuable experience of either engaging in Work Experience at Age Concern, Grove Cottage, Occupational Health at the Herts and Essex Hospital and working with our feeder Primary schools; and much more besides. In addition, we have other opportunities such as the Duke of Edinburgh Silver Award Scheme specifically for Year 12, Model United Nations, Debating Society and Charity fundraising. A variety of trips and visits are planned during the two years. These may be subject specific or cultural visits.

### **Extended Project Qualification ("EPQ")**

We also offer the opportunity to complete the Extended Project Qualification ("EPQ") to those students in the 6th 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. 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. The EPQ at St. Mary's runs from October of Year 12 until October of Year 13.

### **Careers Education and 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 the Sixth Form. Applications to Higher Education are fully supported by our Careers Department. Students are encouraged to attend appointments with either our Careers Co-ordinator or independent Youth Connexions advisor to discuss all options available with them. All Sixth Form students have access to online careers programmes which ensures personalised pathways 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. We also send email updates and information about apprenticeship vacancies and Gap years for those considering alternative routes. All Sixth Form students attend a Careers Convention at a local University and we also invite a number of guest speakers into the school to provide a more in depth understanding of different career paths. All students are supported in personalized pathways. Almost all of our students choose to progress to university, whilst other students choose to apprenticeship or take a gap year. We are proud of our Sixth Form and invite them back to the annual Presentation Evening to congratulate them on their achievements.

### **Community Service**

As members of the Sixth Form we actively encourage all of our students to engage in community service for a minimum of two hours per week. This can take many forms and some examples of community service in recent times have included; assisting teachers in lessons with lower school pupils who need help with reading, writing or basic numeracy and literacy, helping the PE staff with sports lessons and after school clubs, helping at local primary schools and volunteering at local charities such as Grove Cottage, Age Concern and other charities. This has proved rewarding for our students as well as offering a valuable service to those in our local community.

### **Performing Arts**

Performing Arts is always popular and in the Sixth Form there will be plenty of opportunity to engage students. In recent years, Sixth Formers have taken the key roles in school productions such as Oliver!, The Wizard of Oz, The Sound of Music, Henry V and Guys and Dolls. Our excellent facilities mean that there are many opportunities to shine as a performer. The music department runs an array of musical groups which include an orchestra, choir and a Sixth Form band. The choir has important responsibilities in Mass and liturgies. The student musical contributions are often a moving and spiritual addition to the services.

### **Sport**

The school boasts excellent facilities. The PE staff are committed and dedicated to offering the best sports provision to all Sixth Form students. Sixth Form students are encouraged to take part in timetabled sports activities, and have opportunities to enjoy other activities such as table tennis, football, rugby etc. during break and lunch periods. There is an extensive fixture programme and we encourage all our students to engage in competitive sport and to represent the school in a variety of fixtures similar to those lower down the school.

## **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.

## **Biology**

Subject Leader: Ms L Nubel

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:

- 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

### **Method of Assessment:**

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 Studies**

Subject Leader: Mr. E. McElhinney

Exam Board: AQA

A Level

The A level course is structured into ten stimulating topic areas.

1. What is business?
2. Managers, leadership and decision making
3. Decision making to improve marketing performance
4. Decision making to improve operational performance
5. Decision making to improve financial performance
6. Decision making to improve human resource performance
7. Analysing the strategic position of a business
8. Choosing strategic direction
9. Strategic methods: how to pursue strategies
10. Managing strategic change

### **Method of Assessment:**

The course is formally assessed at the end Year 13 where students will take three examinations each worth one third of the overall A Level grade. These three examinations will each be two hours in length and assessed out of 100 raw marks. The examinations combine a mixture of different assessments and include; multiple choice questions, short answer questions, essay questions, data response questions and questions based on business case studies.

## Chemistry

Subject Leader: Mr. A. Nichol  
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 to count towards final grade).
- Module 2: Foundations of Chemistry.
- Module 3: Periodic table and energy.
- Module 4: Core organic Chemistry

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

Additional modules are

- Module 5: Core organic Chemistry.
- Module 6: Physical Chemistry and transition metal elements.
- Module 7: Organic Chemistry and analysis.

### **Method of Assessment:**

There are three examinations at the end of the two year course covering 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

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism.

- **Advanced Computing Theory.** Students understand the function of operating systems; the function and purpose of translators; how computer architectures are structured; how data is represented, structured and manipulated; high-level language programming paradigms; low-level languages; and how databases function.
- **Computing Project.** Through coursework, students gain an understanding of definition, investigation and analysis; system design; software development and testing; documentation; evaluation; and how to produce written reports covering these topics.

### Method of Assessment

| Component                     | Weighting | Marks and duration    |
|-------------------------------|-----------|-----------------------|
| 01 Computer systems           | 40%       | 140 marks / 2 ½ hours |
| 02 Algorithms and programming | 40%       | 140 marks / 2 ½ hours |
| 03 Programming project        | 20%       | 70 marks              |

## **Criminology**

Subject Leader: Mrs N Cooper  
Exam board: WJEC  
Level 3 Diploma in Criminology

Criminology is the study of the reasons why individuals commit crimes. By understanding why a person commits a crime, we can develop ways to control crime or rehabilitate the criminal. This course will enable you to use theories of criminality to analyse criminal situations and make recommendations for policy. You will also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases.

### **Year 1**

#### **Unit 1 – Changing Awareness of Crime.**

This includes types of crime, reported and unreported crime, crime statistics and media portrayal of crime.

#### **Unit 2 – Criminological Theories.**

This includes biological, sociological and individualistic theories about why people commit crime.

### **Year 2**

#### **Unit 3 - Crime Scene to Courtroom.**

This includes forensics, the role of the police and the role of the Crown Prosecution Service.

#### **Unit 4 – Crime and Punishment.**

This includes formal and informal control, the criminal justice system and types of punishment.

### **Assessment**

- Unit 1 and 3 are tested using controlled assignments (coursework, 50% of overall marks).
- Unit 2 and 4 are externally set exams (50% of overall marks). These are 90 minutes and there are 3 questions (comprised of short and extended answer questions) based on a problem solving scenario.

This qualification is graded on a scale of A-E

## Design and Technology (Product Design)

Subject Leader: Mr. S. Crewe

Exam Board: WJEC

A Level

The WJEC A level in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems. Design and technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying iterative design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

The specification enables learners to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes. Learners should acquire subject knowledge in design and technology, including how a product can be developed through the stages of prototyping, realisation and commercial manufacture. Learners should take every opportunity to integrate and apply their understanding and knowledge from other subject areas studied during key stage 4, with a particular focus on science and mathematics, and those subjects they are studying alongside A level design and technology.

As learners need to demonstrate expertise in specialist areas, three subject endorsements are available (design engineering; fashion and textiles; and product design), linked to design disciplines that reflect possible higher education routes and industry. This specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners
- gain an insight into the creative, engineering and/or manufacturing industries
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients.
- develop knowledge and experience of real world contexts for design and technological activity.
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- be able to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product.
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology.
- be able to work safely and skilfully to produce high-quality prototypes/products.
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors.
- develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of mathematics and science for analysis and informing decisions in design.

### **Method of Assessment:**

Examination 50% of final grade, Design & Make task 50% of final grade.

## Duke of Edinburgh

The School will be offering the Silver Award of the Duke of Edinburgh for the new Year 12 (current Year 11). We currently have 49 participants in the current Year 12. The Duke of Edinburgh's Award (DofE) is the world's leading achievement award for young people and since 1956 over 8 million young people have participated in DofE which is now offered in more than 140 countries.

The four components of the award for Silver are:

1. **Volunteering (6 months),**
2. **Physical (3 or 6 months) and**
3. **Skills (3 or 6 months)**  
(One section for 6 months and the other section for 3 months)
4. Plan, train for and complete a highly demanding 3 day, 2 night **practice and Assessed Expedition**



Direct entrants (those without the Bronze Award) must undertake a **further** 6 months in the Volunteering or the **longer** of the Physical or Skills sections.

The Silver award will take a **minimum of 12 months** for direct entrants and **6 months** for those students who have already achieved the Bronze award.

Now taught within the PSHE programme students will **develop a range of skills** including their 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 and leadership and team working skills

To help the students achieve their Award they are encouraged to use activities which 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. A DofE programme demands persistence and commitment and cannot be completed with a short burst of enthusiasm.

We hope that our students will find participation enjoyable, fulfilling and rewarding and further details will be made available from April 2017 for a September/ October start.

**Mr P Dolman. Teacher of History/Politics and DofE Co-ordinator**

E Mail: [p.dolman@stmarys.net](mailto:p.dolman@stmarys.net)

## **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. P. Lynch

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. P. Lynch  
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 course was taught for the first time in 2015, though the department has a wealth of A-Level experience and boasts some of the best grades attained at this level of study. 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: Mr. P. Lynch

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.

- **Film History**

Section A: Film Form in US Cinema from the Silent Era to 1990: - This section focuses upon the micro-elements of film form and the construction of meaning and response by both filmmaker and spectator.

- The Gold Rush (1925). Directed by Charlie Chaplin. USA, U
- Vertigo (1958). Directed by Alfred Hitchcock. USA, PG
- The Conversation (1974). Directed by Frances Ford Coppola. USA, 12

Section B: European Cinema History:

German expressionism:

- The Cabinet of Dr. Caligari (1920). Directed by Robert Wiene. Germany, U

Soviet montage:

- Battleship Potemkin (1929). Directed by Sergei M. Eisenstein. Russia, PG

- **Critical Approaches to Film**

Section A: Contemporary British and US Film

This section focuses on contemporary British and US film, focusing on both film as a text and the contexts that surround filmmaking, in particular the critical debates surrounding the production and exhibition of contemporary film.

Skyfall (2012), Directed by Sam Mendes with The Dark Knight Rises (2012). Directed by Christopher Nolan.

Section B: Documentary:

Man on Wire (2008). Directed by James Marsh OR Citizenfour (2014). Directed by Laura Poitras

Section C: Ideology – Conflict:

- US Independent: The Hurt Locker OR Whiplash (tbc)
- English Language (Non-US): Mad Max (Miller, 1979)
- Non-European Non-English Language: The Battle of Algiers (Pontecorvo, 1965)

### Non-examined assessment

Making Short Film is a synoptic, non-examined assessment component that gives learners the opportunity to produce their own complete short film or screenplay for a short film.

## French

Subject Leader: Miss G. Bruce

Exam Board: AQA

A Level

To learn a foreign language is to immerse yourself into a new world, a new way of seeing things. It is a skill much like what you learn from any other subject- be it science or maths or history- and therefore it should be just as respected. To learn a foreign language is to bring yourself closer to humanity and our history. It is a vessel to success, an exquisite painting of culture, a key to open opportunities. Have only one language and cut your job prospects in half.

At A-level, students greatly develop their awareness of culture and society of France and French-speaking countries. Over the two years, all students are actively encouraged to develop their listening and reading skills through the use of the media, including interactive web resources.

In Year 12 the topics include: Aspects of French-speaking society, Artistic culture in the French-speaking world and Aspects of political life in the French-speaking world, as well as Literature.

In Year 13 the students study topics such as Social issues and trends and Political and artistic culture. Students also study Literature.

### **Method of Assessment:**

- Paper 1 is a Listening, Reading and Writing paper
- Paper 2 is a Writing paper
- Paper 3 is Speaking

Students need to buy a textbook and grammar book.

Languages complement many subjects at university and the skills learnt through languages are easily transferable: communication, thinking and analytical skills to name but a few.

Ludwig Wittgenstein: “The limits of my language are the limits of my world.”

## Geography

Subject Leader: Mrs C Hughes  
Acting Subject Co-Ordinator: Miss R Beddow  
Exam Board: OCR  
A Level

We follow the new 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 will have the opportunity to attend a residential fieldtrip to help to deepen their understanding of the concepts covered and develop their skills further.

## History

Acting Subject Leader: Mr P Dolman  
Exam Board: OCR  
A Level

This course is designed to offer students opportunities to learn about the past and present arguments and ideas effectively. You will learn to understand how people think and what motivates them. You will develop skills of interpretation, analysis and the ability to construct clear and logical arguments.

The A Level History Course is now a two year in depth study of both Early Modern and Modern History which reflects the skills and understanding gleaned from the GCSE course in order to develop as committed Historians.

The topics will range from:

Unit 1: British period study and enquiry (25%)

- England 1485 – 1558: the Early Tudors

Unit 2: Non-British period study (15%)

- International Relations 1890 - 1941

Unit 3: Thematic Study (40%)

- Russia and its Rulers 1855 – 1964

Unit 4: A single 3,000 – 4,000 essay (20%)

- Personal Coursework Question to be moderated in school.

### **Method of Assessment:**

All units apart from Unit 4 will be externally examined at the end of Year 13. Students will be consistently assessed with regards to the skills required for each exam.

## Italian

Subject Leader: Miss G. Bruce

Exam Board:

A Level

The aims and objectives of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Italy and the Italian-speaking world
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of Italian
- develop their ability to interact effectively with users of Italian in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Italian and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where Italian is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking through the language of study
- develop as independent researchers through the language of study.

### **Method of Assessment:**

A Level Italian consists of two externally-examined papers assessing listening, reading and writing and a non-examined speaking assessment.

Papers 1 and 3 will be based on content from four themes, which address a range of social issues and trends, as well as aspects of the political and artistic culture of Italy and Italian-speaking countries.

Themes 1, 3, and 4 focus on aspects of society or history of Italy only. Theme 2 requires students to broaden their knowledge across any Italian country/countries and/or community/communities.

Students will complete their speaking assessment during a timetabled assessment window in April/May and all other assessments in May/June.

## Mathematics

Subject Leader: Mr C. Palmer

Exam Board: Edexcel

A Level

Students applying to A Level Mathematics are expected to have achieved a minimum of Grade 7 in Maths and a Grade 6 in Physics, where students have studied Double Science Grade A is expected.

Since September 2017 there has been a reorganisation of the Maths A Level; students will study two branches of Mathematics; Pure and Applied.

In Pure, students will cover a range of topics including; Proofs, Coordinate Geometry, Advanced Trigonometry, Differentiation, Integration, Exponentials and Logarithms and Vectors

In Applied, students must cover topics from both Mechanics and Statistics and therefore a strong knowledge of Physics is essential. Topics will include: Sampling, Probability, 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.

### **Method of Assessment:**

There are three papers at the end of year 13 – Pure 1, Pure 2 and Applied (all 2 hours)

## Music

Subject Leader: Miss J Matthews

Exam Board: Edexcel

A Level

Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

- The three key elements of performing, composing and appraising have been retained.
- Performing is worth 30% at AS and 25-35% at A level. Students have to perform for a minimum of 6 minutes at AS and 6-10 minutes (depending on the weighting) at A level.
- Composing is worth 30% at AS and 25-35% at A level. Students must compose at least two pieces for AS and two or three pieces for A level (depending on the weighting). One must be in response to a brief set by the board and the minimum time for AS must be 4½ minutes and 4-8 minutes at A level (depending on the weighting).
- Appraising is worth 40% and content has been given in terms of musical elements, contexts and language. Students must study at least 2 Areas of Study at AS and at least 3 Areas of Study at A level, one based in WCM composed between 1650 and 1910, and one that is not based in WCM.

## National Extended Certificate in Sport

Subject Leader: Mr S Eddleston

Exam Board: Pearson

BTEC Level 3

- 360 GLH
- Equivalent in size to one A Level.
- 4 units of which 3 are mandatory and 2 are external.
- Mandatory content (83%).
- External assessment (67%).
- A broad basis of study for the sport 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.

### Qualification structure

|   |
|---|
| <b>Extended Certificate<br/>360 GLH</b>   |
| <b>TOTAL: 4 UNITS</b>   |
| <b>3 MANDATORY UNITS</b>  |
| <b>1. Anatomy and Physiology (120 GLH)</b>  |
| <b>2. Fitness Training and Programming for Health, Sport and Well-being (120 GLH)</b> |
| <b>3. Professional Development in the Sports Industry (60 GLH)</b>                    |
|   |
| <b>1 OPTIONAL UNIT</b>  |
| <b>Optional Unit (60 GLH)</b>   |

| Unit (number and title)   | Unit size (GLH) | Extended Certificate (360 GLH) |
|---|-----------------|--------------------------------|
| 1 Anatomy and Physiology  | 120             | M                              |
| 2 Fitness Training and Programming for Health, Sport and Well-being | 120             | M                              |
| 3 Professional Development in the Sports Industry                   | 60              | M                              |
| 4 Sports Leadership   | 60              | O                              |
| 5 Application of Fitness Testing                                    | 60              | O                              |
| 6 Sports Psychology   | 60              | O                              |
| 7 Practical Sports Performance                                      | 60              | O                              |
| 8 Coaching for Performance  | 60              |                                |
| 9 Research Methods in Sport   | 60              |                                |
| 10 Sports Event Organisation  | 60              |                                |
| 11 Research Project in Sport  | 60              |                                |
| 12 Self-employment in the Sports Industry                           | 60              |                                |
| 13 Instructing Gym-based Exercise                                   | 60              |                                |
| 14 Exercise and Circuit-based Physical Activity                     | 60              |                                |
| 15 Instructing Exercise to Music                                    | 60              |                                |

### Types of assessment

Assignment - Set and marked internally

Task - Set and marked by Pearson

Written Exam - Set and marked by Pearson

## Physical Education

Subject Leader: Mr S Eddleston

Exam Board: OCR

A Level

## 2 The specification overview

### 2a. OCR's A Level in Physical Education (H555)

Learners take all components (01, 02, 03 and 04) to be awarded the OCR A Level in Physical Education.

| Content Overview   | Assessment Overview   |                                   |
|--|---|-----------------------------------|
| <ul style="list-style-type: none"> <li>Applied anatomy and physiology</li> <li>Exercise physiology</li> <li>Biomechanics</li> </ul>              | <b>Physiological factors affecting performance (01)*</b><br>90 marks<br>2 hour written paper          | <b>30%</b><br>of total<br>A level |
| <ul style="list-style-type: none"> <li>Skill acquisition</li> <li>Sports psychology</li> </ul>   | <b>Psychological factors affecting performance (02)*</b><br>60 marks<br>1 hour written paper          | <b>20%</b><br>Of total<br>A level |
| <ul style="list-style-type: none"> <li>Sport and society</li> <li>Contemporary issues in physical activity and sport</li> </ul>                  | <b>Socio-cultural issues in physical activity and sport (03)*</b><br>60 marks<br>1 hour written paper | <b>20%</b><br>of total<br>A level |
| <ul style="list-style-type: none"> <li>Performance or Coaching</li> <li>Evaluation and Analysis of Performance for Improvement (EAPI)</li> </ul> | <b>Performance in physical education (04)*</b><br>60 marks**<br>Non-exam assessment (NEA)             | <b>30%</b><br>of total<br>A level |

\* Indicates inclusion of synoptic assessment.

\*\* Examination is weighted up to 90 marks to equal the total marks combined for the two tasks.

Learners who are retaking the qualification may carry forward their result for the non-exam assessment component. See section 4a for details.

The students will study the following units at AS and GCE level: Applied anatomy and physiology, Biomechanical movement, Skill Acquisition, Sport Psychology, Sport and society and The role of technology in physical activity and sport.

**Method of assessment:**

- AS Level will be assessed in the form of two one hour fifteen minute exams in the summer of 2018 worth 35% each, a practical performance in a sport of their choosing worth 15% and an Evaluation of performance which is in the form of an oral coursework also worth 15%.
- GCE Level will be assessed in the form of three exams in the summer of 2018 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%.

## Physics

Subject Leader: Mrs E O'Leary  
Exam board: Edexcel  
A Level

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

### Assessment overview:

#### A level Paper 1 – Advanced Physics I

90 marks 1 hour 45 minutes

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.

- Working as a Physicist
- Mechanics
- Electric Circuits
- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics

30% of A level

#### A level Paper 2 – Advanced Physics II

90 marks:1 hour 45 minutes

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.

- Working as a Physicist
- Materials
- Waves and the Particle Nature of Light
- Thermodynamics
- Space
- Nuclear Radiation
- Gravitational Fields
- Oscillations

30% of A level

#### A level Paper 3 – General and Practical Principles in Physics

120 marks: 2 hours 30 minutes

- All topics across the full A level specification.
- Half of the paper will also focus on testing students' knowledge and understanding of practical skills and techniques.

40% of A level

There are 16 core practicals that cover all of the 12 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 Leader: Mr P Dolman  
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 Friedman.

#### **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, Oakshott 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 – **Nationalism or Feminism or Anarchism** 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 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.

**US Congress** including:

- The structure of Congress
- The functions of Congress and
- Interpretations and
- Debates around Congress.

**Federalism** including:

- The main characteristics of US federalism and
- Interpretations and
- Debates around the US Constitution and federalism.

## Psychology

Subject Leader: Mrs N Cooper

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.

Psychology will be running as an A Level.

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 topics being studied by the current year 13 are emboldened.

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.

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

For more information surrounding Psychology at A Level please contact Mrs Cooper or visit the [Psychology page on the AQA website.](#)

## Religious Studies

Subject Leader: Mr A. McMillan  
Exam Board: Edexcel  
A Level

The A Level in Religious Studies focuses on three main disciplines: 'Ethics' and 'Philosophy of Religion' and a Systematic study of a world religion. Approximately a third of the teaching time is spent studying each section.

The Ethics course covers a broad range of topics, firstly looking to gain an understanding of key ethical theories, such as situation ethics and utilitarianism. This encourages students to think about where ethics come from, is there a duty to be moral? Is there a link between religion and morality? The course continues by using these ethical theories to inform studies in 'applied' ethics. This means putting the theories into practice. Topics studied in this part of the course include war and peace and sexual ethics.

The Philosophy of Religion course covers some of the key questions in Philosophy, such as Does God Exist? If God exists, why is there evil? Is it possible to describe God? Is religion a good thing? The course involves an academic study of a wide range of ideas and thinkers from the Greek Philosophers, like Plato and Aristotle, through the Church Fathers, such as Augustine and Aquinas, through to post-enlightenment philosophers, including Hume and Kant.

The Christian Theology course covers a systematic and in-depth study of Christianity to provide a foundation for understanding the key beliefs and value of the religion. This will encourage students to develop an understanding of how Christian thought has developed from the Early Church to today. Concepts that will be explored include; the nature of God as transcendent and immanent, the basis for belief in the Trinity, the variety of approaches for interpreting the Bible, social and historical developments, as well as key scholars such as Anselm, Karl Barth and John Hick.

### **Method of Assessment:**

At the end of year 13 there are three written examinations.

- Unit 1 – Philosophy (2hrs ) – Answering 3 questions, 33% of total exam
- Unit 2 – Ethics (2hrs) - 33% of total exam
- Unit 3 – Christian Theology (2hrs)- 33% of total exam

## **Sociology**

Subject Leader: Mrs. F. McGloin

Exam Board: OCR

A Level

Year 12 Sociology will consist of two components:

- 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.

Year 13 Sociology will consist of three components:

- The first component introduces students to the key themes of socialization, culture and identity and develops these themes through the context of youth subcultures.
- 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.
- 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 hour 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: Miss G. Bruce

Exam Board: Edexcel

A Level

At A level, students greatly develop their awareness of the culture, society and recent history of Spain and Spanish-speaking countries. Throughout the two years, all students are actively encouraged to develop their listening and reading skills through the use of the media, including interactive web resources. Literature and film studies as well as independent research are also important features of the course.

### **Course Content**

The A-Level course is made up of 4 main Themes, which are then broken into sub-themes. Students in their first year cover the first two themes: 'the evolution of Spanish society' and 'political and artistic culture in the Spanish-speaking world' which includes the sub-themes of: family and relationships, the world of work, tourism, media and music and festivals and traditions.

In the second year, students build on their skills through studying the remaining two themes: 'immigration and the multicultural society' and 'Franco's dictatorship and the transition to democracy'.

Students will also study two literary texts (or one literary text and a film) over the course of the two years as well as the skills of translation and prose. They will also prepare an independent research project for discussion in the oral examination.

### **Method of Assessment**

- Paper 1 is a 2 hour listening, reading and translation (into English) paper worth 40% of the overall mark for the A level examination.
- Paper 2 is a 2 hour paper testing candidates' written response to works (literature and/or film) and translation into Spanish and is worth 30% of the overall mark.
- Paper 3 is a speaking examination lasting approximately 20 minutes and worth 30% of the overall mark; it comprises a conversation on one of the course Themes and also a discussion of the student's independent research project.

Students need to buy a large bilingual (Spanish/English) dictionary, a vocabulary book and grammar book as well as the course text book.

## Theatre Studies

Subject Leader: Miss. J. Gill  
Exam Board: Eduqas  
A Level

A-Level Theatre Studies is useful for students considering Higher Education in any Arts or Humanities subject including English Literature, Journalism, Dance, Music and Art.

Students who study this course should enjoy English literature, as much of their time on the course will be studying plays and writing essays on them. Students will also study the history of theatre and conduct extensive research, so a passion for History is also helpful. This is not an acting course, but an academic course for those fascinated by studying the theatre. A-level in Theatre Studies compliments Film Studies, History, Music or Psychology A-levels.

Career opportunities include: Arts administration, journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, education, drama therapy and scriptwriting.

### Course Overview:

#### Component 1: Theatre Workshop (20%)

- You will participate in the creation, development and performance of a piece of theatre based on a *reinterpretation* of an extract from a text and devised scenes.
- You will develop your piece using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
- You must also submit a creative log, detailing the journey as you create your piece.

#### Component 2: Text in Action (40%)

- You will be assessed on your acting, and you will create and develop **two** theatre performances based on a stimulus supplied by Eduqas.
- Your first piece will be devised in a group, using the techniques and working methods of either an influential theatre practitioner or a recognised theatre company.
- Your second piece will be an extract from a text, performed in a different style.
- You will submit an evaluation report within one week of your practical exam.

#### Component 3: Text in Performance (40%)

##### Written examination: 2 Hours 30 Minutes

- There are three sections to the written exam: Sections A, B and C.
- Section A and B. You will study two plays, e.g. *As You Like It* by William Shakespeare and *Love And Information* by Caryl Churchill.
- Section C. You will study an extract from *The Curious Incident Of The Dog In The Night-Time* by Mark Haddon

### Year 13 Leaver Destinations 2017

| Destination                           | Course   |
|---------------------------------------|--|
| Anglia Ruskin University              | BA ( Hons) Psychology                                      |
| Anglia Ruskin University              | BA (Hons) Primary Education Studies                        |
| Anglia Ruskin University              | BSc (Hons) Building Surveying                              |
| Anglia Ruskin University              | BSc (Hons) Business Economics                              |
| Brunel University London              | BSc (Hons) Product Design and Engineering                  |
| Durham University                     | BA (Hons) English Literature                               |
| Durham University                     | LLB (Hons) Law   |
| Goldsmiths, University of London      | BA ( Hons) Drama, Performance, Politics and Society        |
| Goldsmiths, University of London      | BA (Hons) Economics  |
| Hertford Regional college             | Art Foundation Course                                      |
| Imperial College London               | MSci Geophysics  |
| Italia Conti Academy of Theatre Arts  | BA (Hons) Acting Programme                                 |
| Kings College London                  | BA (Hons) History  |
| Kings College London                  | BSc (Hons) Psychology                                      |
| Kings College London 2018 Entry       | BA ( Hons) Spanish and Management with a year abroad       |
| Lane Arts Theatre                     | BA (Hons) Musical Theatre                                  |
| Loughborough University               | BSc (Hons) Commercial Management and Quantity Surveying    |
| Newcastle University                  | BA (Hons) Modern Languages and Business Studies            |
| Nottingham Trent University           | BA ( Hons) Fashion Marketing and Branding                  |
| Nottingham Trent University           | BA ( Hons) Economics                                       |
| Oxford Brookes University             | BSc (Hons) Sports and Exercise Science                     |
| Performers College                    | Diploma in Professional Dance                              |
| Queen Mary University of London       | BA (Hons) English  |
| Royal Holloway , University of London | BA ( Hons) Drama and Dance                                 |
| Sheffield University                  | BSc ( Hons) Biochemistry                                   |
| Southampton Solent University         | BA (Hons) Business Management with Business Foundation     |
| St Mary's University                  | BA (Hons) Theology and Religious Studies                   |
| Swansea University                    | BSc (Hons) Chemical Engineering                            |
| Tesco Apprenticeship                  | Level 4 Commercial Apprenticeship                          |
| The University of Nottingham          | BA (Hons) History  |
| The University of Sheffield           | BSc Computer Science                                       |
| University of Birmingham              | BA ( Hons) Policy, Politics and Economics with year abroad |
| University of Birmingham              | BA ( Hons) German studies and History                      |
| University of Birmingham              | BSc (Hons) Mechanical Engineering                          |
| University of Bournemouth             | BSc (Hons) Occupational Therapy                            |

|                           |  |
|---------------------------|--|
| University Of Cambridge   | BA (Hons) Educationa and Drama                                 |
| University Of Cambridge   | BA (Hons) History  |
| University of Chester     | BA (Hons) Primary Education with QTS                           |
| University Of East Anglia | BSc Computer Science   |
| University of Essex       | BA (Hons) Psychology   |
| University of Essex       | BSc (Hons) Mathematics and Statistics                          |
| University of Hull        | BA (Hons) Human Geography with foundation year                 |
| University of Kent        | BA ( Hons) Ancient, Medieval and Modern History                |
| University of Kent        | BA ( Hons) History   |
| University of Kent        | BA (Hons) History  |
| University of Kent        | BA (Hons) War and Conflict                                     |
| University of Kent        | BA (Hons) Business Management with year in Industry            |
| University of Kent        | BA (Hons) English and American Literature                      |
| University of Kent        | Bsc ( Hons) Economics  |
| University of Kent        | Film BA (Hons) deferred entry 2019 following Gap Year          |
| University of Kent        | BA (Hons) Sports Management                                    |
| University of Leeds       | MMath (Hons) Mathematics                                       |
| University of Leeds       | BA ( Hons) English Literature                                  |
| University of Leicester   | LLB Law  |
| University of Lincoln     | LLB (Hons) Law   |
| University of Lincoln     | BA (Hns) History   |
| University of Lincoln     | BSc (Hons)Biology  |
| University of Lincoln     | MEcon Economics and Finance                                    |
| University of Liverpool   | BEng (Hons) Aerospace Engineering                              |
| University of Nottingham  | BSc (Hons) Psychology  |
| University of Portsmouth  | BA (Hons) Journalism   |
| University of Portsmouth  | Bsc (Hons) Psychology  |
| University of Reading     | BA (Hons) Geography  |
| University Of Reading     | BSc (Hons) Art and English Litreature                          |
| University Of Reading     | BSc (Hons) Zoology   |
| University of St Andrews  | BSc ( Chemistry)   |
| University of Surrey      | Ba (Hons) Business Management and ( Human Resource Management) |
| University of Surrey      | BEng (Hons)Civil Engineering                                   |
| University of Surrey      | BSc (Hons) Mathematics   |
| University of York        | LLB (Hons) Law   |
| Univesity of Birmingham   | BSc (Hons) Computer Science with study abroad                  |
| Full time employment      |  |
| Full Time Employment      |  |
| Full Time Employment      |  |
| Gap Year                  |  |



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.

**St Mary's Catholic School  
Windhill  
Bishop's Stortford  
Herts  
CM23 2NQ**

**Tel: 01279 654901  
Fax: 01279 653889**

**E-mail: [info@stmarys.net](mailto:info@stmarys.net)  
Website: [www.stmarys.net](http://www.stmarys.net)**