



**St Peter's**  
SIXTH FORM  
Discover your potential

**Information Booklet 2018 – 2019**

# WELCOME TO OUR SIXTH FORM

## HEADTEACHER

You are soon to embark on the next stage of your educational journey and we want you to make the best decision for you. Choosing the optimal courses and the right path for your post 16 studies is an exciting yet challenging opportunity and one that will determine which doors are open to you upon completion of your studies.

We are very proud of our Sixth Form and the quality of provision the students experience. The Catholic ethos of the school permeates through to Year 12 and 13 where first class education works in partnership with the nurturing environment of excellent pastoral support. The familiar surroundings, continuity and quality of teachers from Key Stage 4 through to the Sixth Form are some of the main reasons our young people choose to stay on at St Peter's. Applications from external candidates are actively encouraged and new students often comment on the warm atmosphere and the speed with which they settle in.

Good relationships are key in a great school and we treat everyone as an individual. We expect you to work hard but have fun in the process and we will endeavour to give you the very best possible Sixth Form experience.

Enjoy choosing your courses; it is an exciting journey and we will support you all the way.

God bless.

Toby Miller  
Headteacher

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# WELCOME TO OUR SIXTH FORM

## HEAD OF SIXTH FORM

Soon you will become a Sixth Form student and open the door to the rest of your life – whether that is university, work or a vocation. This is an incredibly exciting time as you hone your skills and talents whilst discovering your potential through new and exciting opportunities.

St Peter's Sixth Form is very different to secondary school – we are confident that you will be motivated to work hard to succeed, adapt quickly to the new working environment and benefit from the pace and focus. We are fully committed to preparing you for the next steps in your education and career, and we are there for you every step of the way.

We are totally dedicated to helping you, as independent and creative learners, achieve the best grades and qualifications possible – our track record is testament to this. We are also completely committed to being a community where you will thrive and push the boundaries of your potential.

Our Catholic ethos is at the heart of our school, which creates a caring community inclusive of all; an environment where you are valued and your achievements celebrated. The daily pastoral care and support you receive, such as exam preparation and UCAS applications, is exemplary and staff will take extraordinary steps to help you succeed.

Here at St Peter's, we are very proud of our reputation and many successes but please do not just take our word for it. We would encourage you to visit our Sixth Form at any time, pop into some lessons and speak to our current students and staff who will tell you what a great place it is.

We look forward to meeting you soon.

Peter Watson  
Head of Sixth Form



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# LIST OF COURSES



St Peter's

SIXTH FORM

Discover your potential

## A LEVELS

Art  
Biology  
Business Studies  
Chemistry  
Classics  
Computer Science  
Drama and Theatre Studies  
Economics  
English Language  
English Literature  
Fashion and Textiles  
Food Science and Nutrition  
French  
Further Mathematics  
Geography  
German  
History  
Mathematics  
Media Studies  
Music  
Photography  
Physical Education  
Physics  
Product Design  
Psychology  
Religious Studies: Philosophy and Ethics  
Spanish  
Sociology

## BTECS

Diploma in Business  
Extended Certificate in Applied Science  
Extended Certificate in Business  
Extended Certificate in IT  
Extended Certificate – Health and Social Care

## PROJECT QUALIFICATION

Extended Project Qualification Level 3

**The information contained in this document is correct at the time of publishing however it is subject to change at any time.**



# SELECTING THE RIGHT COURSE

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You are approaching the biggest set of exams of your life and now we are asking you to select the subjects whose demands will surpass even that! Here are a few tips to help you with your decisions:

## RESEARCH UNIVERSITY ENTRY REQUIREMENTS

If you already have your mind set on studying a specific course at university, your next step should be to research the course entry requirements. Importantly, many courses require specific A Levels to be studied and failure to do so could seriously hinder your future university applications. As an example, to apply for Medicine, students are generally expected to include science based A Levels such as Chemistry and Biology. By researching entry requirements you will be able to make a well-informed decision without limiting future university applications.

## THIS IS TWO YEARS OF YOUR LIFE

A Levels take up two academic years of your life. The philosopher Cicero said "We must not only obtain Wisdom, we must enjoy her." With this in mind, choosing subjects that you enjoy and have a genuine interest in, will make the two years less laborious and more fun. You are also more likely to do well in a subject that you enjoy.

## TRANSFERABLE SKILLS GAINED FROM A LEVELS

Studying A Levels will inevitably provide you with an array of transferable skills. Therefore, it is worth considering which skills would be personally beneficial to gain. As an example, if you are aiming to study Law at university, assessments may be essay focused. Consequently, a strong grasp of the English language as well as the ability to structure an essay will be useful, and can be gained from studying an A Level in English Language, Literature, History or RE.

## SYLLABUS AND ASSESSMENT

Before deciding which A Levels to study, ensure you understand what the course consists of in terms of both syllabus and assessment. As an example, many people assume a PE A Level will be very practical, however, they are unaware that the course largely consists of theory based learning and assessments. By researching the content and assessment of A Levels prior to confirming your choices, you will be better equipped to make the right decision.

## STILL NOT SURE ABOUT WHAT TO STUDY?

You should be the driver of any decision regarding A Levels, however, if you are still struggling seek advice. The Sixth Form team are happy to help at any time, please do not be afraid of asking for their insight and experience.

## WHY STUDY ART?

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If you enjoy asking 'why and how' then Art is for you. An opportunity to use a wide range of media and materials in unusual and creative ways is key to your success. You will explore a wide range of media, including painting, drawing, printmaking, sculpture and installation. All students are encouraged to develop highly personal, ambitious outcomes, which explore their own interests and ideas.

The course provides an excellent foundation for a career – students often enrol onto a specialist foundation course followed by a degree. Career pathways include animation, architecture, fine art, costume design, model making, illustration, landscape design, jewellery, sign writing, product design, film and painting to name but a few.

**"Art at St Peter's is not just about painting a picture it's about finding yourself as an artist."** (Lauren)

## COURSE CONTENT

### YEAR 12

Develop an understanding for Art, using a variety of media and materials (2D and 3D) to create work in response to a range of different starting points.

### YEAR 13

Component 1 (40%): Personal Investigation. An in-depth study, set by the student focusing on a particular theme or interest, supported by written material. Internally assessed and externally moderated.

Component 2 (60%): Externally set assignment, which is published on 1st February. Students select a starting point from an exam paper, using this they create a portfolio of work in preparation for a timed exam. Internally assessed and externally moderated.

## COURSE REQUIREMENTS

Grade 4/5 in GCSE Art and Design, however, we do encourage students who have not done GCSE Art to speak with us individually. A drawing task will be set to assess your suitability. The ability to draw from observation and record accurately is essential. Students studying Art need to be able to work independently and communicate effectively, utilising a creative workspace at home and in class. Students must be able to research the work of artists and make critical written and practical responses.

## EXTRACURRICULAR OPPORTUNITIES

- Regular visits to local and national galleries
- A dedicated studio for our Art students to continue with and expand current work and practice
- European study visit

## WHY STUDY BIOLOGY?

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You will enjoy and succeed in Biology if you enjoy a challenge and have an active curiosity across a broad range of scientific topics. You will learn a huge, new specialist vocabulary; and you need to be comfortable studying Biochemistry – structure of large molecules, chemical reactions in cells and energy transfers. Biology works well alongside Chemistry and Geography; it also links to PE, Psychology and the Ethics side of RS.

Past students have gone on to study medicine, veterinary science, physiotherapy and related courses, others have opted for natural sciences or zoology. Since Biology is a facilitating subject, it is well regarded by top universities as part of an applicant's portfolio for a degree in any subject.

## COURSE CONTENT

Eight units taken over two years explore topics including the detailed structure and biochemistry of plant, animal and bacterial cells; the anatomy, physiology and health of the cardiovascular and nervous systems; the molecular basis of genetics; ecology and forensic entomology. Offering a context based approach, students learn about these topics by directly relating it to real-world scenarios. Practical skills are developed through 18 core practicals, which are assessed throughout the two years and culminate in a Practical Endorsement Certificate.

## COURSE REQUIREMENTS

Minimum grade 7 in GCSE Combined Science or Biology and a minimum grade 5 in Mathematics, as you must be confidently numerate in using Mathematics at Level 2 or above – 10% of the marks are for your mathematical skills.

## EXTRACURRICULAR OPPORTUNITIES

- Field trip to Field Studies Centre, Flatford Mill
- University of London and University of Surrey summer schools
- Headstart taster courses

**"This course has been really inspiring and has encouraged me to apply to read Zoology at university."** (Georgia)

## WHY STUDY BUSINESS?

**B**usiness Studies will enable you to develop critical understanding of organisations, behaviour and the process of decision-making. You will develop the ability to organise information, ideas and arguments clearly and logically through case studies

## COURSE CONTENT

The 10-unit content requires students to develop their ability to acquire a range of important and transferable skills including data, numerical, analytical and evaluative. They will be required to research and make judgements on their findings.

The content covers the four main functional areas of business: human resource management, finance, marketing and operations in the context of the external environment and the factors that influence it.

## COURSE REQUIREMENT

Minimum grade 5 in both GCSE Mathematics and English Language.

## EXTRACURRICULAR OPPORTUNITIES

- All business students are encouraged to join the International Young Enterprise Company programme and our in-house virtual stock market
- Students will attend revision conferences hosted by tutor2U

**"I really enjoyed learning this subject and will be able to use the knowledge gained when I start up my own business."** (Sam)



## WHY STUDY CHEMISTRY?

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Chemistry is the study of substances; what they are made of, how they interact with each other and the role they play in living things. An A Level in Chemistry is recognised by universities as a rigorous and academic subject that is essential to access careers in medicine, dentistry, chemical engineering and forensic science to name but a few. Studying A Level Chemistry will develop useful skills that can be applied outside the subject discipline; these include problem solving, numeracy, practical skills and the development of a broad scientific understanding. From research in space, to the depths of the oceans, chemistry helps you understand the world around you and opens up many career opportunities. A Chemistry qualification can take you almost anywhere. Chemistry partners well with Biology or Mathematics.

## COURSE CONTENT

Inorganic, organic and physical chemistry are studied over two years. These topics explore the properties and reactivity of chemical elements; structure, properties, composition, reactions and preparation of carbon containing compounds; physical structure, the amount of energy compounds have and the bonds that hold atoms together. Practical skills are developed through 12 core practicals.

## COURSE REQUIREMENTS

Minimum grade 7 in GCSE Combined Science or Chemistry and a minimum grade 5 in Mathematics, as you must be confidently numerate in using Mathematics at Level 2 or above (GCSE higher tier) – 20% of the marks are for your mathematical skills.

## EXTRACURRICULAR OPPORTUNITIES

- External lectures
- Summer schools
- Headstart taster courses

**"Chemistry is a challenging but interesting and rewarding subject that provides a great opportunity to build on my Mathematics and Biology knowledge."** (Christian)

## WHY STUDY CLASSICS?

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The texts and histories of the Classical era have been instrumental in the development of the modern world. The Classics A Level is a rewarding and stimulating course that provides new insight into the foundational texts of the western canon. The rich and varied lessons will encourage candidates to develop the critical and evaluative skills, which will enable them to go on to Higher Education to study a range of courses.

## COURSE CONTENT

### Component 1

#### **The World of the Hero**

A study of Homer's *Odyssey* and Virgil's *Aeneid*

### Component 2

#### **Culture and the Arts: The Invention of the Barbarian**

A study of an aspect of the cultural life of the ancient world.

### Component 3

#### **Beliefs and Ideas: Politics of the Late Republic**

A study of an aspect of Classical thought.

## COURSE REQUIREMENTS

Minimum of grade 5 in both GCSE English Literature and English Language. A good GCSE in History is useful but not required.

## EXTRACURRICULAR OPPORTUNITIES

- External lecture sessions provided by leading subject experts in the field

**"Studying the ancient world gave me an insight into another culture, a world of mythology and monsters, of gods and heroes."** (Zoe)

## WHY STUDY COMPUTER SCIENCE?

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The continued rapid development in computing and technology is changing the way that we live our lives in the 21st century, from both a professional and social perspective. We face a future where internet-enabled devices will be found throughout our homes, driverless vehicles will travel down roads, and nanotechnology will combat illness and disease. It is vitally important that we have not only users of IT but those who are sufficiently skilled and knowledgeable to program computers, especially if we are to meet the technological demands of society.

A Level Computer Science will provide you with a wide range of skills and knowledge, building on from the learning from GCSE, both in terms of the theory and programming aspects. This subject would be ideal for those students considering a career in a computer-related field.

## COURSE CONTENT

This A Level will include topics on the following:

- Programming – procedural and functional
- Data structures
- Algorithms and problem solving
- Computational theory
- Computer systems, organisation and architecture
- Communication and networks
- Social, moral and ethical issue relating to computer use
- Databases and big data

## ASSESSMENT

During Year 13, students will be required to complete a non-examined practical project assessment that is worth 20% of the final mark. This will be followed by two further exams. The first is an onscreen exam that is worth 40% of the final mark and assesses students on five specific topics from the specification. The second is a written exam, also worth 40% of the final mark and will assess the students on eight topics from the specification.

## COURSE REQUIREMENTS

Minimum of a grade 5 in GCSE Computer Science and a grade 6 in GCSE Mathematics.

## EXTRACURRICULAR OPPORTUNITIES

- Trip to CERN, Switzerland

**"Computer Science helps to develop highly valued skills and prepare for a wide range of careers, both technical and non-technical."** (Russell Group University)

## WHY STUDY DRAMA AND THEATRE STUDIES?

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An A Level in Drama will give you skills that will benefit you for the rest of your life. It can lead to a career in theatre, film, television, journalism, marketing, public relations or events. Universities and employers love to see you have studied it because you will stand out as different and creative. You will be able to develop your love of watching and performing theatre so that you can analyse and evaluate the aspects that make up a successful production. Drama helps you to understand human behaviour and motivation, and will develop your insight and observation.

You will hone your skills in performing, creating a range of characterisations and studying several major drama practitioners. You can choose to perform or to design in a number of studio productions.

## COURSE CONTENT

**Component 1: Devising** (40% of the qualification – 80 marks)

You will devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. This will be assessed by your teacher and externally moderated. You will complete a portfolio which can be 2500–3000 written words or recorded/verbal evidence between 12–14 minutes or a combination.

**Component 2: Text in Performance Coursework** (20% of the qualification – 60 marks)

A group performance of one key extract from a performance text and a monologue or duologue performance/design realisation from one key extract from a different performance text. This will be externally assessed by a visiting examiner. The group performance is worth 36 marks. The monologue or duologue is worth 24 marks.

**Component 3: Theatre Makers in Practice**

Written examination: 2 hours 30 minutes (40% of the qualification – 80 marks)

Section A is a live theatre evaluation – choice of performance. Section B focuses on the practical exploration and study of a complete play text – focusing on how this can be realised for performance. Section C focuses on practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience.

## COURSE REQUIREMENTS

Minimum grade 4 in GCSE English Literature and English Language.

## EXTRACURRICULAR OPPORTUNITIES

- Theatre trips to London, Brighton, Newbury, Stratford-upon-Avon
- Extracurricular plays
- Workshops with practitioners and theatre groups

**“I have never in my life been so well prepared for an exam as I was for my Drama.”** (Cathy)

## WHY STUDY ECONOMICS?

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**E**conomics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It also enables you to understand the decisions of households, firms and governments.

Economics offers a way of thinking about the world that enables us to make the best of what we have. As it is a social science, Economics is closely related to other subjects such as Sociology, History, Business Studies, Geography and Politics. Studying Economics opens the door to many fields, as illustrated by the many courses that past Economics students have gone on to study at university including Business Economics, International Relations and Politics, Accounting and Finance, Marketing Management, Fashion Buying and Merchandising, Business Management, Law with Business Studies and International Hospitality Management.

## COURSE CONTENT

A wide range of economic topics will be studied. These are split into four themes covered over the two year course. They include aspects such as an introduction to markets and market failure, the UK Economy – performance and policies, business behaviour and the labour market. The final theme, a global perspective, focuses on macroeconomic concepts such as international economics, poverty and inequality, emerging and developing economies and the financial sector.

## COURSE REQUIREMENTS

Minimum grade 6 in GCSE Mathematics.

## EXTRACURRICULAR OPPORTUNITIES

- tutor2u conferences
- Royal Grammar School Economics Speakers Day (summer term)

**“We have all enjoyed studying this subject as it has enhanced our knowledge of current economic concepts prevalent in the news today. It has helped us to develop important analytical skills that will be invaluable in our future careers.”**

(Economics class of 2014–15)



## WHY STUDY ENGLISH LANGUAGE?

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A Level English Language is an interesting and rewarding course, covering both the theoretical aspects of language and practical language use. It is a fascinating subject as it encompasses the study of a wide range of texts, both spoken and written. It also gives students the chance to be creative, producing texts for real life situations. Any career that involves communicating will be enhanced by the study of A Level English Language.

The specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. The course explores the study of English Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language in use. Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to the course.

## COURSE CONTENT

Paper 1 – Language, the Individual and Society

Paper 2 – Language, Diversity and Change

Non-examination Assessment – Language in Action

## COURSE REQUIREMENTS

Grade 5 in GCSE English Language and English Literature is required. The most important skill is the ability to write accurately and coherently. It is also important to be able to read texts closely and to use a variety of new terms and expressions in describing the ways writers and speakers are using language.

## EXTRACURRICULAR OPPORTUNITIES

- Study days in London
- David Crystal lectures
- Visits to observe language acquisition
- British Library visits
- Creative writing workshops

**“Studying the language we speak has provided me with a critical insight as to how language has come to be. We take spoken language for granted, but studying it has provided me with an appreciation and awe for English, Communication and Linguistics which I aim to take to degree level.”** (Rosie)

## WHY STUDY ENGLISH LITERATURE?

A challenging and exciting subject, English Literature offers a range of opportunities for students to develop their literary skills. Through the study of novels, plays and poems students explore conventions of genre. Students have the opportunity to critically analyse, evaluate writers' intentions and reflect on a range of contemporary and historical issues.

This specification encourages students to understand how narrative works, to look at genre and to learn about critical approaches to texts. Students discover how central narrative is to the way literary texts work and they are introduced to the different aspects of genre. Encouraging wide and independent reading, the course also considers different types of critical approach and how texts can reflect cultural meanings.

## COURSE CONTENT

Paper 1 – Literary Genres: Aspects of Tragedy

Paper 2 – Texts and Genres: Elements of Crime

Non-examination Assessment – Theory and Independence

## COURSE REQUIREMENTS

Grade 5 in GCSE English Language and Literature is required. The most important skill is the ability to write accurately and coherently. It is also important to be able to read texts closely and to use a variety of literary terms and expressions.

## EXTRACURRICULAR OPPORTUNITIES

- Trips to the theatre
- Study days in London
- Cinema adaptations
- Stratford Residential

**"The wide range of novels, plays and poems studied as well as the variety of genres, challenged my thinking and ignited my passion for English Literature."** (Olivia)

## WHY STUDY FASHION AND TEXTILES?

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This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

## COURSE CONTENT

The assessment structure is explained below. The course has a practical focus, with a significant proportion of the lesson time spent completing practical work, designing, testing and investigating different products. This is supported by the in-depth theory work completed both in class and in the student's own time.

## ASSESSMENT

Paper 1: Core technical principles – 2½ hour written exam (30% of A Level)

Paper 2: Designing and making principles – 1½ hour written exam (20% of A Level)

Non-examination Assessment – practical application of technical principles, designing and making principles and specialist knowledge – 45 hours to create a substantial design and make task (50%)

## COURSE REQUIREMENTS

Ideally, students will have attained a grade 5 in GCSE Textiles or Art, English and Science. However, if students have not completed a Textiles or Art GCSE it may still be possible for them to take the A Level if they are prepared to complete some summer work before the start of the course.

An enjoyment of fashion and interest in textiles and clothing is a key element. As 50% of the course is portfolio based students need to be self-motivated and manage their time effectively. Students need to be able to think laterally and apply their knowledge in new situations.

## EXTRACURRICULAR OPPORTUNITIES

Students who have completed this course in the past have enjoyed trips to The Clothes Show and the Victoria and Albert Museum to investigate fashion and trends in the current time and through the ages.

## WHY STUDY FOOD SCIENCE AND NUTRITION?

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An understanding of food science and nutrition is relevant to many industries and job roles. The WJEC Level 3 Diploma in Food Science and Nutrition has been designed to provide learners with underpinning knowledge, understanding and skills to progress to further study and training. It offers exciting and interesting experiences that focus learning for 16–18 year old learners through applied learning i.e. through the acquisition of knowledge and understanding in purposeful contexts linked to the food production industry.

Together with relevant Level 3 qualifications such as A Levels in Biology, Chemistry, Sociology and Mathematics and/or Level 3 qualifications in Hospitality or Science, learners will gain the required knowledge to progress to higher education degree courses such as: BSc Food and Nutrition, BSc Human Nutrition, BSc (Hons) Public Health Nutrition, BSc (Hons) Food Science and Technology .

## QUALIFICATION STRUCTURE AND CONTENT

All learners must take units one and two and then select either unit three or unit four.

Unit 1 - Meeting the Nutritional Needs of Specific Groups

Unit 2 - Ensuring Food is Safe to Eat

Unit 3 - Experimenting to Solve Food Production Problems (optional)

Unit 4 - Current Issues in Food Science and Nutrition (optional)

## COURSE REQUIREMENTS

Students need to have good grades in GCSE English and Science. GCSE Food Technology is desirable but not essential providing students are committed to the subject.

## COSTS AND EXTRACURRICULAR OPPORTUNITIES

Students will need to provide some ingredients for the practical sessions in the course. Food prepared in these sessions should form a part of the family meal. Expensive and unusual ingredients and those required for experiments will be provided by the school.

## WHY STUDY FRENCH?

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Whatever plans you may have for the future, knowledge of another language is a valuable life skill, which can create many new and exciting opportunities, for example travel, as well as appreciating cultural differences in the world today. By the end of the French course, you will be able to successfully communicate with over 200 million French speakers around the world and potentially use this ability as an advantage in the international job market.

French works well with any subject due to the wide range of topics that we cover in the course content. Not only will you learn about France itself, you will also acquire essential communication skills and will gain a greater appreciation for French literature and cinema. By studying French, you will have chosen a subject that is highly regarded by all universities in the country and it will certainly open a multitude of career paths for you in the future.

## COURSE CONTENT

Paper 1: Listening/Reading/Writing – 2 hours 30 minutes (100 marks) 50% of A Level

Paper 2: Writing about one film and one book that you have studied – 2 hours (80 marks) 20% of A Level

Paper 3: Oral exam: Discussion of topic card followed by discussion of independent research project – 21-23 minutes (60 marks) 30% of A Level

In addition to studying French film and literature (taken from the exam specification) students will study a range of topics that explore social and political trends in French speaking society. Students will study the family, the digital world, immigration and the arts to name a few. Over the two years, the topics studied will enable students to form political views and understand and appreciate challenges we face in the world today.

## COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE French.

## EXTRACURRICULAR OPPORTUNITIES

- Sixth Form trip to Paris (combined with History department)
- Student conferences in London and at the Royal Grammar School, Guildford
- Surrey/Reading University Taster sessions
- Language Ambassadors to assist in learning clubs for Years 7–9
- Trips to the French Institute, London
- Mary Glasgow wider reading magazine subscription

**"I would highly recommend the French course and the trip to Paris was really interesting!"** (Chris)



## WHY STUDY FURTHER MATHEMATICS?

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**A**re you deeply passionate about Mathematics? Do you enjoy a chance to explore challenging mathematical concepts? Further Mathematics enables students to distinguish themselves as able mathematicians in the employment market. It equips you with logical and analytical skills that are highly sought after in many sectors of the economy such as business, engineering and the civil service. Mathematics degrees and Mathematics related degrees (such as Engineering, Sciences, Computing and Economics) will benefit enormously from studying Further Mathematics. Some Russell Group university courses will expect Further Mathematics to have been studied at A Level.

## COURSE CONTENT

An A Level in Further Mathematics covers:

- Core Pure Mathematics 1
- Core Pure Mathematics 2

As well as two additional modules from:

- Further Pure Maths 1
- Further Statistics 1
- Further Mechanics 1
- Decision Mechanics 1

## COURSE REQUIREMENTS

Grade 8/9 in GCSE Mathematics.

An A Level in Further Mathematics is taught following on from an A Level in Mathematics, it is not a standalone course.

## EXTRACURRICULAR OPPORTUNITIES

- Mathematics Inspiration Lecture
- UK Senior Mathematics Challenge
- National Cipher Challenge
- FMSP Team Mathematics Challenge

**"Further Mathematics is the most interesting and challenging A Level you can do. The skills that you learn are amazing!"** (Lawrence)

## WHY STUDY GEOGRAPHY?

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Whether it is the devastation caused by a natural disaster on the other side of the world or the impact of government cutbacks on their local community, geographers have a keen interest in the world around them. In A Level Geography there are plenty of opportunities to study how our planet is changing and the story behind these changes.

The A Level course allows students to continue to develop their knowledge of places, processes and environments at a range of scales. Compared with GCSE, A Level Geography places a greater emphasis on understanding the complexity of global issues, therefore, an interest in how and why decisions are made is important. The course contains elements of physical, social, economic and cultural geography, which will help students to have a better understanding of the opportunities and challenges facing decision makers. Throughout the course, students will develop an impressive range of cartographic, investigative, ICT, graphical and data interpretation skills providing an excellent grounding for employment or further study.

## COURSE CONTENT

### YEAR 12

- Dynamic Landscapes: Tectonic Processes and Hazards; Coastal Landscapes and Change
- Dynamic Places: Globalisation; Regenerating Places

### YEAR 13

- Physical Systems and Sustainability: The Water Cycle and Water Insecurity; The Carbon Cycle and Energy Insecurity; Climate Change Futures
- Human Systems and Geopolitics: Superpowers; Migration, Identity and Sovereignty

At the end of Year 13, students will sit three exams. The first two exams, both contributing 30% to the final grade, will test students' knowledge and understanding of the course content. A third exam is synoptic in nature. Contributing 20% to the final grade, students will be asked to consider a geographical issue. Students will also complete a piece of independent coursework, which will contribute a further 20% to the final grade.

Practical fieldwork is a compulsory element of the course; at least four days fieldwork must be undertaken. Currently there are two one day field trips (one coastal, the other urban) and a three day field trip to Kent. The final field trip in the summer of Year 12 prepares students for their independent coursework, which is completed in Year 13.

## COURSE REQUIREMENTS

GCSE Geography is preferred, grade 5 in GCSE English Language is required.

## EXTRACURRICULAR OPPORTUNITIES

- The school runs a field trip to Iceland every two years and A Level students are invited to participate

## WHY STUDY GERMAN?

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Whatever plans you may have for the future, knowledge of German will increase your options. German is a leading language of Science, Literature, Art, Philosophy and History. Germany is the world's third strongest economy and more than 100 million people speak German as their first language in Europe. Knowledge of German will increase your employment opportunities in business and banking, science and research, media and communication. If you want to be a real player in the 21st century, learning German will give you the edge you need.

German A Level will open doors for you as universities regard German highly. Many courses incorporate a year abroad and German universities are well-established partners not only for linguists but for students taking degrees in Science, Engineering, Law and Politics. When you learn German, you acquire a range of important skills which can improve the quality of both your work and personal life.

## COURSE CONTENT

Paper 1: Listening/Reading/Writing – 2 hours 30 minutes (100 marks) 50% of A Level

Paper 2: Writing about one film and one book that you have studied – 2 hours (80 marks) 20% of A Level

Paper 3: Oral exam: Discussion of topic card followed by discussion of independent research project – 21-23 minutes (60 marks) 30% of A Level

In addition to studying German film and literature (taken from the exam specification) students will study a range of topics that explore social and political trends in German speaking society. Students will study the family, the digital world, immigration and the arts to name a few. Over the two years, the topics studied will enable students to form political views and understand and appreciate challenges we face in the world today.

## COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE German.

## EXTRACURRICULAR OPPORTUNITIES

- Attend conference at the Royal Grammar School as a university taster
- Taster sessions at University of Surrey
- Mary Glasgow wider reading magazine subscription

**"The staff are very friendly and provide really interesting lessons. The class sizes are small which helps me to focus and keeps me engaged. There is more personal support where the teachers know your specific limitations. Finally, the course itself contains relevant and interesting subjects which I enjoy and encourage me to think about real world situations."** (Lucy)

## WHY STUDY HISTORY?

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Universities and employers value a qualification in History as it demonstrates good skills of analysis, evidence handling, problem solving and communication. History will prepare you for a wide range of ideas, from television or radio to written journalism; from marketing and law to social work and teaching.

## COURSE CONTENT

### YEAR 12

**Britain 1930–1997:** This unit focuses on the birth of modern Britain. Initially students will look at Churchill's wilderness years, his role as wartime leader and his views on international diplomacy in the immediate post-war world. This part of the course will focus on the use of sources. Students will then turn to the study of the "13 wasted years" of Conservative domination, before looking at the period of social revolution and division that takes place in the 1960s and 70s. The final aspect will focus on Thatcher and the end of consensus. This is an examined unit (25%).

**The French Revolution and the rule of Napoleon 1774–1815:** This unit provides an opportunity to study the period in depth, focusing on how ideas and events caused major change in France and across Europe. The focus will be on historical interpretations. Students will look at the origins of the revolution, attempts at constitutional monarchy and descent into the chaotic Terror. Students will then look at the rapid rise and inevitable fall of Napoleon. This is an examined unit (15%).

### YEAR 13

**Tsarist and Communist Russia 1855–1964:** This unit aims to look at change, continuity, cause and consequence in 19th and 20th century Russia. It will take in the changing nature of government, the history of opposition, the development of the economy and the extent of social change. Students will also study different ideologies and the impact of individuals and groups on Russian history. This is an examined unit (40%).

**Topic based essay:** 3000–4000 word coursework that is worth 20% of your A Level. Students will have to explain and analyse different perspectives on a historical issue.

## COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE History.

**"History has opened my eyes to the possibilities of the future through the events of the past."** (Natasha)

## WHY STUDY MATHEMATICS?

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**M**athematics is a very popular subject choice in the Sixth Form. It is a challenging subject, which offers a great deal of enjoyment and satisfaction. Students learn to extend their own thinking within a logical framework and they develop persistence and resilience, as harder problems often require several attempts before a way in is identified. Specifically, students acquire the confidence to deal with information given in algebraic, numerical or graphical form and to produce written work, which is logical and concise. Many universities require students to have a good grade in A Level Mathematics as an entry requirement for courses such as Economics, Engineering, Mathematics and Science.

## COURSE CONTENT

An A Level in Mathematics covers:

- Pure Mathematics
- Mechanics and Statistics

## COURSE REQUIREMENTS

Minimum of a grade 7 in GCSE Mathematics. Some students who achieve a very strong 6 may qualify, although these students will be reviewed on an individual basis. All students who apply to study an A Level in Mathematics need to have a very strong grasp of algebraic concepts taught at GCSE, an excellent work ethic and be self-motivated as the step up from GCSE to A Level is significant.

## EXTRACURRICULAR OPPORTUNITIES

- Mathematics Inspiration Lecture
- Assisting the lower school Challenge Club
- National Cipher Challenge
- FMSP Team Mathematics Challenge

**“Mathematics unlocks the door to a whole variety of career choices and gives you a head start at university and beyond.”** (Phoebe)



## WHY STUDY MEDIA STUDIES?

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Media students are interested in how and why the media is so influential and dominant in our culture. In a world that is increasingly reliant on technology – and media technology in particular – it is essential for young people to be equipped with the theoretical and analytical tools both to understand how the media industry works, and to skill-up and participate in the 'dialogue' by creating their own products and distributing them to real audiences. Media Studies as a subject works well alongside Theatre Studies, ICT, English, Sociology or Music. Some St Peter's students are currently employed in production and post-production companies.

## COURSE OUTLINE

The non-examined assessment component 'Making Media' (30%) consists of students working to a brief to produce a promotional campaign for a new media product for an intended audience, consisting of three connected elements: a moving image element (e.g. music video), a website element and a print element. Alongside this, students will produce an online 'evidence trail' of the research and planning already completed in order to develop ideas.

**Component 1:** 'Media Products' (30%) consists of two sections. In Section A 'Unseen Analysis' students will interpret unseen material that are focused on a representation of a particular group in society. In Section B 'Theoretical Evaluation of Production', students will be asked to comment on their own cross-media production by applying academic ideas and arguments to their own work.

**Component 2:** 'Media in a digital age' (40%) consists of three sections. In Section A 'Changing Platforms' students will comment on the way in which the media forms of film, radio and magazines have changed from pre-1970 to the present day; In Section B 'Evolving Media in the Digital Age' students will comment on the media forms of music video and video games and how these forms are changing as digital technology evolves and presents new opportunities and challenges for audiences and regulators. In Section C 'Long Form Dramas in the Digital Age' students will comment on the media genre of Television Drama and how new narrative structures are potentially creating new experiences for audiences.

## COURSE REQUIREMENTS

Grade 5 in both GCSE English Language and English Literature.

## EXTRACURRICULAR OPPORTUNITIES

- Cinema screenings
- Oscar awards
- BFI Study days
- BBC Newsroom

**"Media is a way of showing off your creative side as well as working on your written analysis skills. It is a lot of work, but creating your own music video is extremely fulfilling!"** (Sophie)

### WHY STUDY MUSIC?

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Studying Music at A Level gives you the power to engage with music more deeply as a performer, composer and listener. There are a wide range of courses available at universities and conservatoires, from which music graduates enter a hugely diverse range of professions both in and out of the world of music and the creative arts.

Although there is a significant creative element to A Level music, the theoretical study of music history, harmony and tonality is sufficiently rigorous that it is accepted as a serious academic subject for entry onto Russell Group university courses.

Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production and the wider creative industry.

### COURSE CONTENT

30% performance – students work towards an eight-minute recital which can combine solo and ensemble playing.

30% composing – students either compose to a given brief or complete a free composition. They also complete a technical study such as a Bach chorale.

40% appraising – students develop an understanding of musical analysis through the study of 18 set works, including Film Music, Western Classical Music and Pop and Jazz Music. The exam combines both listening and essay questions.

### COURSE REQUIREMENTS

- Ability to read and compose music
- Minimum grade 5 in GCSE music
- Working knowledge of grade 5 theory or above
- Basic keyboard skills

### EXTRACURRICULAR OPPORTUNITIES

- Termly visits to concerts and recitals
- Extensive extracurricular music clubs
- Onsite concerts and shows
- Music tours abroad

**"Music is really fun and enjoyable. We get to study pieces in depth and spend time learning pieces for our recital. It has really helped me develop my musical knowledge and performing skills. Composing my own music is really exciting and we get lots of support from our teachers to get the best out of us."** (Amy)

## WHY STUDY PHOTOGRAPHY?

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Our aim in photography is to expose students to the creative possibilities of digital art using the medium of photography. This is available to all students at St Peter's who wish to study photography. Students are encouraged to immerse themselves in artist contextual research and to create personal responses based on what other image makers have done in the past. Students examine the work of art movements past and present. Once a student takes an interest in one of these areas they are free to create digital art in the style of these art movements.

The facilities available to photography students include Apple Macs for editing images and mastering Photoshop as well as studio space. All student portfolios are created digitally using these facilities.

Students' work is displayed in personal portfolios as well as various photography exhibitions that are put on at different times of the year. All students must have a DSLR and either relevant software at home or be committed to additional studio time, in addition to the field work required to complete the course.

## COURSE CONTENT

### YEAR 12

Develop an understanding of photography using a variety methods to create work in response to a range of different starting points.

### YEAR 13

Component 1 (40%): Personal Investigation. An in-depth study, set by the student focusing on a particular theme or interest, supported by written material. Internally assessed and externally moderated.

Component 2 (60%): Externally set assignment which is published on 1st February. Students select a starting point from an exam paper, using this they create a portfolio of work in preparation for a timed exam. Internally assessed and externally moderated.

## COURSE REQUIREMENTS

Minimum of five or more GCSEs at grade 4/5 or above.

## EXTRACURRICULAR OPPORTUNITIES

- Regular visits to local and national galleries
- A dedicated studio for our Art students to continue with and expand current work and practice
- European/UK study visit

## WHY STUDY PHYSICAL EDUCATION?

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**D**o you have a passion for sport? Possibly a future in coaching, teaching or sports sciences? Physical Education (PE) offers a course with great variety. The nature of the subject lends itself to the way we deliver the course, we aim to teach the content in a way that relates to the performer and in a practical format when appropriate. We use online platforms to support learning and increase teacher/student contact time. Students' progress is monitored extremely closely and as a department we pride ourselves on high expectations ensuring that students are fully supported and stretched to exceed their potential.

## COURSE CONTENT

70% of the course is assessed theoretically in exams. There are three exams at the conclusion of study with the units studied briefly described below:

- Applied anatomy and exercise physiology – how the body responds and performs in sport
- Biomechanics – the study of mechanics and systems in relation to how the body moves
- Research methods – how we interpret data within a sporting setting
- Skill acquisition and sport psychology – the art of acquiring sport specific skills and how situations are interpreted by the athlete and the effect of decision-making on performance
- Sport and society and technology in sport – analysing the contemporary issues in sport and how technology is embedded to help drive sporting advances and improvements

30% of the course is practically assessed examining the student's ability to perform or coach in one practical activity, and through an oral response whereby a student observes a live sporting performance and discusses strengths, weaknesses and action plan to offer improvement linked to the theoretical sections studied.

## COURSE REQUIREMENTS

Minimum grade 6 GCSE in Science and PE grade 6. A hard working and committed approach to the subject and a drive to study across multiple concepts outside of class lessons is a necessity.

## EXTRACURRICULAR OPPORTUNITIES

- Competitive football, rugby and netball teams
- Opportunity to coach younger students and gain coaching qualifications
- Links with local leisure centres
- Full enrichment activity programme
- Potential sports tours to Spain and ski trip to Europe and USA

**"The sports exercise and sports psychology themes have given me the knowledge I need for a university course whilst also aiding me in my own sports performance and training."**

(Daniel)

## WHY STUDY PHYSICS?

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Physics is recognised as a challenging subject and teaches problem solving skills which will be used in any career. Physics is a numerate subject but you also need to be able to express key concepts both orally and in writing. You will learn both Classical Physics (including mechanics, waves and electricity) and Modern Physics (including particle physics, quantum physics and relativity). It is a desirable qualification for students considering Physics, Mathematics or Engineering at university, however, it is also useful for those considering careers in the finance, technology and medical sectors.

## COURSE CONTENT

At A Level, you will expand on the key concepts of Physics learnt at GCSE (forces, energy, waves, radioactivity electricity and magnetism) and start to see how these ideas work together and grasp the universal principles that apply from the smallest atom to the largest galaxy.

There are eight core units of which five are studied in Year 12. These are Measurements and their Errors, Particles and Radiation, Waves, Mechanics and Materials and Electricity. In Year 13, units include Further Mechanics and Thermal Physics, Fields and their consequences and Nuclear Physics, along with an option unit which will be chosen from Astrophysics, Medical Physics, Engineering Physics, Turning Points in Physics and Electronics.

During the course, you will be given the opportunity to travel to CERN in Geneva to visit the world's largest particle physics experiment.

## COURSE REQUIREMENTS

Grade 7 in GCSE Combined Science or Physics. As Physics is a mathematical science, you will need a grade 7 or equivalent in GCSE Mathematics and note that the expectation is that you will study Mathematics at A Level.

## EXTRACURRICULAR OPPORTUNITIES

- CERN Trip
- University of Surrey lectures
- Institute of Physics membership

**"Visiting CERN really accelerated my learning."** (Matt)



## WHY STUDY PRODUCT DESIGN?

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Product Design is an exciting and challenging course that offers you the opportunity to study, design, develop and make innovative solutions for everyday products. You will study a combination of Resistant Materials, Systems and Control and Graphics.

Product Design is a suitable option for those wishing to pursue careers in design, architecture, fashion, electronics, engineering and interior design. You will study everyday products and what influences design. Using this information as inspiration you will design your own products. Through making and modelling you will develop your practical skills. You will design using a range of new technologies including computer aided design and manufacture.

## COURSE CONTENT

The assessment structure is explained below. The course has a practical focus, with a significant amount of the lesson time spent completing practical work, designing, testing and investigating different products. This is supported by the in-depth theory work completed both in class and in the student's own time.

**"Learning about products and materials has been fascinating – we have had a chance to redesign everyday products and make prototypes. I have decided to study Product Design at university and am hoping to be as successful as James Dyson!"** (Nick)

## ASSESSMENT

Paper 1: Technical principles – 2½ hour written exam, 30% of A Level. A mixture of short and extended answer questions.

Paper 2: Designing and making principles – 1½ hour written exam, 20% of A Level. A mixture of short and extended answer questions.

Non-examination Assessment: A substantial design and make project is 50% of A Level.

## COURSE REQUIREMENTS

Ideally, students will have attained a grade 5 in GCSE Design and Technology. However, if students have not completed a Design Technology GCSE, it may still be possible for them to take the A Level if they are prepared to complete some summer work before the start of the course. Students need to be able to think laterally and apply their knowledge in new situations.

## EXTRACURRICULAR OPPORTUNITIES

Students may have the opportunity to visit Ikea, the Victoria and Albert Museum, Warner Brothers Studios, Landrover/ Jaguar and The Design Museum to consider past and present designs and the design process.

## WHY STUDY PSYCHOLOGY?

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Psychology is the scientific study of the human mind and behaviour. You will develop your knowledge of the world around you by looking at a variety of perspectives on behaviour, for example, the development of gender, the process of memory and forgetting and the origins of aggression. In addition to subject based skills and knowledge, students of psychology also acquire a number of transferable skills e.g. IT literacy, data handling and analysis, independent and team research, report writing and learning to work ethically and professionally with people – all highly valued in a range of fields. The emphasis of the course is on applying knowledge, understanding and developing the skills of analysis, evaluation and critical thinking. Those who train in psychology can go on to work in a variety of professions such as forensic, clinical or sport and exercise psychology or work as professional psychologists in the National Health Service, the Civil Service, education and industry. Psychology also provides a very useful basis for a wide range of other careers such as human resources, business and youth work.

## COURSE CONTENT

Three units taken over two years explore topics including: obedience and conformity; memory; the development of attachments; mental health; brain structure and function; research methods as well as atypical and anti-social behaviours such as schizophrenia and aggression. Students will also be carrying out real life studies allowing for the development of research methods skills and experience 'psychology in action'.

Unit breakdown and scheme of assessment:

Unit 1 – Social influence, memory, attachment, psychopathology

Unit 2 – Approaches in psychology, biopsychology, research methods

Unit 3 – Issues and debates, typical, atypical and anti-social behaviour

This will be assessed through three, two-hour exams – one for each unit taken at the end of Year 13. Each paper is worth one third of the overall course grade. There are a range of multiple choice, short and longer answer essay-style questions.

## COURSE REQUIREMENTS

To access Psychology, you are advised to have achieved at least a grade 6 in GCSE English and Science and a grade 5 in GCSE Mathematics.

## EXTRACURRICULAR OPPORTUNITIES

Practice carrying out research plus:

- Learning about the treatment of phobias (and research practice) at London Zoo
- Psychology careers conference
- 'Strong Foundations' exam preparation workshop for Year 13 students
- Visiting the Freud Museum in London

## WHY STUDY RELIGIOUS STUDIES: PHILOSOPHY AND ETHICS?

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This is unanimously recognised by universities as an academic and challenging subject. It is useful for studying Theology, Philosophy, Law and History at university. It will support careers in teaching, journalism, law, and youth and social work. You will develop a passion for discussing moral issues and investigating topics which affect the society within which we live. Some of the skills you develop are transferable to other subjects, such as the ability to analyse and think critically, and the ability to discuss the strengths and weaknesses of an argument.

## COURSE CONTENT

### Section A: Philosophy of Religion

Arguments for the existence of God; evil and suffering; religious experience; religious language; miracles; self and life after death.

### Section B: Ethics and Religion

Ethical theories; issues of human life and death; issues of animal life and death; introduction to meta ethics; free will and moral responsibility; conscience; Bentham and Kant.

### Section C: Study of Christianity

Sources of wisdom and authority; God; self, death and the afterlife; good conduct and key moral principles; expression of religious identity; religion, gender and sexuality; religion and science; religion and secularisation; religion and religious pluralism.

### Section D: Dialogues

The dialogue between philosophy of religion and Christianity and the dialogue between ethical studies and Christianity.

## COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Religious Studies and a grade 5/6 in GCSE English Language. Students should enjoy reading, challenging their own and others' ideas and discovering new ways of thinking. They need to be able to

discuss and share their opinions with the class. Students are required to think critically and express an alternative view to their own. Students should have good essay writing skills as examinations consist solely of essay questions.

**"It gives you an insight into how others think and how to think yourself. It's relevant to life and makes you question yourself."** (James)

## EXTRACURRICULAR OPPORTUNITIES

- Conferences
- Lectures including the annual St Peter's Theology Lecture
- Trip to Poland (Krakow and Auschwitz)

## WHY STUDY SPANISH?

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Whatever plans you may have for the future, knowledge of another language is a valuable life skill, which can create many new and exciting opportunities, for example travel, as well as appreciating cultural differences in the world today.

By the end of the Spanish course, you will be able to successfully communicate with over 400 million Spanish speakers around the world and potentially use this ability as an advantage in the international job market.

Spanish works well with any subject due to the wide range of topics that we cover in the course content. Not only will you learn about Spain itself, but you will also acquire essential communication skills and will gain a greater appreciation for Spanish literature and cinema. By studying Spanish, you will have chosen a subject that is highly regarded by all universities in the country and it will certainly open a multitude of career paths for you in the future.

## COURSE CONTENT

Paper 1: Listening/Reading/Writing – 2 hours 30 minutes (100 marks) 50% of A Level

Paper 2: Writing about one film and one book that you have studied – 2 hours (80 marks) 20% of A Level

Paper 3: Oral exam: Discussion of topic card followed by discussion of independent research project – 21-23 minutes (60 marks) 30% of A Level

In addition to studying Spanish film and literature (taken from the exam specification) students will study a range of topics that explore social and political trends in Spanish speaking society. Students will study the family, the digital world, immigration and the arts to name a few. Over the two years, the topics studied will enable students to form political views and understand and appreciate challenges we face in the world today.

## COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Spanish.

## EXTRACURRICULAR OPPORTUNITIES

- Language Ambassadors to assist in learning clubs for Years 8–11
- Mary Glasgow wider reading magazine subscription

## WHY STUDY SOCIOLOGY?

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Sociology is the study of society. In A Level Sociology, students study relationships and institutions e.g. the family and education, and gain a deeper understanding of how and why people behave the way that they do.

You should consider studying Sociology if you are interested in people or if you have previously enjoyed studying History, Citizenship or Religious Studies.

Sociology is a challenging subject and is accepted as such by universities and employers. Having an A Level in Sociology is valued in a wide range of different professions including criminology, social policy, human resources, social research, marketing, politics and the police.

## COURSE CONTENT

### YEAR 12

Students study the sociology of education, research methods, families and households. Over the course of the year, you will explore topics such as why girls tend to outperform boys in education and how families are changing in response to changes in society, exploring reasons why there is an increase in divorce and single parent families.

### YEAR 13

Students study crime and deviance and beliefs in society. This includes studying competing theories of why people commit crime and what is happening to religious beliefs in society, including the rise of fundamentalism and the decline in Christianity in Britain.

## COURSE REQUIREMENTS

Minimum of five or more GCSEs at grade 4/5 or above. It is recommended that you have at least a grade 5/6 in GCSE English Language, as the Sociology exam requires writing essays.

## EXTRACURRICULAR OPPORTUNITIES

- Criminology Conference with lectures on new trends in crime
- An interview with someone who has spent time in prison

**"Studying sociology has helped me to understand different cultures and why people do things differently from each other."** Julia, Sociology student

## WHY STUDY BTEC BUSINESS?

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Many students find it difficult to say at 16 where they want to spend their working life. A BTEC opens up avenues such as university whilst also being relevant to a profession.

This qualification equips you with the essential knowledge and skills needed to help you begin or progress in a wide variety of business careers. The BTEC Diploma can also open up further areas of study to you.

The two year course is designed to be adaptable to your needs, abilities and career aspirations: it consists of four compulsory core units plus a choice of eight specialist units.

BTEC Course Options:

- Extended Certificate: equivalent to 1 A Level (4 units) including a compulsory examination
- Diploma: equivalent to 2 A Levels (8 units)

## COURSE CONTENT

### YEAR 12

Unit 1: Exploring Business (internally assessed)

Unit 2: Developing a Marketing Campaign (controlled assessment)

Unit 3: Personal and Business Finance (external exam)

Unit 8: Recruitment and Selection Process (internally assessed)

### YEAR 13

Unit 4: Managing an Event (internally assessed)

Unit 14: Investigating Customer Service (internally assessed)

Unit 6: Principles of Management (external exam)

Unit 19: Pitching for a new Business (internally assessed)

## EXTRACURRICULAR OPPORTUNITIES

- Students are encouraged to join the International Young Enterprise Company Programme Scheme
- Awards for Visual Merchandising, Creative Product Promotion, Team Building and Starting a Small Business

**“Employers and universities want students with experience and the ability to self-learn. BTEC trains us to be 21st century learners.”** (Nathan)

## WHY STUDY BTEC IN APPLIED SCIENCE?

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For anyone who sees their future career in science, the Level 3 Extended Certificate in Applied Science is an excellent starting point. It covers a wide range of topics across biology, chemistry and physics and will allow you to acquire a high level of practical laboratory skills from which the theory is then drawn.

This BTEC course is very practical with plenty of opportunities to implement the theory that you learn. You will go on a residential field trip to complete a scientific investigation. It is mainly coursework based, which means that you have a very clear understanding of your progress throughout the course, to help you plan and achieve your next steps. Taught by subject specialists, with laboratory experience, you will learn by completing laboratory based practical assignments, supported self-study assignments, presentations and discussions that are based on real workplace situations, activities and demands.

The course covers a wide range of subjects including physiology and industrial applications, as well as using statistical and mathematical tools required for science.

## COURSE CONTENT

Blending together a mix of theoretical and practical topics in a well-resourced environment, the course covers a wide range of science topics to allow you to experience the full breadth of the world of science, helping you to identify areas of interest and your future specialisms.

- Biology – including physiology of the human body, genetics and biomedical techniques
- Physics – electrical circuits and electronics, medical physics, energy changes, sources and applications
- Chemistry – applications and techniques of chemistry, chemistry for technicians and biochemistry
- General Science – working in the science industry, perceptions of science, science fundamentals and scientific practical techniques
- Mathematics – mathematical and statistical tools for science

## COURSE REQUIREMENTS

You should have a minimum of five GCSEs at grade 4 or above including GCSE Science, Additional Science, Mathematics and English Language. Alternatively, you should have passed Level 2 Extended Certificate in Science with at least a Merit grade and GCSE passes in English Language and Mathematics at grade 4 or above.



## WHY STUDY BTEC BUSINESS?

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Many students find it difficult to say at 16 where they want to spend their working life. A BTEC opens up avenues such as university whilst also being relevant to a profession. The BTEC Level 3 National Extended Certificate in Business is a qualification that equips you with the essential knowledge and skills needed to help you begin or progress in a wide variety of business careers. A BTEC can also open up further areas of study to you. The course is designed to be adaptable to your needs, abilities and career aspirations. It consists of three compulsory core units plus a choice of one specialist unit. It is delivered over one year in a double option block, most students go on to the second year to study the Diploma in Business which is worth two A Levels.

## COURSE CONTENT

This four-unit specification requires students to develop their ability to acquire a range of important and transferable skills including data, presenting arguments, making judgments and conducting research.

Unit 1: Exploring Business

Unit 2: Developing a Marketing Campaign

Unit 3: Personal and Business Finance

Unit 8: Recruitment and Selection Processes

## ASSESSMENT

Two of the units within the course are externally assessed. The first of these is the unit on Developing a Marketing Campaign, which requires students to complete a controlled assessment based on a pre-release case study. The second is a two hour written exam that will assess students' understanding of the Personal and Business Finance unit.

The remaining two units of the course will be internally assessed through the completion of assignments and externally moderated.

## EXTRACURRICULAR OPPORTUNITIES

- Young Enterprise Companies Programme
- Virtual Stock Exchange

**"I am so glad I took this course, I have been able to practically develop my knowledge and understanding of business and tailor my assessments to the fashion industry, which is the course I want to study at university."** (Kiera)

## WHY STUDY BTEC IT?

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The BTEC Level 3 National Extended Certificate in IT is an excellent way for students to further develop their knowledge and skills of IT. The course is aimed at students who are more vocational and want a practical hands-on experience of using computers. The course will help develop a number of skills and improve your understanding of how IT is used in industry.

## COURSE CONTENT

### YEAR 12

- Creating systems to manage information – developing relational databases
- Using social media in business – developing an effective social media strategy

### YEAR 13

- Information technology systems – understanding the use of IT systems
- Website development – developing an effective web-based solution

## ASSESSMENT

Two of the units within the course are externally assessed. The first of these is the unit on creating systems to manage information, which requires students to complete a 10-hour database assessment during a number of sessions over a one week window. The second is a two hour written exam that will assess students' understanding of the information technology systems unit.

The remaining two units of the course, about social media and website development, will be internally assessed through the completion of assignments and externally moderated.

## EXTRACURRICULAR OPPORTUNITIES

- Coding Club

**"I'm really enjoying this course and being able to learn about computers."** (Joe)

## WHY STUDY BTEC HEALTH AND SOCIAL CARE?

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Studying BTEC Level 3 Health and Social Care at 16 plus is ideal for people interested in pursuing a career focused on early years (care and education), care of older people or individuals with specific needs. You will study the whole lifespan and consider the many aspects of care. As a part of the course, you will visit care settings and interact with care professionals and service users. Successful completion of the course could lead to BTEC Higher National Diploma, or employment within health and social care services.

## COURSE CONTENT

Extended Certificate: equivalent to one A Level (4 units).

There are four units covered over the two years of study. Students have the flexibility to choose some of the service user groups that they focus on for their coursework. Visits to care settings help students to ensure the coursework is relevant and accurate.

It consists of three mandatory units:

Unit 1 – Human Lifespan Development (external examination)

Unit 2 – Working in Health and Social Care (controlled assessment externally assessed)

Unit 5 – Meeting Individual Care and Support Needs (internally assessed)

Unit 14 – Physiological Disorders and their Care (internally assessed)

## EXTRACURRICULAR OPPORTUNITIES

- Visits can lead to volunteering opportunities which look great on a CV or university application
- Experience is essential for employment in the health and social care sector
- All students are given the opportunity to gain an 'Emergency First Aid at Work' Level 2 qualification

**"Studying Health and Social Care at St Peter's was really interesting and enjoyable. Choosing the focus of my coursework meant that I was writing about topics that really interested me."** (Hannah)

## WHY STUDY THE EXTENDED PROJECT QUALIFICATION (EPQ)?

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The EPQ is currently offered to students in Year 13 who have shown the potential to manage the extra workload and have developed successful independent study skills.

This is a chance to pursue a real interest or passion and demonstrate your learning beyond the classroom. The aim of the project is to encourage intellectual curiosity and develop independent learning skills that universities wish to see in their applicants. It also allows you to produce a detailed piece of work that can be submitted to a university as part of your application if work is requested.

As a content-free qualification, you have a free choice of subjects to work on. Instead of a teacher, you will be assigned a project supervisor who will provide guidance and support over the course of the process. From beginning to end, the project itself is entirely managed and created by you.

It offers a taste of the independence and self-management that will be expected of students at university, regardless of the course of study. As such, it provides an invaluable bridge between the two different environments of school and higher education.

You will need to submit a final piece of work that can take the format of a field study, artefact, performance or research dissertation. You are assessed not just on your final piece but also the process you go through to complete it, as well as your ability to honestly and insightfully critique your own work.

## COURSE OUTLINE

- Managing your time and organisation: 20%
- Using resources to research your project: 20%
- Developing and realising your project: 40%
- Evaluation and review: 20%

**"My university offer was dropped by one grade as a result of being successful with the EPQ."** (Peter)