



St Peter's
SIXTH FORM
Discover your potential

Prospectus 2027-2028



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“We are incredibly proud of the students in St Peter’s Sixth Form and their achievements. As a growing and successful Sixth Form, we have consistently been the highest attaining post-16 provider in the Guildford region.”



As you explore this prospectus, you will discover that the results speak for themselves and that many of our students have gone on to attend some of the best universities in the country, or achieved their career aspirations. Our goal is for you to be the best candidate applying for any job or course, anywhere in the world.

We pride ourselves on striving for excellence in our learning and the delivery of the curriculum, promoting and encouraging opportunities that are aspirational for all students, and fostering relationships that are inclusive and genuine. We have an enrichment and mentor programme that will develop you holistically by focusing on people skills, employability and teamwork. Every week, there are enrichment activities designed to help you develop new skills as well as sport, exercise classes and the use of the local gym and swimming pools. We are a Sixth Form in which you will be able to discover your potential.

Our curriculum offers a variety of subjects and we are always available to offer guidance on the best pathway for you to succeed. As you begin to study your three chosen subjects, you will be supported by a brilliant teaching and pastoral team, who will help you in your studies, advise upon your future choices and encourage you through a pivotal time in your life. Our Sixth Form is set across two buildings, this includes three study spaces with access to computers and a quiet work environment.

At the heart of our Sixth Form is a caring and friendly community, in which new students to St Peter's are able to settle in quickly. During your lessons, you will enjoy positive interaction with expert teachers who are passionate about their subjects and will go beyond the extra mile to support and encourage you. Teachers will support and empower you to embrace effective study skills, positive mental fitness, engage in current debate to prepare you well for your future choice of destination after Sixth Form.

We are genuinely excited about your future and look forward to you becoming a valuable part of our community. St Peter's is a place where you can flourish, hone your talents and discover your potential.

Mrs Natalia Rana-Brown, Head of Sixth Form

"Sixth Form has exceeded our expectations; it has been the best experience of school we have had yet."

Having both attended St. Peter's since Year 7, we have been lucky enough to have been able to engage in all the incredible opportunities that are available everyday, both in the classroom and outside it. These opportunities extend into our Sixth Form, where all students have access to excellent teaching and are encouraged to fully participate and play an active role in our community. The culture at St Peter's is warm and welcoming to all students without exception and every day is so valuable to both our education and personal development beyond the classroom.

There are so many benefits at this Sixth Form that we believe are instrumental building blocks to post-school life, providing us all with vital skills to succeed in the future. The timetabled Careers Sessions every week are particularly helpful in developing these attributes, which are key for university applications and boosting employability. Additionally, Assessment Periods are beneficial in building exam techniques whilst also practicing subject content which can make you feel more prepared and less overwhelmed by the time you sit exams.

Our study spaces are a refreshing blend of collaborative and silent spaces, which foster cooperation whilst also giving us space to work independently on our subjects. Silent Study, which is without the disruptions found in other parts of the school, is great when revising or further researching subject content. Collaborative Study can also be an efficient place to coordinate group projects or work through challenging content with our classmates. Alongside this, the smaller classes emphasise the expertise of our teachers and make it easier to ask questions and have collective discussions in lessons, often leading to deeper understanding of the topics. This creates an environment where all students can contribute



and feel listened to but also challenged and pushed to be the best they can be academically.

Beyond academics, St Peter's offers a vast range of opportunities for social and personal development. On a Wednesday afternoon, our enrichment programme means we can either focus on developing skills in activities such as sport or cooking, or we can give back to the community through volunteer work with local primary schools or care homes. All the options have their benefits and offer chances to get to know our year group better and work with people we may not mix with every day. Overall, life at St. Peter's offers a brilliant mix of intellectual and personal development, which we believe is the best preparation for your future success.

Freya and Sam, Head Students



I could not have made a better choice in joining St Peter's. While the prospect of changing school for Sixth Form was initially daunting, the welcoming atmosphere and unmatched support immediately made me feel at home. Alongside the amazing pastoral team, the teaching

style at St Peter's is engaging and discussion-based, making the shift from GCSE to A Level both interesting and stress-free. Moreover, joining as an external student had me concerned that I wouldn't be able to assimilate with the internal students. However, I found the opposite to be the case, with the students here being kind, accommodating and open to new friendships. In this way, St Peter's Sixth Form is unmatched in its community, teaching and support!

Eva Knight, Deputy Head Student

WHY CHOOSE ST PETER'S?

A LEVEL PASS RATE IN 2026:

46% A*-A

¼ of students achieve straight A*/A

74% A*-B

¼ of external students achieve straight A*/A and nearly 80% achieve straight A*-B

20% A*

**Award winning
careers support**

**PURPOSE BUILT
SIXTH FORM
BUILDINGS**



51%

OF STUDENTS GO ON
TO STUDY AT RUSSELL
GROUP UNIVERSITIES



Free Wi-Fi,
Free Parking,
Hybrid Study
Environments
(silent and collaborative)

Student teacher ratios designed to maximise student potential



AIR CON
IN STUDY
SPACES

EXTRACURRICULAR
CHOICES BUILT INTO
YOUR TIMETABLE



Modern café
facilities open all
day serving hot
and cold food



Excellent
relationships
with staff



Student
leadership
opportunities

Ofsted
OUTSTANDING



Gym membership to Guildford
Spectrum (including holidays)



STUDY PROGRAMME

Our Sixth Form day starts at 8.45am with tutor time daily. There are five lesson slots through the day, but you can expect to have one to two study periods each day. You will have 10 lessons a fortnight for each subject you study and 1 assessment lesson. All students should study the equivalent of three A Levels. You are able to trial four subjects at the start of Year 12 to help make an informed choice.

Making choices

Our students have an excellent record of success. We offer varied pathways for the students to find courses, which help them achieve their aspirations. We will work with each student to ensure they choose the right subjects, related to their academic strengths and career path, and continue to advise them to optimise their chances of success.

At St Peter's, students can choose from an extensive range of A Levels, a combination of A Levels and AAQs, and the Extended Project Qualification. At the back of this prospectus you will find our individual subject information.

A Levels

Students starting at St Peter's Sixth Form will choose three subjects to be studied throughout the two years, leading to a final examination at the end of the course. This is in line with the government reform, where A Levels are studied in a linear fashion.



Some Year 12 students who wish to progress in to medicine, engineering or aspire to study at Oxbridge, may choose to take four subjects in Maths and the Sciences, with Further Maths.

Vocational Courses

AAQs are more practical, work-related courses and are equivalent to an A Level. Assessments consist of a mixture of coursework and exams. Each course is nationally recognised and offers an excellent route of progression to either higher education, employment or apprenticeships.

Students are offered the opportunity to study all AAQ courses or a combination of AAQs and A Levels. The emphasis is on finding the right course where students will be successful and happy.



At St Peter's we are committed to your development as a person and not just your academic study.

- Every student has a tutor who they see daily who holds one-to-one check-ins with them half termly.
- Every year group has a Head of Year who is committed to each student in their year group finding their potential.
- We have an extensive Pastoral Support Team including counsellors, Emotional Literacy Support and more.
- We also have an Academic Support Team for those needing help with organisation or time management.
- We have a member of staff dedicated to providing support for the transition from Sixth Form life to adult life.

Enrichment

You have a choice of 30+ activities across the year based on our categories of service, personal development and well-being. Examples include martial arts, yoga, learning BSL, coding or voluntary work. All students complete a half term of service to the community.

Relationships & Sex Education

RSE takes place throughout the year in tutor time and theology. In Year 12 and Year 13, RSE days are held to support students staying safe in the modern world. Examples of topics covered are healthy relationships, addiction, gambling and online safety.

Equality, Diversity & Inclusion

EDI is celebrated within the St Peter's community through termly assemblies and monthly bulletin slides promoting different diversity days and raising awareness of diversity issues.

Tutor Time

Our daily tutor programme includes opportunities for well-being, development of interpersonal skills and time to explore the Gospel values of our school. The Pastoral Curriculum on Thursdays helps to develop a worldly awareness in all students.

Careers & Skills

All Year 12 students have a one-to-one appointment with our Careers Lead. All students follow a programme of weekly careers and skills sessions that help them work towards our Employability Award. This is a hybrid of online lessons and one-to-one workshops to reflect the modern job market. This includes the opportunity to attend networking events and receive feedback on group presentations. All students take part in our dedicated Year 12 work experience week where they have the opportunity to undertake a week's industry placement.

Theology

All students attend weekly theology sessions that help them understand the world and engage in ethical debate. Examples of topics include exploring the problem of evil, the relationship between religion and science and exploring social justice issues.

Transitioning into adult world

We have a staff member dedicated to helping you transition into adult life. Whether this be completing your UCAS applications, degree apprenticeship searches or advising on a gap year, we can support you however you need. Information evenings are held for parents that include this advice in Year 12 and Year 13.

Some of the students and families transferring to the Sixth Form are already known to the Learning Support Department and we pride ourselves on the continuity of care and support that they receive.

The Sixth Form Heads of Year meet our Special Educational Needs Co-ordinator regularly to ensure that the correct support is in place for the year group.

For new students entering Sixth Form, in order to continue with the provision required it is important for students to:

- Bring their Access Arrangements Online (AAO) documentation to the SEND Department
- Bring any diagnosis reports to the SEND Department

To ensure we are providing the correct support for our new students, we will offer a quick screening test to identify any areas of need that have not already been determined. We aim to check in with all new SEND students within the first few weeks of Sixth Form and a member of the Sixth Form team checks in with all SEND students in the second half term to see how they are settling.

Support for Key Stage 5 include:

- In-class support
- One-to-one individual support in areas such as organisation
- Small group study skill sessions



- Assessment for exam concessions
- Co-ordination with Surrey Choices Employability to provide work experience and volunteering opportunities for some of our learners with SEN

One element that sets us apart from other institutions is that we have Teaching Assistants who are linked to the Sixth Form. This means they are able to specialise in supporting a student in the courses we offer.



"I really enjoy working with the Sixth Formers, whether one-to-one or in lessons. By building a positive rapport and trust, it is a privilege to then be able to help support them with their specific needs throughout these important years."

Nicki Bowen
KS5 Teaching Assistant

ENRICHMENT

Every Sixth Form student participates in enrichment on a Wednesday afternoon. The activities that you select are grouped in to three categories: well-being, personal development and service. During the course of your Sixth Form journey, you should select activities from each of the categories, with it being compulsory to complete at least one half term of service.

We have a choice of over 30 activities and we are also entering more sports leagues with local Sixth Forms every year.

If you want to achieve your Gold Duke of Edinburgh award, we also prepare for this during enrichment. The programme is spread across Year I2 and Year I3.



Examples of enrichment activities are as follows:

Yoga

Badminton

Python Coding

Martial Arts

Table Tennis

Football

Being a teaching assistant

Volunteering at care homes

Learning British Sign Language

Duke of Edinburgh

Basketball

First Aid Training



Each year, we provide a wide range of trips and activities. Below are some examples of trips that run with different departments.



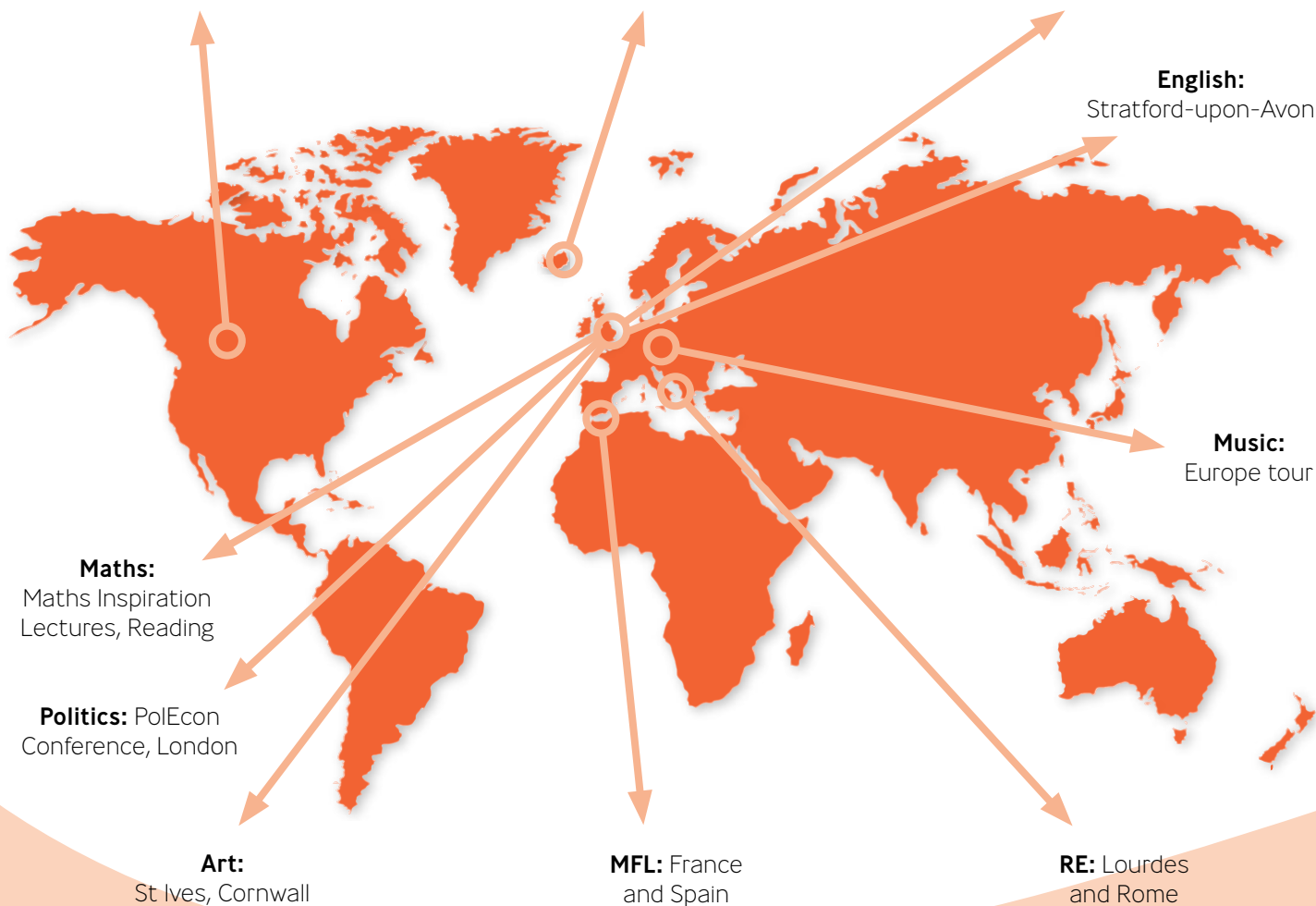
Sport: Skiing in Austria and USA



Geography: Iceland



History: Churchill War Rooms and Imperial War Museum, London



Getting to St Peter's



Bus: Many of our students travel to St Peter's by bus from a wide area as we do not have a catchment area. Stagecoach provides four routes that serve St Peter's directly. You can view the routes and timetables online by visiting their website at www.stagecoachbus.com/stpeters or telephone them on 0345 121 0190. Alternatively, there is a local bus service that you can use.



Car: Once you have passed your driving test, you can park on-site for free.



Bike: There are cycle sheds on-site where you can padlock your bike and keep it safe.



Train: The local train station is on London Road and is approximately a 25 minute walk to St Peter's.

Catering Facilities

Sixth Formers have the option to purchase food and drinks from their own café in the Key which offers a selection of hot drinks, salads, sushi, wraps and pizzas, which is different from the main school. Students can also enjoy fantastic food from the Dining Hall or the outside Pod whether it be a two course hot meal or something from the 'grab and go' selection which are all now using a barcode system to help speed up the queues.

The menus are full of variety and all dishes are prepared every day using quality, fresh, healthy and seasonal ingredients that are responsibly sourced.

The menu follows a similar weekly pattern, so you know what to expect, providing over 35 choices each day in



addition to the ever-popular chef specials, fortnightly themed events and loyalty schemes.

The Street Vibes range and global street food tours the world. It's always changing; from Korean fried chicken, Chinese bao buns, to Greek souvlaki, there's always something new to try! There is a salad bar bursting with flavour from traditional garden salads through to composite salads with a wide variety of grains, proteins, and dressings.

What meal deals are available?

Sixth Form has some great meal deals available to them i.e. hot drink and a chocolate bar, pizza and a can, salad with a piece of fruit and a bottle of water, tray bake and a can.

There are also six meals deals available in the Dining Hall ranging from the main meal of the day, pasta pots, jacket potatoes, cold sub rolls, self serve salad bar with either the dessert of the day or a piece of fruit.

All these meal deals range from £2.90-£4.25.



HOW TO APPLY



Our Sixth Form Open Evening for the next academic year is on **24th September 2026 7-9pm**. You do not need to sign up. We will also hold an Open Morning on the 16th October, please keep an eye out on our website to sign up for this event.

On our website, there is a link to the online application. There will also be an explanation of how this works at our Open Evening including when the deadlines are.

What happens next?



You will have submitted your application by December 2026.



You will be invited for an interview with a member of the Sixth Form Team.



You will receive a letter confirming your subjects and place at the Sixth Form.



Induction Day takes place where you will meet your classmates and teachers.



The first day is a chance to meet your peers, Form Tutor and the Sixth Form Team.



There will also be a Parents' Partnership Evening where all parents/carers are invited to meet the Head of Year, Head of Sixth Form and Headteacher. Key information is shared on this day.

ENTRY REQUIREMENTS

A-Level Subject	Exam Board	All students require 5 grade 5s including the following...
Art	Eduqas	5 Art
Biology	Edexcel	7-7 in Combined Science or 7 in Biology, 6 Maths
Business Studies	OCR	5 Maths, 5 English Literature or English Language
Chemistry	AQA	7-7 in Combined Science or 7 Chemistry, 6 Maths
Classics	OCR	5 in both English Literature and English Language
Computer Science	OCR	6 Computer Science, 6 Maths
Drama and Theatre Studies	Edexcel	5 English Literature and English Language
Economics	Edexcel	6 Maths, 6 English Literature or English Language
English Language	AQA	6 English Literature and English Language
English Literature	AQA	6 English Literature and English Language
Fashion and Textiles	AQA	5 Textiles or Art (if studied), 5 English Literature and English Language
French	AQA	6 French
Further Mathematics	Edexcel	8 Maths. Studied Additional Maths (exam not required)
Geography	Edexcel	6 Geography, 5 English Literature or English Language
History	OCR	6 History, 6 English Literature or English Language
Mathematics	Edexcel	7 Maths
Media	OCR	5 English Language or English Literature
Music	Edexcel	6 Music, level/grade 6 performance, read and compose music and basic keyboard skills
Photography	Eduqas	5 Art is desired
Physical Education	AQA	6 Science, 6 PE
Physics	AQA	7-7 in Combined Science or 7 in Physics. Maths A Level required
Politics	AQA	6 English Literature and English Language
Product Design	AQA	5 Design and Technology, 5 Maths
Psychology	AQA	6 English, 6 Science (Biology and Chemistry), 5 Maths
Religious Studies: Philosophy & Ethics	AQA	6 RE, 5 English Literature or English Language
Sociology	AQA	5 English Literature or English Language
Spanish	AQA	6 Spanish

Vocational Options

Applied Science	Pearson	5-5 Combined Science, 5 Maths, 5 English Language
Business Studies	Pearson	Minimum of 5 or more GCSEs at grade 5 or above
Health and Social Care	OCR	5 grade 5s overall
Travel and Tourism	Edexcel	5 grade 5s overall



“Art at St Peter’s has given me the confidence to work as part of a team, make decisions for myself and realise my future.”

(Lauren – now studying Theatre Design at Wimbledon College of Art)

WHY STUDY ART?

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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, signwriting, product design, film and painting to name but a few.



COURSE CONTENT AND ASSESSMENT

Students will be studying the Eduqas syllabus.

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

Develop two units of work:

Component 1: 60% (Coursework) Personal Investigation. A self-led study exploring a theme or subject decided by the student. Students are encouraged to use artists, visit galleries and record from life prior to the completion of an outcome.

Component 2: 40% (Externally Set Task) Students select a starting point from an exam paper, using this they create a portfolio of work in preparation for a timed exam.

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Grade 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.



SOPHIA

WHAT SUBJECTS DO YOU STUDY?

Art, English Language, Psychology

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

My favourite part of Sixth Form is our close-knit community, everyone knows each other and we are always there for one another. It is so easy to communicate with teachers as they offer one-on-one support, interventions and open conversations whilst preparing us for independence in our next steps.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I want to study Psychology at University, learning about the future of neuroscience followed by a Masters in Clinical Psychology.

TOBIASZ

WHAT SUBJECTS DO YOU STUDY?

Biology, Further Maths, Physics

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

TESTIMONIAL ABOUT ST PETER'S

The best thing about St Peter's is the balance. You have teachers who are experts in their subjects but also approachable enough that you can actually relax and talk to them. Being surrounded by motivated students creates a high standard environment, but the school also prioritises your growth outside the classroom. It's a place that pushes you academically while helping you develop as a person.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I plan to study human sciences at UCL. From there I hope to explore a variety of career paths such as health tech consultancy or public health policy.

BIOLOGY



“Studying Biology has allowed me to develop my practical skills that will be useful for my time at university studying dentistry.” (Farah)

WHY STUDY BIOLOGY

Biology is the study of life and systems, from the giant to the molecular. You will appreciate how principles work together in a variety of contexts, be it looking at how protein structure contributes to disease mechanisms or how the removal of an insect species from an ecosystem can lead to catastrophic consequences. Life as we know it is changing constantly, diseases need treatments, ecosystems need to adapt to climate change and the global population needs feeding. Throughout the course, you will learn about ideas which could lead to you making life changing contributions to our planet. Biology is an excellent facilitating subject and amongst a broad and diverse base of knowledge you will develop mathematical, planning, analysis and writing skills which will be useful in any future career.

FUTURE ACADEMIC AND CAREER PATHWAYS

Past students have gone on to study medicine, veterinary science, physiotherapy and related courses; others have opted for natural sciences or zoology, with others specialising in neuroscience and psychology. 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

Students will be studying the Edexcel Biology A syllabus.

Year 12

The first year covers topics such as cardiovascular disease and the genetics of cystic fibrosis. You will delve deep into the building blocks of life looking at the biochemistry of protein structure and mechanisms of nucleic acid replication which provide a firm foundation from which to progress into the second year of the course. Mammalian reproduction and genetic diversity are studied in the latter part of the year with a focus on the cell cycle and cancer development, as well as natural selection and a focus on plant science.

Year 13

Students use their knowledge from the first year and apply it to forensic techniques used to determine time of death as well as immunology with a focus on the pathologies of HIV and TB. Photosynthesis and evolution are explored and a trip to Whitmoor Common further



develops the students' ecological skills. Respiration and muscle structure and function are covered in detail and the structure of the brain and nervous system control is also studied, along with the implications behind genetic modification and visual development.

Offering a context based approach, students learn about these topics by directly relating it to real-world scenarios.

ASSESSMENT

The course is assessed across three exams each worth 33.33% of the total A Level:

Paper 1: The Natural Environment and Species Survival

Paper 2: Energy, Exercise and Coordination

Paper 3: General and Practical Applications of Biology

Practical skills are developed through 18 core practicals which are assessed throughout the two years and culminate in a Practical Endorsement Certificate.

EXTRACURRICULAR OPPORTUNITIES

- Opportunity to do a personal research project on Whitmoor Common
- Trip to London to attend 'Science Live' Lectures from famous biologists
- International and Intermediate Biology Olympiad competitions

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Biology as a separate science and a minimum grade 6 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.

BUSINESS STUDIES



“The extracurricular activities really helped me to understand the context of my learning. Being part of the Business Champions Team not only helped me to gain confidence competing in different schools on different challenges, it also helped me to practically apply what I had learnt in lessons. The use of a broad variety of case studies in different industries gave me an insight into the real world of business and supported my decision to follow a degree in Business and Finance.” (Eleanor)

WHY STUDY BUSINESS STUDIES?

Business 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

Possible career choices with A Level Business Studies include management, marketing, finance, accounting, banking, retailing, manufacturing and government.

COURSE CONTENT

Students will be studying the OCR syllabus.

Year 12

- Business Activity
- Marketing
- People
- Operations

Year 13

- Finance
- Business Strategy and Managing Change
- External Influences

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.

ASSESSMENT

Paper 1

Business Activity Marketing and People

Paper 2

Operations Finance and External Influences

Paper 3

Strategic Risk and Change

Each paper has a selection of Multiple Choice, Data Response and Case Studies.

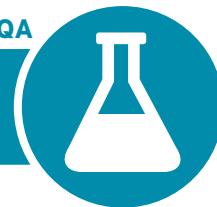
EXTRACURRICULAR OPPORTUNITIES

- All business students participate in the Xavier Inter-school Apprentice Challenge.

COURSE REQUIREMENTS

Minimum of grade 5 in GCSE Mathematics and grade 5 in English Literature or English Language.

CHEMISTRY



“Chemistry is an incredibly engaging subject with a wide array of topics and a variety of exciting practical experiments.” (Jo)

WHY STUDY CHEMISTRY?

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. Studying A Level Chemistry will develop useful skills that can be applied outside the subject discipline - these include problem-solving, numeracy, analysis, practical skills and the development of a broad scientific understanding.

FUTURE ACADEMIC AND CAREER PATHWAYS

An A Level in Chemistry is recognised by universities as a rigorous and academic subject that is essential to accessing careers in medicine, dentistry, chemical engineering and forensic science to name but a few. Furthermore, the respect given to Chemistry and the skills it develops and demonstrates can take you almost anywhere.

COURSE CONTENT

Students will be studying the AQA syllabus.

The following is a brief summary of the course which is split into three areas:

Physical Chemistry: atomic structure, explaining the properties of materials and exploring why and how particles interact.

Organic Chemistry: the chemistry of carbon containing compounds. Carbon is essential for life due to its versatility - this topic explores its varied chemistry and how it can be manipulated by chemical engineers and biological systems.

Inorganic Chemistry: the chemistry of materials that do not involve carbon. This topic investigates the Periodic Table including trends, particular elements and their compounds.

Year 12

Physical: Atomic Structure, Bonding, Oxidation and Reduction, Chemistry calculations

Organic: Alkanes, Halogenoalkanes, Alkenes, Alcohols

Inorganic: Periodicity, Group 2, Group 7

Year 13

Physical: Thermodynamics, Equilibria, Electrode Potentials, Acids and Bases

Organic: Carbonyls, Benzene, Amines, Biochemistry

Inorganic: Period 3, Transition Metals

ASSESSMENT

Three exams comprising a mix of short and long answers (up to 10 marks, not essays).

Each exam is 2 hours long with a weighting of 35%, 35% and 30%.

12 required core practical activities which could be asked about in the exam questions.

EXTRACURRICULAR OPPORTUNITIES

- External lectures
- Cambridge Chemistry Challenge
- Royal Society of Chemistry Analytical Chemistry Challenge
- Summer schools
- Headstart taster courses
- Chemistry Olympiad

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Chemistry as a separate science and a minimum grade 6 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.



CLASSICS



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

WHY STUDY CLASSICS?

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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. In particular, the subject works well as a facilitator for English Literature, History, or Philosophy courses.

COURSE CONTENT

Students will be studying the OCR syllabus.

Year 12

Component 1: The World of the Hero

Homer's *Odyssey*

Component 2: Culture and the Arts: The Invention of the Barbarian

A study of an aspect of the cultural life of the ancient world, including history, material culture and Greek tragedies

Year 13

Component 1: The World of the Hero

Virgil's *Aeneid*

Component 2: Beliefs and Ideas: Politics of the Late Republic

A study of an aspect of classical thought.



ASSESSMENT

Assessment is through three terminal exams:

The World of the Hero (40%)

Culture and the Arts (30%)

Beliefs and Ideas (30%)

EXTRACURRICULAR OPPORTUNITIES

- External lecture sessions provided by leading subject experts in the field.
- A trip to the Ashmolean Museum in Oxford to see the Aphrodite exhibition.

COURSE REQUIREMENTS

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



ANNIE

WHAT SUBJECTS DO YOU STUDY?

Classics, Biology, Philosophy and Ethics

WHAT WAS YOUR PREVIOUS SCHOOL?

Farnborough Hill

WHY SHOULD SOMEONE PICK ST PETER'S?

One of the things I love about St Peter's Sixth Form is the ideal community size: small enough to receive personalised support from staff, yet large enough to host opportunities such as our amazing charity events that bring together a diverse group of people. Additionally, we are fortunate to have some of the loveliest teachers who show such a genuine passion for their subjects as well as a deep care for each and every student.

WHAT ARE YOUR FUTURE ASPIRATIONS?

The main dream is to be a singer, but before that, I plan to study Liberal Arts at university.

COMPUTER SCIENCE



“A Level Computer Science will not only give you the ability to code, but it will teach you how to think about everyday problems in a clearer way, allowing you to tackle them more easily.” (Mike)

WHY STUDY COMPUTER SCIENCE?

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 upon the learning at 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

Computer Science is a rigorous course that will benefit students regardless of the academic or career pathway they choose. Many of the top British universities offer degrees in Computer Science and given the importance of the subject to various job sectors, there will be numerous career opportunities including software development, cybersecurity, data analysis, AI, robotics, and beyond. As technology continues to evolve, many future job roles will be shaped by the skills developed in this course.

COURSE CONTENT

Students will follow the OCR A Level Computer Science (H446) specification.

Year 12 Topics:

- Computer Systems
- Programming and Algorithms
- Exchanging Data
- Legal, Moral, Cultural and Ethical Issues

Year 13 Topics:

- Advanced Computer Systems and Exchanging Data
- Advanced Programming, Data Structures and Algorithms
- Computational Methods and Software Development

ASSESSMENT

Paper 1 – Computer Systems:

Written exam, 2 hours 30 minutes, 140 marks, 40% of A Level. Covers processor architecture, software, operating systems, databases, networks, and legal/ethical issues.

Paper 2 – Algorithms and Programming:

Written exam, 2 hours 30 minutes, 140 marks, 40% of A Level. Focuses on computational thinking, algorithms, data structures, and programming paradigms.

NEA (Non-Examined Assessment):

Project-based, approximately 50 hours, 70 marks, 20% of A Level. Students design, develop, and evaluate a solution to a problem of their choice using high level programming.

EXTRACURRICULAR OPPORTUNITIES

- Learn a second programming language (e.g. Java, C#)
- Support KS3 or KS4 students with coding or mentoring
- Participate in national coding events

COURSE REQUIREMENTS

Ideally, students should have achieved grade 6 in GCSE Computer Science and Mathematics. Note: Students without GCSE Computer Science may still be considered if they can demonstrate strong interest and aptitude – discuss with the Head of Department and Head of Sixth Form.



DRAMA & THEATRE STUDIES



“Drama gives you the chance to create plays that express who you are and what you believe in, and work creatively with your peers. The texts that we study in Drama A Level shock and inspire us.” (Maria)

WHY STUDY DRAMA AND THEATRE STUDIES?

An A Level in Drama will give you skills that will benefit you for the rest of your life. 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 study several major drama practitioners. You will perform in a number of productions.

FUTURE ACADEMIC AND CAREER PATHWAYS

Drama A Level can lead to a career in theatre, film, television, journalism, marketing, publishing, public relations, law or events management. Universities and employers appreciate A Level Drama because it hones your creativity, problem-solving, negotiating and collaborative skills and helps you to refine and develop your written style to a very high standard.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Year 12

Introduction to Brecht and his techniques, Introduction to Naturalism and acting technique, Paper Birds Theatre Company case study, Exploration of *That Face* by Polly Stenham and Devising Theatre module (40% of A Level).

Year 13

Develop a Director's Concept for *Woyzeck*, using Brecht's methodologies. Practically explore *That Face* from an acting and designing perspective. Rehearse and perform a duologue and a longer group play for Text in Performance (20% of A Level). Theatre Makers in practice exam (acting exam with visiting examiner).

ASSESSMENT

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 of 2500–3000 written words.

Component 2: Text in Performance Acting Exam (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.

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.

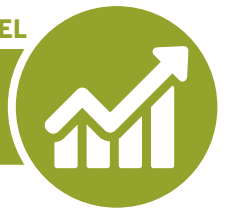
EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Minimum grade 5 in GCSE English Literature and English Language. It is not required that students have taken Drama at GCSE.

ECONOMICS



"I love how Economics is so relevant to everyday life and what goes on in the world around us. After every lesson, we see the theory we have learnt being put into practice on the news and it is great to be able to understand what is being discussed. When applying to university, Economics was highly recommended as an A Level to take." (Sam)

WHY STUDY ECONOMICS?

Economics 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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

Students will be studying the Edexcel syllabus.

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.

Year 12

Microeconomics - Introduction to markets and market failure: nature of economics, how markets work, market failure and government intervention.

Macroeconomics - The UK economy – performance and policies: measures of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy.

Year 13

Microeconomics - Business behaviour and the labour market: business growth, business objectives, revenues, costs and profits, market structures, labour market and government intervention.

Macroeconomics – A global perspective: international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macroeconomy.

ASSESSMENT

Paper 1: Markets and business behaviour 35%

Paper 2: The national and global economy 35%

Paper 3: Microeconomics and macroeconomics 30%

EXTRACURRICULAR OPPORTUNITIES

- Economic inter-school debate

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Mathematics and grade 6 in GCSE English Literature or English Language.



JOE

WHAT SUBJECTS DO YOU STUDY?

Economics, Further Maths, Physics

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

At St Peter's you are always supported. The Sixth Form staff are consistently dedicated to keeping you on track and encouraging hard work. Alongside the highest quality education, the school prepares you for university life and a strong career, educates you on mental health and equips you with the necessary skills to become a responsible adult. You leave the Sixth Form a mature and well-rounded person who is prepared for all aspects of adult life.

WHAT ARE YOUR FUTURE ASPIRATIONS?

At university I intend to study mathematics and want to become an entrepreneur interested in industries like finance or technology.

ENGLISH LANGUAGE



“ I’m truly glad to have picked A Level English Language. It has made me a much more confident essay writer. We discuss issues from accent discrimination to sexism within the language.” (Abbey)

WHY STUDY ENGLISH LANGUAGE?

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

English Language can lead to university degrees ranging from Creative Writing, Law, English Literature, Media and Film Studies, Humanities, Sociology, Speech Therapy, Psychology, Criminology, History, Philosophy and many more. Careers using the English Language A Level include journalism, marketing and public relations, law, speech therapy, civil service and education.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

In Year 12 we begin with studying different modes of communication and explore the representation of ideas through the media and online platforms. We then study how children learn to speak, read and write including the application of theory. Alongside the exam content students will explore writing styles and purpose and create their own original piece of writing.

Year 13

In Year 13 students explore language frameworks and theorists for: age, identity, gender, sexuality, occupation and social groupings. We also explore the history of the English Language and why it changes, looking at technology, social and geographical developments. Students will also conduct their own independent investigation into an area of their own linguistic interest.

ASSESSMENT

Paper 1: Language, the Individual and Society 40%

Paper 2: Language, Diversity and Change 40%

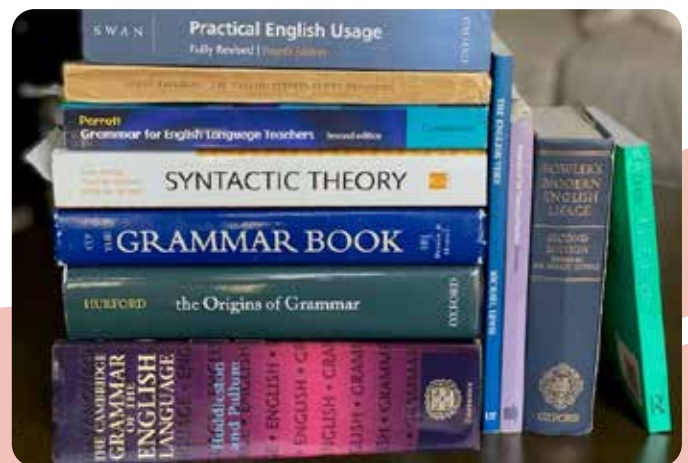
Non-examination Assessment – Language in Action 20%

EXTRACURRICULAR OPPORTUNITIES

- Visit to primary school to observe language acquisition
- Higher education experiences through workshops and lectures
- Exploration of local sites of linguistic value

COURSE REQUIREMENTS

Grade 6 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.





MATYILDA

WHAT SUBJECTS DO YOU STUDY?

English Literature, French, History

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

I think St Peter's Sixth Form offers a very warm and encouraging environment where all the students can thrive academically and personally. For me, the biggest asset is the strong relationships between the students and teachers which allows a more personalised approach to learning with smaller class sizes and with fantastic assistance from subject departments and the wonderful Sixth Form team, particularly during the stressful exam season.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I would love to study French and History at Manchester University and have the opportunity to go abroad to France in my third year. I would also love to explore learning some other Modern Languages.

ENGLISH LITERATURE



“I have really enjoyed the opportunity to explore a diverse range of Literature. The teachers at St Peter’s encourage you to push the boundaries of your knowledge and form your opinions of the text studied.” (Nadia)

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

Journalism, teaching, publishing, advertising and PR, marketing, law, business and arts administration. Essay writing and critical thinking skills also lend themselves to further education.

COURSE CONTENT

Students will be studying the AQA English Literature B syllabus.

Year 12

In Year 12 students study the modern genre of crime writing. We explore three texts through the thematic lens of Crime: *Atonement*, *Brighton Rock* and the poetry of Browning, Wilde and Crabbe. Students will also be asked to analyse an unseen extract. Throughout the year students study a prose text of their choice and use the critical anthology to apply theories such as: Feminism, Marxism, Eco-criticism and Post-Colonialism.

Year 13

In Year 13 students study the tragic genre, exploring *Othello*, *Tess of the D’Urbervilles* and *Death of a Salesman*. Using these texts, students will debate authorial methods such as: characterisation, point of view, setting, voices and the writer’s message. Students will choose a poetry



collection of their choice and continue to apply the critical anthology theories to their second and final NEA essay.

ASSESSMENT

40% Paper 1: Literary Genres

40% Paper 2: Texts and Genres

20% NEA: Theory and Independence

EXTRACURRICULAR OPPORTUNITIES

- Theatre visits
- Higher education experiences through workshops and lectures
- Cinema adaptations
- Exploration of local sites of literary value

COURSE REQUIREMENTS

Grade 6 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.

FASHION & TEXTILES



“I have really enjoyed designing and making the garment for my non-examination assessment (NEA). I selected a theme that I am passionate about and am very proud of my finished work.” (Olivia)

WHY STUDY FASHION AND TEXTILES?

This creative and thought-provoking qualification gives students the practical skills, creativity, and confidence to succeed in a number of careers, especially those in the creative industries. Students will engage with a large range of tools, making processes and fashion designers.

FUTURE ACADEMIC AND CAREER PATHWAYS

Students who study Fashion and Textiles can go on to further study at university. This could lead into these careers: clothing/textile technologist, colour technologist, interior and spatial designer, fashion designer, textile designer, printmaker, product designer, retail buyer, stylist, visual merchandiser.

COURSE CONTENT

Students will be studying the AQA Art & Design: Textile Design syllabus.

The course has a completely practical focus and is 100% coursework (NEA) based. The students work through a large number of practical skills projects which allow them to develop the skills necessary to explore themes and inspiration independently. Everything the students work on will be recorded in a series of sketchbooks and portfolios which can also act as a portfolio for university interviews.

ASSESSMENT

All work in Textile Design is assessed using the four Assessment Objectives (AOs). These are assessed through two component NEA portfolios. Component 1 is a personal investigation, in which students work on a theme of their choice and produce pieces based on this theme. Component 2 is an externally set task (set by AQA) in which students create a portfolio around a given theme and product pieces based on this theme. Both are completed throughout the two years and externally moderated by a visiting moderator from AQA in the summer of Year 13.

EXTRACURRICULAR OPPORTUNITIES

Students who have completed this course in the past have enjoyed trips to the Victoria and Albert Museum to investigate fashion and trends in the current time and through the ages. Students have also had the opportunity to travel to textiles markets as far as Birmingham.

COURSE REQUIREMENTS

Ideally, students will have attained a grade 5 in GCSE Textiles or Art. 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. Students also need grade 5 in English Literature and English Language.

An enjoyment of fashion and interest in textiles and an eagerness to be creatively independent is essential. As 100% 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.



FRENCH



“Studying this subject at A Level has been an all-round enriching experience and I can certainly call myself a life-long learner of French. I have learnt so much about the social and political themes as well as the culture and truly feel that I know what makes the French so French!” (Keziah)

WHY STUDY FRENCH?

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 covered 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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

Students will be studying the AQA syllabus.

In addition to studying French film and literature (taken from the exam specification) students will study a range of topics that will enable them to form their own political views, appreciate cultural differences and challenge some of the injustices that exist in the world today.

Year 12 topics include: charity work, national heritage, the importance of family, cybersociety and contemporary film and music.

Year 13 topics include: immigration, young people and political engagement, diversity, life for the marginalised in society and the treatment of criminals.

ASSESSMENT

Paper 1: Listening/Reading/Writing, 2 hours and 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

EXTRACURRICULAR OPPORTUNITIES

- Opportunity of work experience abroad through travel company
- Language ambassadors to assist in learning clubs for Years 7-9
- Trips to the French Institute, London
- Participate in university led MFL competitions e.g. poetry competition, translation challenge

COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE French.



ANDREW

WHAT SUBJECTS DO YOU STUDY?

Economics, Further Maths, History

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

St Peter's has a great support network for every student that constantly ensures there are resources available and leaves no-one stranded. There's a positive environment among students which encourages hard work and genuinely cares about outcomes.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I'm looking forward to studying PPE at Oxford. Though I'm currently unsure exactly what I'll do afterward, I'm sure I'll eventually pursue a career in politics.

FURTHER MATHEMATICS



“The fast learning pace creates an intellectually stimulating environment in a smaller class.” (Nareh)

WHY STUDY FURTHER MATHEMATICS?

Are 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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

Students will be studying the Edexcel syllabus.

In **Years 12** and **13**, the A Level in Further Mathematics covers:

- Core Pure Mathematics 1
- Core Pure Mathematics 2

As well as two additional modules from:

- Further Pure Maths
- Further Statistics
- Further Mechanics
- Decision Mathematics

ASSESSMENT

Core Pure Mathematics Papers 1 and 2: two written calculator papers, 1 hour and 30 minutes, 75 marks each (Edexcel 9FMO/01 and 9FMO/02)

Each chosen option from the additional modules listed above will have a written calculator paper each lasting 1 hour and 30 minutes and worth 75 marks (Edexcel 9FMO).

EXTRACURRICULAR OPPORTUNITIES

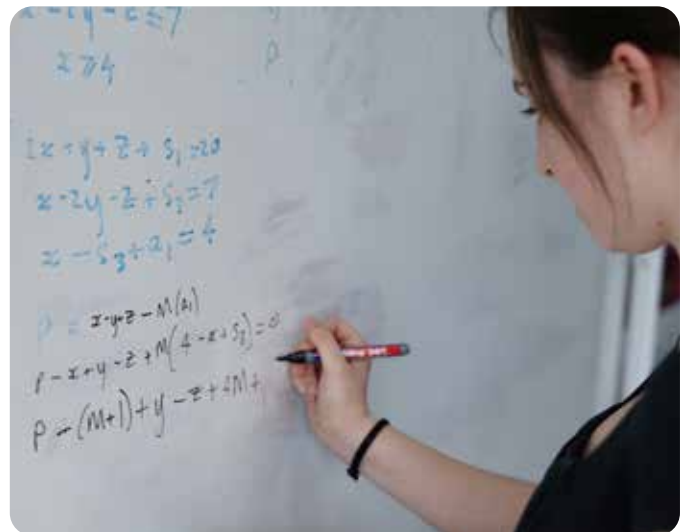
- Mathematics Inspiration Lectures
- UK Senior Mathematics Challenge
- National Cipher Challenge
- AMSP Team Mathematics Challenge

COURSE REQUIREMENTS

Grade 8 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.

To have studied the Level 3 Additional Maths course in Year 11 (exam not required).





GEOGRAPHY

"I enjoy the structure of the Geography lessons which focus a lot on group discussion and participation coupled with a good variety of activities; this makes the subject very engaging." (Georgia)

WHY STUDY GEOGRAPHY?

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

Geography is a well-regarded "enabling" subject. At university you can study for BA or BSc (Hons) degree; usually those students who have Maths or Science A Levels take the BSc pathway. There are many careers which benefit from the study of Geography: geographical information systems, resource management, landscape design, town planning, civil engineering and environmental consultancy are just a few examples.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Year 12

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



Year 13

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

ASSESSMENT

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. The field trip in the summer of Year 12 prepares students for their independent coursework, which is completed in Year 13.

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Grade 6 in GCSE Geography and grade 5 in GCSE English Literature or English Language.



ANYA

WHAT SUBJECTS DO YOU STUDY?

History, English Literature, Economics

WHAT WAS YOUR PREVIOUS SCHOOL?

George Abbot

WHY SHOULD SOMEONE PICK ST PETER'S?

St Peter's Sixth Form offers a supportive and caring environment where we are encouraged to reach our full academic and personal potential. The teachers are dedicated and always willing to help, and there's a strong sense of community that makes you feel like you belong. Whether you're aiming for university, an apprenticeship, or a job, St Peter's gives you the tools and guidance to succeed.

WHAT ARE YOU CURRENTLY STUDYING?

I am doing a degree apprenticeship at Rolls-Royce.



“History has always been a passion for me. Having achieved a good GCSE grade at St Peter’s, I wanted to continue. My teachers are also passionate about the subject and keep the subject interesting and consequently makes it feel easier to study.” (Drew)

WHY STUDY HISTORY?

“History is the foundation stone of all civilised learning” History teaches us to ask two very important questions: why and how? Our A Level History specification provides a fantastic curriculum to ignite and engage the passions and interests of our students. This is key to sharpening your critical thinking abilities, which combine the following skills: research, analysis, evaluation, essay writing, communication, problem-solving, articulating arguments, debating, spotting and analysing trends over time.

FUTURE ACADEMIC AND CAREER PATHWAYS

With analytical, writing, debating and detective skills, you will be primed for a huge range of careers in history and beyond. Areas you could go into include: law, politics, the public sector, business, marketing, journalism, economics, teaching, academia, insurance, banking, social research, archaeology and curation (museums, galleries, archives and libraries).

COURSE CONTENT

Students will be studying the OCR History syllabus.

Year 12

Unit 1: Britain 1930-97 (enquiry topic Churchill)

Churchill's view of events 1929-1940
Churchill as wartime Prime Minister
Churchill and international diplomacy 1939-1951
In the period students study:
Conservative domination 1951-1964
Labour and Conservative government 1964-1979
Thatcher and the end of consensus 1979-1997
Britain's foreign policy and position in the world 1951-1997

Unit 2: The American Revolution 1740-1796

The development of British hegemony in America
Causes of the American Revolution
The American Revolution 1774-1783
The early Republic 1783-1796

Year 13

Unit 3: Russia and its rulers (1885 – 1964)

Nature of government
The impact of dictatorial regimes on the economy and society
Impact of war and revolution on the development of the Russian Empire and the USSR
USSR's treatment of satellite states and nationalities

Unit 4: Topic-based essay

Students are required to complete a 3000 to 4000 word essay

ASSESSMENT

Unit 1: 1 hour and 30 minutes, 50 marks, 25% of A Level

Unit 2: 1 hour, 30 marks, 15% of A Level

Unit 3: 2 hours and 30 minutes, 80 marks, 40% of A Level

Unit 4: Non-examination Assessment, 40 marks, 20% of A Level

EXTRACURRICULAR OPPORTUNITIES

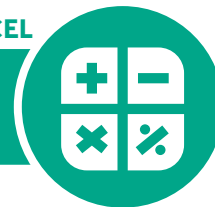
We take students to London for the day to visit the Imperial War Museum and Churchill War Rooms.

COURSE REQUIREMENTS

Grade 6 in GCSE History and grade 6 in GCSE English Literature or English Language is required.



MATHEMATICS



“Mathematics is a subject that complements many other A Level subjects and it opens doors to further education opportunities.” (Fay)

WHY STUDY MATHEMATICS?

Mathematics 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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

Students will be studying the Edexcel syllabus.

In **Year 12**, the A Level in Mathematics covers :

- Number and algebra
- Trigonometry
- Calculus
- Vectors
- Applied maths



In **Year 13**, the A Level in Mathematics covers:

- Proof
- Sequences and series
- Further calculus
- Applied maths

ASSESSMENT

Pure Mathematics (Edexcel 9MA0/01 and 9MA0/02): two written calculator papers, 2 hours, 100 marks each

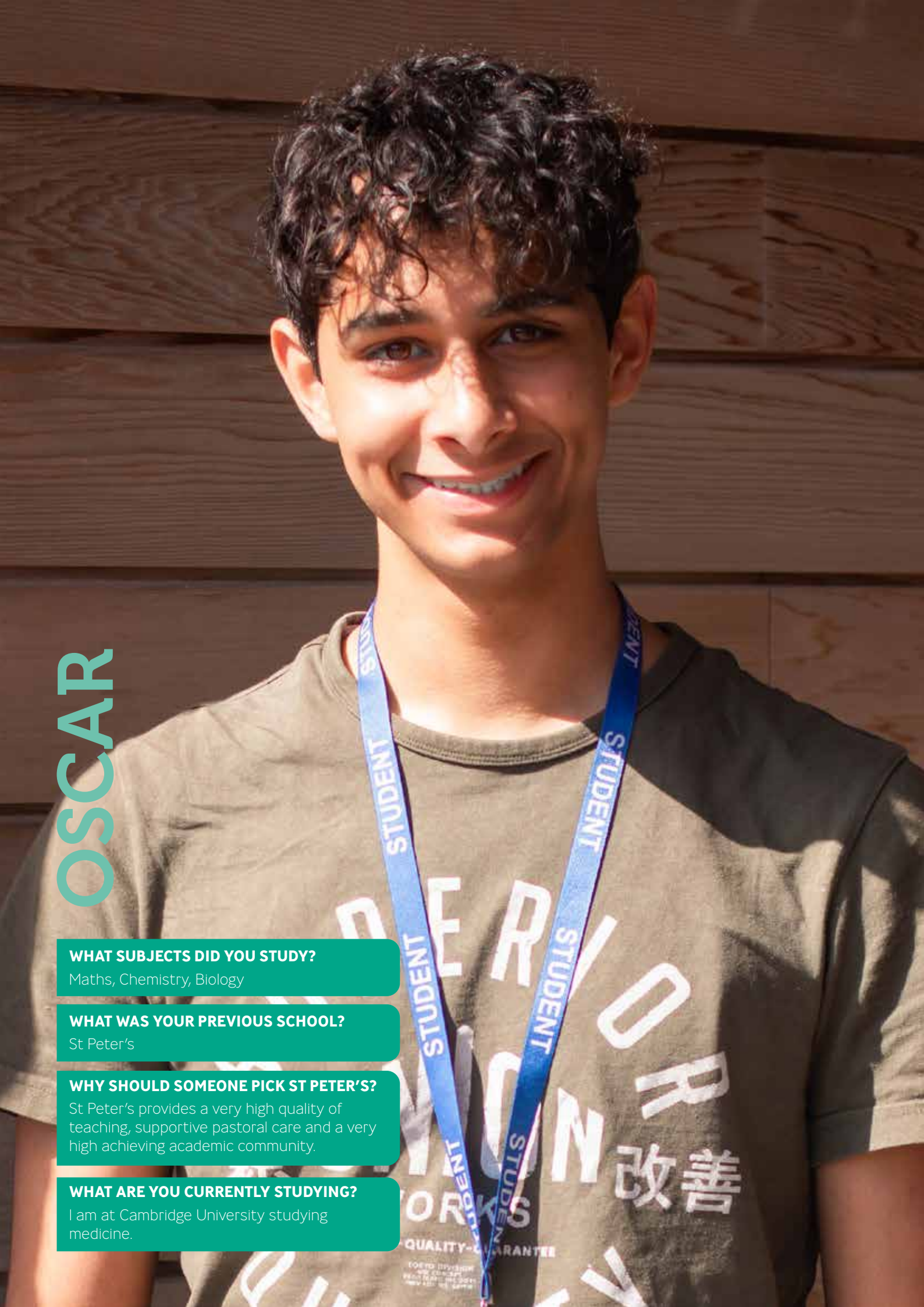
Statistics and Mechanics (Edexcel 9MA0/03): one written calculator paper, 2 hours, 100 marks

EXTRACURRICULAR OPPORTUNITIES

- Mathematics Inspiration Lectures
- Assisting the lower school Challenge Club
- National Cipher Challenge
- AMSP Team Mathematics Challenge

COURSE REQUIREMENTS

Minimum of a grade 7 in GCSE Mathematics. 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.



OSCAR

WHAT SUBJECTS DID YOU STUDY?

Maths, Chemistry, Biology

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

St Peter's provides a very high quality of teaching, supportive pastoral care and a very high achieving academic community.

WHAT ARE YOU CURRENTLY STUDYING?

I am at Cambridge University studying medicine.

MEDIA



WHY STUDY MEDIA STUDIES?

Media Studies is an interesting and rewarding course, covering both the theoretical aspects of media and the practical application of a full range of media texts. Media students are interested in how and why the media is so influential; we study how the media industry works and how it influences us on a daily basis.

Through learning about a full range of media forms from newspapers to music videos and from film to radio, we explore how different groups are represented and how the media influences us. Students get the chance to create their own media product based on what has most interested them. This NEA might be key for students wishing to pursue a future career in media or communication including journalism, advertising or PR as they create a real-world product for a specified audience.

FUTURE ACADEMIC AND CAREER PATHWAYS

Media Studies as a subject works well alongside IT, English, Sociology, Psychology, Business or any creative subject. Many students choose to study a media-related subject at university, and former students are currently employed in production and post-production companies, as cinematographers, in digital marketing and games design to name a few. Careers using the Media Studies A Level include digital marketing, graphic design, games design, web design, social media and journalism as well as roles such as director, editor and cinematographer.

COURSE CONTENT

Students will be studying the OCR syllabus.

In **Year 12**, the students will study various aspects of media, including:

- Contemporary news in the UK (newspapers and online news websites)
- Media language and representation in magazines, advertising and music videos
- Media industries and audiences in radio and film
- Making Media (NEA)

Our current set products are:

- Contemporary news: The Daily Mail and The Guardian including online and social media
- Media language and representation: The Big Issue, Shelter/Dove/River Island adverts, Emile Sandé's "Heaven" and David Guetta's "Titanium"
- Media industries and audiences: Radio 1, Snow White (1937) and Shang-Chi and the Legend of the Ten Rings (2021), Animal Crossing
- Long-form television drama: Stranger Things and Deutschland 83

In **Year 13**, the students will study various aspects of

media, including:

- Media industries and audiences in video games
- Long-form television drama (both English and non-English dramas)

Our current set products are:

- Media industries and audiences: Radio 1, Snow White (1937) and Shang-Chi and the Legend of the Ten Rings (2021), Animal Crossing
- Long-form television drama: Stranger Things and Deutschland 83

While the Media Theoretical Framework underpins all of the various principles and concepts studied, to provide students with the opportunity to develop their knowledge and understanding, there are plenty of practical activities and projects which allow students to improve their creative IT skills including the use of Photoshop, PremierPro and the full Adobe suite which the students will have access to at school and at home.

ASSESSMENT

Paper 1: Media Messages, written exam, 2 hours, 70 marks, 35% of A Level. You will be examined on your knowledge and understanding of contemporary news and media language and representation

Paper 2: Evolving Media, written exam, 2 hours, 70 marks, 35% of A Level. You will be examined on your knowledge and understanding of media industries and audiences as well as long-form TV drama.

Non-examination Assessment: Approximately 30 hours, 60 marks, 30% of A Level. You will use your knowledge and skills to create a cross-media product in response to a brief set by the exam board. This will include a website and one of the following: a magazine, a music video, a TV show opening sequence or a radio show opening sequence.

EXTRACURRICULAR OPPORTUNITIES

- Cinema screenings
- Oscar awards
- BFI study days
- BBC newsroom

COURSE REQUIREMENTS

Grade 5 in GCSE English Language or English Literature is required. The most important skill is the ability to analyse media products whether they are video games, magazines or film. A love of media is essential and a willingness to watch TV dramas, music videos, play video games etc as part of your independent study is needed to be successful in this course.

MUSIC



“St Peter’s Music Department promotes a community-based philosophy that one can immediately feel at home in and a part of.” (Mia)

WHY STUDY MUSIC?

Studying Music at A Level gives you the power to engage with music more deeply as a performer, composer and listener. It extends and develops your ability to communicate as a musician and also builds your confidence as a person. Moreover, it is an academic subject which counts towards any college and university course.

FUTURE ACADEMIC AND CAREER PATHWAYS

Many believe A Level Music will not be taken seriously by colleges and universities. This is not the case. Music is a rigorous academic subject which sets students up well for university study and universities are aware of this. Music is highly mathematical in nature, and so Music and Maths complement each other well, as do Music and Languages – after all, music is a language in its own right. In fact, Music goes well with pretty much any subject and enhances your grades in other subjects. Although there is a creative element to A Level Music, the theoretical and analytical study of music history, harmony and tonality is sufficiently rigorous.

Studying Music is therefore a smart choice even if you do not want to be a musician! It can open doors to a variety of education and employment pathways in professions such as medicine, law, accountancy. It provides a range of transferable skills that will secure a good foundation in whatever pathway you choose. Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production including music for gaming and the wider creative industry.

Students who have studied Music at St Peter’s have gone on to study a range of different subjects including Medicine at Leicester, Biochemistry at King’s College, Maths at Exeter, Music at Manchester, Economics at Bath, Music at Cambridge, Architecture at Portsmouth, Classics at Durham, Sociology at Surrey and Philosophy at Royal Holloway.

Over the two years you will study I3 set works. You will also work on your recital pieces with a mock recital in Year I2.

COURSE CONTENT

Music A Level is a two-year course and students will be studying the Edexcel syllabus.

In Year I2 you will study composition techniques through the analysis of the set works and set tasks. You will work towards the completion of free coursework composition one so that the focus is on the set brief composition in Year I3.

Over the two years you will study I3 set works. You will also work on your recital pieces with a trial recital in Year I2.

ASSESSMENT

30% Performance: students work towards an eight-minute recital that 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 I3 set works, including Film Music, Western Classical Music and Popular Music and Jazz. The exam combines both listening and essay questions.

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

- Ability to read and compose music
- Minimum level 6 in GCSE Music
- Minimum level/grade 6 performance by end of Year I2
- Working knowledge of grade 5 theory or above
- Basic keyboard skills



PHOTOGRAPHY



WHY STUDY PHOTOGRAPHY?

Our aim in A Level Photography is to expose students to the creative possibilities of digital art using the medium of photography. The course is available to all students at St Peter's who wish to study the subject, regardless of prior knowledge and previous GCSE choices. Students are encouraged to undertake extensive artist contextual research and to create personal responses inspired both by other famous photographers, past and present.

The facilities available to photography students include a dedicated computer suite for editing shots and for mastering Photoshop as well as our art room studio spaces. Throughout the course, students will document their work in large sketchpads and Tech books. They will also have the opportunity to display their final pieces work in a Year 13 end of course exhibition.

All students must have their own DSLR camera. They will require relevant software on home computers or be committed to additional studio time after college hours to use our dedicated computer suite. In addition to this they will need to undertake regular field work (location shoots) to fulfil the course criteria. Students will be required to purchase photographic paper and foam board throughout the course.

FUTURE ACADEMIC AND CAREER PATHWAYS

There are a number of post A Level Photography, Arts related routes, that students might wish to follow. These include: fashion journalism, fine art photography, cinematography (Film/TV), photojournalism, underwater/marine photography, wedding/portrait photography. This is by no means a comprehensive list of the paths a photographer can take in the 21st century. There are creative opportunities for image-makers to work in almost every creative industry.

COURSE CONTENT

Students will be studying the Eduqas syllabus.

Year 12

In Year 12, you will develop an understanding of the camera and its many functions, undertake photo shoots, respond to a working brief and edit and manipulate your images using a variety of methods (both physical and digital).

Year 13

You will develop your portfolio based upon a Personal Investigation. For this unit of coursework, you will continue to explore areas of photography and digital design that are highly personal to your own interests.

You will also need to write a 1000–3000 word essay.

In the spring term, you will respond to an Externally Set Task (exam unit) exploring ideas, processes and techniques relating to the starting point chosen.

Both components will make up a large part of the portfolio needed to progress onto academic courses or into a photography based job sector.

ASSESSMENT

Component 1 (60%): 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 (40%): 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.

EXTRACURRICULAR OPPORTUNITIES

- Visits to local and national galleries
- European/UK study visit
- Visiting photographer

COURSE REQUIREMENTS

Grade 5 in GCSE Art and Design, however, we do encourage students who have not done GCSE Art to contact us directly.

A DSLR camera. The London Camera Exchange Shop in Tunsgate square, Guildford sells fully refurbished cameras at a reasonable price.



PHYSICAL EDUCATION



“Studying A Level PE has deepened my understanding of the theoretical aspects of sport and exercise, helping me to see how areas such as physiology, psychology and biomechanics influence performance. The course has strengthened my analytical skills and inspired me to consider studying the subject further in higher education and potentially pursuing a career within the field.” (Robyn)

WHY STUDY PHYSICAL EDUCATION?

A Level Physical Education builds on the knowledge and skills developed at GCSE, allowing students to explore key topics in greater depth. The course develops critical thinking, analytical skills, and the ability to apply theoretical concepts to both personal and elite sporting performance. The examined theoretical components provide the knowledge and understanding that underpin the practical and non-examined assessment elements.

FUTURE ACADEMIC AND CAREER PATHWAYS

A Level Physical Education provides an excellent foundation for further study at university, particularly in subjects such as Sports Science, Sports Management, Physiotherapy, Healthcare, Exercise and Health, and Physical Education. It also complements a wide range of other subjects, including Biology, Human Biology, Physics, Psychology, Nutrition, Sociology and Nursing.

The course can lead to a variety of exciting career pathways, including sports development, coaching, physiotherapy, personal training, nutrition, sports journalism and teaching. In addition, students develop a range of valuable transferable skills, such as critical thinking, analysis, evaluation, communication and independent learning, all of which are highly beneficial across many different careers and industries.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

Component 1: Applied Anatomy and Physiology

Component 2: Skill Acquisition

Component 3: Sport and Society – the History of Sport



Year 13

Component 1: Exercise Physiology and Biomechanics

Component 2: Sports Psychology

Component 3: Sport and Society – Modern Sport

ASSESSMENT

70% of the course is assessed theoretically in two exams.

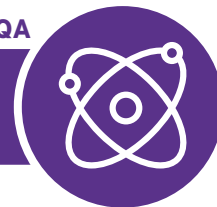
30% of the course is practically assessed by examining the student's ability to perform in one practical activity, and through a written response. This component requires students to analyse and evaluate weaknesses in their sporting performance, including an action plan to enhance future performance success.

EXTRACURRICULAR OPPORTUNITIES

- Leadership opportunities within grassroots sport
- Educational visit to the Surrey Sports Park laboratories
- Sixth Form Sport Enrichment Programme

COURSE REQUIREMENTS

Minimum grade 6 GCSE in Science and grade 6 GCSE in PE. A passionate and committed approach to the subject and a drive to study beyond the curriculum.



PHYSICS

“Competing in UKROC really launched my interest to a new trajectory.” (Matt)

WHY STUDY PHYSICS?

Physics is recognised as a challenging subject and teaches problem solving skills which can 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).

FUTURE ACADEMIC AND CAREER PATHWAYS

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

Students will be studying the AQA syllabus.

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 have the opportunity to model, build and launch a self-powered model rocket to compete in the UKROC regional competition.

ASSESSMENT

Paper 1: Particles and radiation, waves, mechanics and materials, electricity, further mechanics - written exam, 2 hours, 85 marks, 34% of A Level

Paper 2: Thermal physics, fields and their consequences, nuclear physics - written exam, 2 hours, 85 marks, 34% of A Level

Paper 3: Section A: compulsory section: practical skills and data analysis. Section B: option unit - written exam, 2 hours, 80 marks, 32% of A Level

EXTRACURRICULAR OPPORTUNITIES

- Year 12 UKROC rocketry competition
- Science Live lectures
- Institute of Physics membership

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Physics as a separate science. Please note that Physics students must study A Level Maths alongside Physics.



POLITICS



“My favourite part about politics is that it allows me to explore the current topical news stories and political affairs, combine them with historical context of parties, ideologies, political systems, and structures to better understand why decisions have been made in politics and the global short term, and long-term effects of these choices.” (Theo)

WHY STUDY POLITICS?

Politics provides you with a wide array of skills that are highly valued by universities and employers alike such as critical thinking and the ability to communicate an argument effectively both verbally and through written work. This A Level is suited to anyone who is interested in current affairs, enjoys debating or just wants to better understand the choices made by our governments today.

FUTURE ACADEMIC AND CAREER PATHWAYS

Possible career pathways for Politics students include the Civil Service, business development management, charity work, market research, public relations, diplomacy, journalism and stocks.

COURSE CONTENT

Students will be studying the AQA syllabus.

Paper 1: Government and Politics of the UK

Paper 2: Government and Politics of the USA

Paper 3: Political Ideologies and theories

ASSESSMENT

Three exams all comprising medium length ‘explain’ and essay style questions. Each exam is 2 hours long and are worth 33% of the A Level.

EXTRACURRICULAR OPPORTUNITIES

- We attend the PolEcon conference in London yearly - this includes representatives from every political party answering questions from students and participating in a debate.
- Debating activities
- Students have work experience opportunities, such as three current students who are spending time with the Guildford branch of the Labour Party, so the subject promotes ambition in local politics well.



- Guest talks organised and promoted with serving or previous senior politicians.

COURSE REQUIREMENTS

Grade 6 or higher in English Literature and English Language.



PRODUCT DESIGN

“I loved the Product Design course at St Peter’s, I was able to learn all about product design and to develop my knowledge of materials and processes. The high point was my non-examination assessment – I was able to choose an idea and then went on to create a portfolio of work and a professional looking prototype. I am sure it was this portfolio that helped secure my place at university. I am now pursuing my dream of studying product design at degree level.” (Amy)

WHY STUDY PRODUCT DESIGN?

Product Design is an exciting and challenging course that offers you the opportunity to study, design, develop and make innovative solutions for everyday problems. You will study a combination of material areas and specialisms. 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

Product Design is a suitable option for those wishing to pursue careers in design, architecture, fashion, electronics, engineering, and interior design.

COURSE CONTENT

Students will be studying the AQA syllabus.

In **Year 12** students begin work on the theory content for their two exam papers at the end of Year 13. These exam papers make up 50% of the A Level. The exam content covers a large range of different topics including materials and their properties; sustainability; design and engineering principles; how modern industry uses technology to function and produce; as well as study of existing designers and their work.

Year 12 students complete all theory topics in the first few months, to allow them to devote more time in Years 12 (the latter half) and 13 to revision and the coursework element (NEA). The NEA (non-exam assessment), which is the coursework element of their course, makes up 50% of the A Level and carries through into Year 13. The NEA is a design and make challenge in which the students can study and design within a topic area of their choice.

The final outcome is to produce a product they have designed and built in order to test their final idea.

In **Year 13** the students mainly focus on the NEA task. This takes a large amount of work in developing and prototyping ideas. The students work through the NEA from March of Year 12 through to February of Year 13. At two points in Year 13, students sit mock exams in the subject to work on their exam skills ready for their final exams in June of Year 13. Intertwined with NEA work is revision and exam technique work to prepare them for this.

ASSESSMENT

Paper 1: Technical principles – written exam, 2 hours, and 30 minutes, 30% of A Level. A mixture of short and extended answer questions.

Paper 2: Designing and making principles – written exam, 1 hour and 30 minutes, 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.

EXTRACURRICULAR OPPORTUNITIES

Students will have the opportunity to visit the Design Museum and the Victoria & Albert Museum to consider past and present designs and the design process. The studying of the work of other designers and designs is a key element to studying product design. There are also plans to visit the Mini Cooper factory to see industry in action.

COURSE REQUIREMENTS

Students need a grade 5 in GCSE Design and Technology and Maths. 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.



JASMINE

WHAT SUBJECTS DO YOU STUDY?

Biology, Geography, Psychology

WHAT WAS YOUR PREVIOUS SCHOOL?

Tormead

WHY SHOULD SOMEONE PICK ST PETER'S?

Our teachers are really supportive and always push us to do our best. They often encourage us to book I-I sessions to help our understanding with content we feel confident in. As an external student, I was immediately accepted by students and teachers and I felt like I belonged in the school community.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I plan on going on to study occupational therapy at Southampton University.



PLUM

WHAT SUBJECTS DO YOU STUDY?

Psychology, English Literature, Politics

WHAT WAS YOUR PREVIOUS SCHOOL?

Tormead

WHY SHOULD SOMEONE PICK ST PETER'S?

The supportive environment at St Peter's is what makes the school really stand out to me. The School provides so many great resources, as well as having truly excellent teaching, which has allowed me to push myself to reach my academic potential. What I value equally is the encouragement and support that I have received, which has helped me grow in confidence and feel more secure in myself.

WHAT ARE YOUR FUTURE ASPIRATIONS?

After school, I am planning to go on and study Politics and International Relations, as that has always been a key interest of mine and will open up a range of career opportunities. Alternatively, career-wise, I would also love to work in either the creative or business side of film making!

PSYCHOLOGY



“It is my most interesting and fun subject! I am fascinated by the range of topics, such as schizophrenia and memory, which really encourages you to unpick how different aspects of the brain work and influence behaviour. You realise you are becoming a ‘mini-psychologist’ when aspects of behaviour in the real world are noticed which you didn’t before, plus being able to explain it too!”

(Paige, Harry and Trish)

WHY STUDY PSYCHOLOGY?

Psychology is the scientific study of the human mind and behaviour. You will develop an understanding 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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, education and youth work.

COURSE CONTENT

Students will be studying the AQA syllabus.

In **Year 12**, two of the three units will be covered, these being: **Introductory topics in Psychology: Social influence, Memory, Attachment and Clinical Psychology and Mental Health.**

In this unit, students will learn about obedience and conformity; formation of memory and forgetting; the reliability of eye witness testimony; the development of attachments; explanations and treatment for different mental health conditions.

Psychology in context: Approaches in Psychology, Biopsychology and Research methods

In this unit, students will learn about various paradigms

of explaining and investigating behaviour; brain structure and function; how we conduct and analyse psychological research.

In **Year 13** the final unit is covered: **Issues and options in Psychology.**

In this unit, students will consider the ‘big’ debates in psychology as well as learning about typical, atypical and antisocial behaviour such as cognition and development, schizophrenia and aggression.

ASSESSMENT

Unit 1: Social influence, memory, attachment, Clinical Psychology and Mental Health

Unit 2: Approaches in psychology, biopsychology, research methods

Unit 3: Issues and debates, typical, atypical and antisocial 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 A Level Psychology, you are advised to have achieved at least a grade 6 in GCSE Science, grade 5 in GCSE Mathematics and grade 6 in GCSE English Language or English Literature.



RELIGIOUS STUDIES: PHILOSOPHY & ETHICS



“We have some amazing discussions and the teachers prepare us well for the exams by giving us a structure to aid our writing. I have also really enjoyed the debate and thinking at a deeper level, as a result I want to study Religious Studies at university.” (Will)

WHY STUDY RELIGIOUS STUDIES: PHILOSOPHY & ETHICS?

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

This is unanimously recognised by Russell Group universities as an academic and challenging subject. It is useful for studying Theology, Philosophy, Medicine, Law, History, Languages, Art, Architecture and others at university. It will support careers in teaching, journalism, business, pharmaceuticals, medicine, scientific research, corporate roles, youth and social work and law.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

- Philosophy of religion - arguments for the existence of God; evil and suffering; religious experience
- Ethics and religion - normative ethical theories (natural moral law, situation ethics, Aristotle's virtue ethics); application of ethical theories



- Christianity - sources of wisdom and authority; God; self, death and afterlife; good conduct and key moral principles; expressions of religious identity

Year 13

- Philosophy of religion - religious language; miracles; self, death and afterlife
- Ethics and religion - meta-ethics: the meaning of right and wrong; free will and moral responsibility; conscience; Bentham and Kant
- Christianity - religion, gender and sexuality; religion and science; religion and secularisation; migration and religious pluralism

Throughout both Year 12 and Year 13 students will be prepared for the Dialogues aspect of the course (examined in Paper 2), which covered the dialogue between Christianity and philosophy and the dialogue between Christianity and ethics.

ASSESSMENT

The course is assessed through two exams. Paper 1 covers Philosophy of religion and ethics. Paper 2 covers Christianity and dialogues.

EXTRACURRICULAR OPPORTUNITIES

- Conferences
- Lectures

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Religious Studies and a grade 5 in GCSE English Language or English Literature. 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.



JOSIE

WHAT SUBJECTS DO YOU STUDY?

Religious Studies, Biology, Chemistry

WHAT WAS YOUR PREVIOUS SCHOOL?

Guildford County School

WHY SHOULD SOMEONE PICK ST PETER'S?

The teachers here are fab: they are expert in their field and highly engaging. They want to see you succeed and will give you all the support you need whether that's academic or otherwise.

WHAT ARE YOU CURRENTLY STUDYING?

I am at university studying Biomedical Science.

SOCIOLOGY



“Sociology has sharpened my eyes to everyday life, it allows you to view everything from multiple unique perspectives that you wouldn’t have originally considered.” (Elspeth)

WHY STUDY SOCIOLOGY?

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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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

Students will be studying the AQA syllabus.

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.

ASSESSMENT

The course is assessed through three exams, two hours each, at the end of Year 13.

Paper 1: Education with theory and methods.

Paper 2: Topics in Sociology (families and households and beliefs in society).

Paper 3: Crime and deviance with theory and methods. Most of the marks in the exam come from essays and these are a mixture of short essays and longer essays.

EXTRACURRICULAR OPPORTUNITIES

A Level Sociology Student Conference: sociologists discuss their research on feminism, childhood, racism in school and other social issues.

COURSE REQUIREMENTS

Minimum of grade 5 in GCSE English Literature or English Language.



SPANISH



“Studying a language at A Level has not only developed my confidence in communicating in a foreign language but also has enabled me to appreciate and challenge social, political and cultural differences that exist in the world.” (Megan)

WHY STUDY SPANISH?

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.

Spanish works well with any subject due to the wide range of topics that is covered 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.

FUTURE ACADEMIC AND CAREER PATHWAYS

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. The subject is versatile and combines well with most subjects and is certainly a highly desirable A Level to have on your CV.

COURSE CONTENT

Students will be studying the AQA syllabus.

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.

Year 12 topics include: modern and traditional values, cyberspace, equal rights, modern day idols, regional identity and cultural heritage.

Year 13 topics include: immigration, integration, racism, youth of today, monarchies and dictatorships and popular movements in Spain.



ASSESSMENT

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

Paper 2: Writing – 2 hours, 80 marks, 20% of A Level. Produce two essays; one on the novel and one on the film that you have studied

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

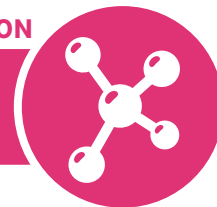
EXTRACURRICULAR OPPORTUNITIES

- Language Ambassadors to assist in learning clubs for Years 7-9
- Spanish exchange trip to Granada
- Flamenco dancing workshop
- Participate in university led MFL competitions e.g. poetry competition, translation challenge

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Spanish.

APPLIED SCIENCE



“Our teaching team demonstrated excellent subject knowledge, provided high-quality resources, and delivered well-prepared lessons. Throughout the course, we felt consistently supported and encouraged. We were given valuable opportunities to develop both our personal and scientific skills, helping us grow in confidence and capability.” (Ghislaine)

WHY STUDY AAQ IN APPLIED SCIENCE?

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 course is very practical with plenty of opportunities to implement the theory that you learn.

FUTURE ACADEMIC AND CAREER PATHWAYS

Applied Science is a course highly respected by many of the UK's leading universities. Our alumni have gone on to pursue further education in a diverse range of fields, including:

- Primary School Education
- Paramedic Science
- Forensic Science
- Electrical Engineering
- Mechanical engineering
- Business and Marketing
- Dental Hygiene
- Midwifery
- Nursing
- Radiography

This variety reflects the strong foundation our course provides, empowering students to follow their passions and succeed in both academic and professional pathways.

COURSE CONTENT

This course content is subject to change as the exam board update their specifications. The BTEC National in Applied Science (Extended Certificate) is delivered over two years.

1. Principles and Applications of Biology: You will explore the key components of biological science, exploring cells and tissues, their varied structures and functions.

2. Principles and Applications of Chemistry: You will explore some of the fundamental concepts which underpin the chemistry and chemical reactions of the world around you.

3. Principles and applications of Physics: You will explore the use of practical and mathematical skills in the study of waves, motion and electricity

4. Practical Scientific Procedures and Techniques: You will be introduced to quantitative laboratory techniques, including chromatography, colorimetry and laboratory safety, which are relevant to the scientific laboratory environments.

6. Contemporary Issues in Science: This unit will explore contemporary science issues and their impact on the world we live in. It will develop your skills of analysis and interpretation across a broad range of scientific issues while exploring how they are reported in the media and in publication.

ASSESSMENT

The two main forms of assessment are three external written exams (Units 1, 2 and 3) and two internally assessed written units (Unit 4 and Unit 6).

COURSE REQUIREMENTS

You should have a minimum of five GCSEs at grade 5 or above - these GCSEs must include Mathematics and English Language and at least a grade 5-5 is required for GCSE Combined Science.



BUSINESS STUDIES

“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 BUSINESS STUDIES?

Many students find it difficult to say at I6 where they want to spend their working life. A BTEC opens up avenues such as university whilst also being relevant to a profession.

FUTURE ACADEMIC AND CAREER PATHWAYS

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 Extended Certificate can also open up further areas of study to you.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

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



BTEC Course Options:

- Extended Certificate: equivalent to I A Level (4 units) including a compulsory examination

ASSESSMENT

Combination of internal and external assessments.

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)

COURSE REQUIREMENTS

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



CHLOE

WHAT SUBJECTS DO YOU STUDY?

Health and social Care, Geography, Psychology

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

St Peter's is such a supportive and welcome community where they really provide you with the support to gain the confidence to take every opportunity available and become the best version of yourself. It's a place where people can grow, make lasting friendships, and prepare well for their future.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I am hoping to become a primary school teacher, so next year I'm taking on a degree apprenticeship to take the first steps in reaching my goal.

HEALTH & SOCIAL CARE



“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. I was able to follow a pre-midwifery work shadow placement at RSCH which I feel has contributed to my offer to study midwifery at university.” (Hannah)

WHY STUDY HEALTH AND SOCIAL CARE?

The Extended Certificate is for students who are interested in learning about the health and social care sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in health and social care-related subjects. It is often studied in conjunction with Science, Sociology, Psychology, English and Art.

It is designed to be taken as part of a programme of study that includes A Levels.

FUTURE ACADEMIC AND CAREER PATHWAYS

This qualification can lead to progression to the following degrees: BSC Nursing, BSC Social Work, BSC Subjects Allied to Health, BSC Paramedic Science, BA Education, BSC Criminology along with many other routes in people facing careers.

The course is equivalent to one A Level and contains four units, three of which are mandatory and two are external examinations.

COURSE CONTENT

The qualification has three mandatory units covering the following topics:

- Human Lifespan and Development – PIES and factors affecting growth and development, interventions and the different professionals providing care and treatment.
- Human Biology and Health – Human body structure and systems, students have a choice from four optional units covering the following topics:

Health, Social Policy and Well-being – Public health policy and its influences, including health-related organisations/groups and a range of strategic factors.

Promoting Health Education – Health education, its purpose and use of different approaches and models to achieve positive health outcomes.



TRAVEL AND TOURISM



“Love to travel? Make the world your classroom with BTEC Travel and Tourism and step into a career that takes you places—literally.” (Miss Resa)

WHY STUDY TRAVEL AND TOURISM?

The travel and tourism industry in the UK is growing and plays a vital role in the national economy. Through this course, students will develop the skills needed to examine, interpret, and analyse a variety of statistics that measure the importance of tourism to the UK. This analytical approach helps learners understand the scale and significance of the industry, preparing them for further study or employment in a sector that offers global opportunities. It is a vibrant and engaging qualification that offers students a practical and academic insight into one of the UK's most dynamic industries. Travel and Tourism is the equivalent in size to one A Level; this course is ideal for students who want to combine classroom learning with real-world application and skills development.

FUTURE ACADEMIC AND CAREER PATHWAYS

This BTEC is a great stepping stone to university courses like Tourism Management, Tourism Studies, or Business Management. It helps you build real-world skills in marketing, customer service, and planning - perfect for anyone interested in travel, events, or business. It's recognised by universities and earns you valuable UCAS points.

COURSE CONTENT

Students will be following the Edexcel syllabus.

Year 12

- Visitor attractions
- The World of Travel and Tourism

Year 13

- Global Destinations
- Principles of Marketing

ASSESSMENT

Unit 1: The World of Travel and Tourism - This unit gives you a solid introduction to the travel and tourism industry. You will explore how the industry works, why it is so important to the UK economy and how it responds to change. You will also learn how to analyse tourism data and trends. It is assessed through a 1.5-hour written exam worth 75 marks.



Unit 2: Global Destinations - In this unit, you will look at what makes destinations around the world appealing to different types of travellers. You will also learn how to plan journeys and match them to customer needs. You will get two weeks to research before completing a three hour task under supervised conditions. This unit is worth 60 marks.

Unit 3: Principles of Marketing in Travel and Tourism - Here you will dive into how travel and tourism organisations attract and keep customers. You will carry out your own market research and use it to create a promotional campaign for a new product or service. This unit is assessed through two assignments and brings together everything you have learned across the course.

Unit 9: Visitor Attractions - This unit explores different types of attractions - like theme parks, museums and natural sites - and how they appeal to visitors. You will look at how attractions meet different customer needs, use technology, and stay competitive. It is assessed through three assignments.

EXTRACURRICULAR OPPORTUNITIES

Trips to visitor attractions.

COURSE REQUIREMENTS

Grade 5 in English and Maths.

EPQ (EXTENDED PROJECT QUALIFICATION)



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

WHY STUDY THE EXTENDED PROJECT QUALIFICATION (EPQ)?

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.

Frequently, universities have been willing to modify offers for students studying for an EPQ. This can mean reducing the offer by a grade; elsewhere, where a student is applying for a competitive course, it can provide a tie-breaker.

As a content-free qualification, you have a free choice of subjects to work on (certain projects require you to consider ethical or safety issues before they can be approved). 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. The final piece of work 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 critique your own work honestly and insightfully.

FUTURE ACADEMIC AND CAREER PATHWAYS

The EPQ is useful for virtually all higher education pathways, teaching many of the research skills necessary in the first year of a degree. According to research from the University of Southampton, having an EPQ correlates with higher assessment scores at university level.

COURSE CONTENT

There is no specific course content as students establish their own research base independently. However, your supervisor will give you extensive guidance about how to research effectively, evaluate sources and write up your findings.

ASSESSMENT

Managing your time and organisation: 20%

Using resources to research your project: 20%

Developing and realising your project: 40%

Evaluation and review: 20%

EXTRACURRICULAR OPPORTUNITIES

N/A

COURSE REQUIREMENTS

The EPQ can be adapted for students of all abilities, so there are no specific course requirements. However, students should note that all EPQs, regardless of subject, involve a certain amount of extended writing.



The information given in this prospectus is intended as a general guide to St Peter's Sixth Form. All the information contained in this prospectus was believed to be correct and accurate at the time of it going to press on 10.09.2026. The course booklet does not form part of a contract. It is therefore important that you check www.st-petersschool.co.uk for updates or contact the Sixth Form using the contact details contained within this document.