St Peter's SIXTH FORM

Discover your potential

Course Information 2019

"The main attraction for me was the small class sizes as it not only creates a better relationship with your peers and teachers, but also allows the teacher to give more individual attention."

YOUR COURSE INFORMATION

St Peter's SIXTH FORM
Discover your potential

A LEVEL OPTIONS

BTEC OPTIONS

GCSE RETAKE OPTIONS

ART

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

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?

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

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. 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. Biochemical structures of macromolecules and cell ultrastructure 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 drug trials.

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 residential trip to Flatford Mill in Suffolk 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

- Field trip to Field Studies Centre, Flatford Mill
- University of London and University of Surrey summer schools
- Headstart taster courses
- 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 5 in Mathematics, as you must be confidently numerate in using Mathematics at Level 2 or above – 10% of the marks are for your mathematical skills.

BUSINESS STUDIES

"The extracurricular activities really helped me to understand the context of my learning and the Young Enterprise improved my confidence, which enabled me to practically apply what I had learnt in lessons. The trip to New York fulfilled a lifelong ambition and facilitated my understanding of how businesses apply theories on a multi-million pound scale - it definitely helped me to get the A grade I wanted in Business." (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 AQA syllabus.

Year 12

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

Year 13

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

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

Section A has 15 multiple choice questions (MCQs) worth 15 marks

Section B has short answer questions worth 35 marks

Section C has two essay questions (choice of one from two) worth 25 marks

Section D has two essay questions (choice of one from two) worth 25 marks

Paper 2

Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions

Paper 3

One compulsory case study followed by approximately six questions

EXTRACURRICULAR OPPORTUNITIES

All business students are encouraged to join the International Young Enterprise Company programme and our in-house virtual stock market

Students will attend revision conferences hosted by tutor2u

Students are invited to participate in an educational visit to New York in Year 12

COURSE REQUIREMENTS

Minimum grade 6 in GCSE Mathematics and grade 5 in English Language.

CHEMISTRY

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

WHY STUDY 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 access 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
- 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 5 in Mathematics, as you must be confidently numerate in using Mathematics at Level 2 or above (GCSE higher tier) — 20% of the marks are for your mathematical skills.

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.

COURSE CONTENT

Students will be studying the AQA syllabus.

Component I: The World of the Hero

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

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

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

Component 3: Beliefs and Ideas: Politics of the Late Republic

A study of an aspect of classical thought

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.

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.

COMPUTER SCIENCE

"Computer Science is a great subject which provides you with so many opportunities after Sixth Form." (James)

WHY STUDY COMPUTER SCIENCE?

The continued rapid development in computing and technology is changing the way that we live our lives in the 2lst century, from both a professional and social perspective. We face a future where internet-enabled devices will be found throughout our homes, driverless vehicles will travel down roads, and nanotechnology will combat illness and disease. It is vitally important that we have not only users of IT, but those who are sufficiently skilled and knowledgeable to program computers, especially if we are to meet the technological demands of society.

A Level Computer Science will provide you with a wide range of skills and knowledge, building on from the learning 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 in the future, many of which probably do not even exist yet!

COURSE CONTENT

Students will be studying the AQA syllabus.

- Programming
- Data structures
- Algorithms
- Theory of computation
- Data representation
- Computer systems
- Computer organisation and architecture
- Consequences of uses of computing
- Communication and networking
- Databases
- Big data
- Functional programming
- Systematic approach to problem solving
- NEA Practical Programming Project

ASSESSMENT

Paper I: On-screen exam, 2 hours and 30 minutes, l00 marks and 40% of A Level. You will be examined on your ability to program in Python and your theoretical knowledge of topics l to 4.

Paper 2: Written exam, 2 hours and 30 minutes, l00 marks and 40% of A Level. You will be examined on your theoretical knowledge of topics 5 to l2.

NEA: Approximately 50 hours, 75 marks, 20% of A Level. You will use your knowledge and skills to solve or investigate a practical problem.

EXTRACURRICULAR OPPORTUNITIES

Trip to CERN, Switzerland

COURSE REQUIREMENTS

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

DRAMA & THEATRE STUDIES

"Drama allows you to express yourself and gives you an opportunity to be creative, I would encourage all to take it as an A Level." (Lucille)

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 studying several major drama practitioners. You can choose to perform or to design in a number of studio productions.

FUTURE ACADEMIC AND CAREER PATHWAYS

It can lead to a career in theatre, film, television, journalism, marketing, public relations or events. Universities and employers love to see you have studied this A Level because you will stand out as different and creative.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Year 12

Introduction to Brecht and his techniques, Introduction to Naturalism and acting technique, Kneehigh 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 ideology. Practically explore That Face from an acting and designing perspective. Rehearse and perform for Text in Performance (20% of A Level). Theatre Makers in practice exam.

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 which can be 2500–3000 written words or recorded/verbal evidence between 12–14 minutes or a combination.

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

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

Component 3: Theatre Makers in Practice

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

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

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Minimum grade 4 in GCSE English Literature and English Language.

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.

ASSESSMENT

Paper 1: Markets and business behaviour 35%

Paper 2: The national and global economy 35%

Paper 3: Microeconomics and macroeconomics 30%

EXTRACURRICULAR OPPORTUNITIES

- tutor2u conferences
- Royal Grammar School Economics Speakers Day (summer term)
- Opportunity to go to New York in Year 12
- Bank of England visit

COURSE REQUIREMENTS

Minimum grade 6 in GCSE Mathematics and English Literature/English Language.

ENGLISH LANGUAGE

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

WHY STUDY ENGLISH 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, lawyers and barristers, speech therapists, civil servants and diplomats, or even teachers.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

Language frameworks and theorists for age and identity, gender and sexuality, occupation and social groupings. The study of different modes of communication and representation of groups through the media and online platforms. Mini investigations into areas that directly relate to your life.

Year 13

The history of the English Language and why it changes looking at technology and the impact on our language use. The study of how children learn to speak, read and write. Independent investigation into an area of their own interest and the creation of an original piece of writing.

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

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

COURSE REQUIREMENTS

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

ENGLISH LITERATURE

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

WHY STUDY 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.

COURSE CONTENT

Students will be studying the AQA English Literature B syllabus.

Year 12

Paper 1: Literary Genres (40% of the A Level). Students study three texts: one Shakespeare play, a second drama text and one further text. Students study the genre of tragedy. The paper for this component is closed book and therefore students are not permitted to take a copy of their set texts into the exam.

Year 13

Paper 2: Texts and Genres (40% of the A Level). Students study the modern genre of crime writing. These genres, which are heavily influenced by culture, are continually evolving. Students study three texts: one post-2000 prose text, one poetry and one further text, one of which must be written pre-1900. They also respond to an unseen passage in the exam. The paper for this component is open book and therefore students may take a copy of their set texts into the exam.

Non-examination Assessment: Theory and Independence (20% of the A Level). Students have the opportunity to work independently writing about two different literary texts. This is generally started in the summer term of Year 12 and completed in the first term of Year 13. One of the texts must be a poetry text and the other must be prose. Each text must be linked to a different section of the AQA Critical anthology. Theories include Feminism, Marxism, Eco-critical, Post-Colonial, Narrative and the Canon.

ASSESSMENT

40% Paper 1

40% Paper 2

20% NEA

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

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

FASHION & TEXTILES

This is a course that has not been taught at St Peter's in the last few years. However, we are delighted to re-offer this A Level based upon our past success: one former student studied at the London School of Fashion and is pursuing a successful career in the fashion industry. Another studied Interior Design at university and is now a successful interior designer in Australia.

WHY STUDY FASHION AND TEXTILES?

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

FUTURE ACADEMIC AND CAREER PATHWAYS

Students who study Fashion and Textiles can go on to further study at university. This could lead in to 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 syllabus.

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

ASSESSMENT

Paper I: Core technical principles, 2 hours and 30 minutes, written exam (30% of A Level)

Paper 2: Designing and making principles, I hour and 30 minutes, written exam (20% of A Level)

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

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Ideally, students will have attained a grade 5 in GCSE Textiles or Art, English and Science. However, if students have not completed a Textiles or Art GCSE it may still be possible for them to take the A Level if they are prepared to complete some summer work before the start of the course. An enjoyment of fashion and interest in textiles and clothing is a key element. As 50% of the course is portfolio based students need to be self-motivated and manage their time effectively. Students need to be able to think laterally and apply their knowledge in new situations.

FOOD SCIENCE & NUTRITION

"I have really enjoyed the course this year. I have done quite a lot of cooking which has been great, all the practical work is linked to theory or to develop our skills for the three and a half hour practical exam. The theory work has either been related to the food industry or individual groups of people with dietary needs." (Zoe)

WHY STUDY FOOD SCIENCE AND NUTRITION?

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

FUTURE ACADEMIC AND CAREER PATHWAYS

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

COURSE CONTENT

Students will be studying the WJEC syllabus.

All learners must take Units 1 and 2 followed by either Unit 3 or Unit 4 (see below)*.

Unit 1 - Meeting the nutritional needs of specific groups

Unit 2 - Ensuring food is safe to eat

Unit 3 - Experimenting to solve food production problems (optional)

Unit 4 - Current issues in food science and nutrition (optional)

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

ASSESSMENT

Unit 1 – Meeting the nutritional needs of specific groups
Internal and external assessment
Exam (50%) and coursework (50%)

Unit 2 – Ensuring food is safe to eat
External assessment
Exam 100%

Unit 4 – Current issues in Food Science and Nutrition
Internal assessment
Coursework 100%

Unit 1 is completed in Year 12 and accounts for half of the qualification.

Units 2 and 4 are completed after the exam in June of Year 12 and during Year 13.

* Centres have the option to deliver either Unit 3 or 4 - St Peter's has selected Unit 4.

EXTRACURRICULAR OPPORTUNITIES

Judging/assisting with school cooking competitions.

COURSE REQUIREMENTS

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

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

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

COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE French.

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.

An A Level in Further Mathematics covers:

- Core Pure Mathematics I
- Core Pure Mathematics 2

As well as two additional modules from:

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

ASSESSMENT

Core Pure Mathematics Papers I and 2: two written calculator papers, I hour and 30 minutes, 75 marks each (Edexcel 9FMO/0I and 9FMO/02)

Further Mechanics I and Decision Mathematics I (are the chosen options): two written calculator papers, I hour and 30 minutes, 75 marks (Edexcel 9FMO)

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Grade 8/9 in GCSE Mathematics.

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

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. Currently there is a one day field trip to the south coast and a three day residential field trip to Kent and London. The final 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

GCSE Geography is preferred and a grade 5 in GCSE English Language is required.

GERMAN

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

WHY STUDY GERMAN?

Whatever plans you may have for the future, knowledge of German will increase your options. German is a leading language of Science, Literature, Art, Philosophy and History.

FUTURE ACADEMIC AND CAREER PATHWAYS

Germany is the world's third strongest economy and more than 100 million people speak German as their first language in Europe. Knowledge of German will increase your employment opportunities in business and banking, science and research, media and communication.

If you want to be a real player in the 21st century, learning German will give you the edge you need. German A Level will open doors for you as universities regard German highly. Many courses incorporate a year abroad and German universities are well-established partners not only for linguists but for students taking degrees in Science, Engineering, Law and Politics. When you learn German, you acquire a range of important skills which can improve the quality of both your work and personal life.

COURSE CONTENT

Students will be studying the AQA syllabus.

In addition to studying German film and literature (taken from the exam specification) students will study a range of topics that explore social and political trends in German speaking society.

Year 12 topics include: the changing state of the family, the digital world, youth culture, festivals, art and cultural life in Berlin.

Year 13 topics include: immigration, racism, integration, Germany and the EU, youth and politics and German reunification.

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

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

COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE German.

HISTORY

"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.

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

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

Research trips to King's College and the London University Library.

COURSE REQUIREMENTS

Grade 5/6 GCSE History (recommended) and a grade 6 GCSE English Literature/English Language (recommended)

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.

An A Level in Mathematics covers:

- Pure Mathematics (Edexcel 9MAO/01 and 9MAO/02)
- Mechanics and Statistics (Edexcel 9MAO/03)

ASSESSMENT

Pure Mathematics: two written calculator papers, 2 hours, 100 marks each

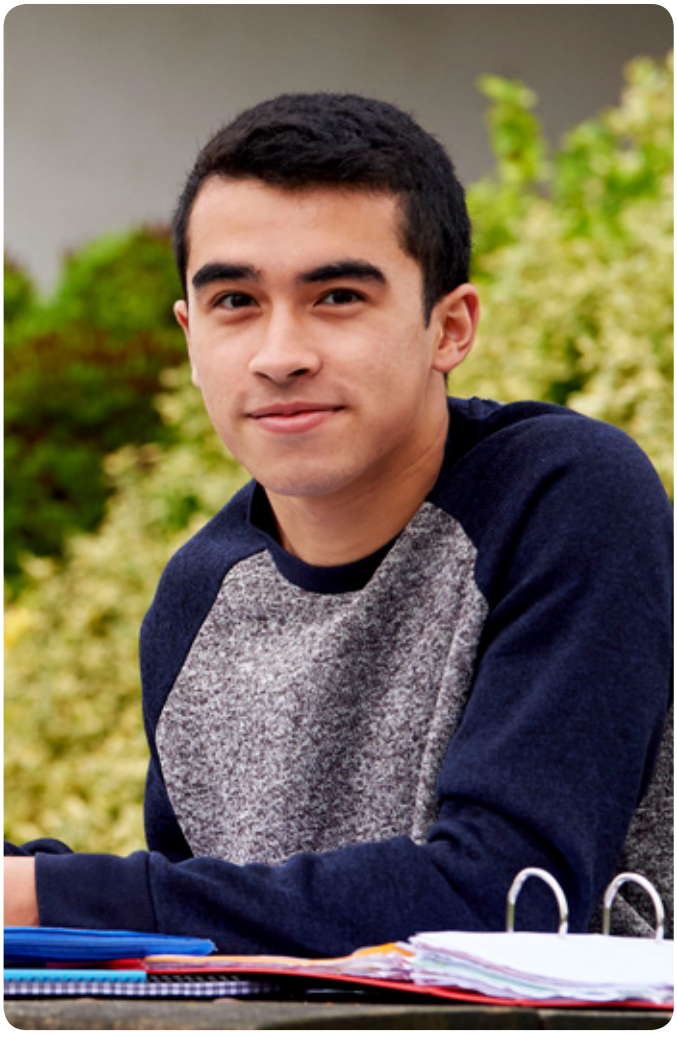
Statistics and Mechanics: one written calculator paper, 2 hours, 100 marks

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

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



MEDIA STUDIES

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

WHY STUDY MEDIA STUDIES?

Media students are interested in how and why the media is so influential and dominant in our culture. In a world that is increasingly reliant on technology – and media technology in particular – it is essential for young people to be equipped with the theoretical and analytical tools both to understand how the media industry works, and to skill up and participate in the 'dialogue' by creating their own products and distributing them to real audiences.

FUTURE ACADEMIC AND CAREER PATHWAYS

Media Studies as a subject works well alongside Theatre Studies, IT, English, Sociology or Music. Many students choose to study a media related subject at university, and some former students are currently employed in production and post-production companies.

COURSE CONTENT

Students will be studying the OCR syllabus.

During the two years of the course, you 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, video games and film

Long-form television drama (both English and non-English dramas)

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.

ASSESSMENT

Paper I: Media Messages, written exam, 2 hours, 70 marks, 35% of A Level. You will be examined on your knowledge and understanding of topics I and 2 above.

Paper 2: Evolving Media, written exam, 2 hours, 70 marks, 35% of A Level. You will be examined on your knowledge and understanding of topics 3 and 4 above.

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 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 both GCSE English Language and English Literature.

MUSIC

"Music is a huge part of my life and I chose St Peter's because the teachers are passionate about the subject and are helping me to achieve my best grade for university." (Holly)

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 this also builds your confidence as a person. Whilst studying A Level Music you will be encouraged to work creatively and will have the opportunity to learn about and use/apply music technology for composition work.

FUTURE ACADEMIC AND CAREER PATHWAYS

Music students are extremely attractive to universities, conservatoires and employers and can follow a course and subsequent career in almost any field thanks to the transferable skills they acquire on this A Level course. Although there is a significant creative element to A Level Music, the theoretical study of music history, harmony and tonality is sufficiently rigorous that it is accepted as a serious academic subject for entry on to Russell Group university courses. Previous students have continued on to, for example, Performance at the Royal North College of Music, Music at Cambridge University, Maths at Exeter, Economics at Bath and Philosophy at Royal Holloway.

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.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Music A Level is a two year course during which you will study composition techniques and work towards the completion of free composition. You will also complete a recital and study 18 set works.

ASSESSMENT

30% Performance: student's 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 18 set works, including Film Music, Western Classical Music and Popular Music and Jazz. The exam combines both listening and essay questions.

EXTRACURRICULAR OPPORTUNITIES

- Termly 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
- Working knowledge of grade 5 theory or above
- Basic keyboard skills

A LEVEL · EDUQAS

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

The facilities available to photography students include Apple Macs for editing images and mastering Photoshop as well as studio space. All student portfolios are created digitally using these facilities. Students' work is displayed in personal portfolios as well as various photography exhibitions that are arranged at different times of the year. All students must have a DSLR and either relevant software at home or be committed to additional studio time, in addition to the field work required to complete the course.

FUTURE ACADEMIC AND CAREER PATHWAYS

Some of the main areas of specialisation for professional photographers include: architecture, commercial, editorial, fashion, fine art, medical/scientific, movie skills, nature/environmental, photojournalism, sports, underwater/marine, wedding/portrait.

This is by no means a comprehensive list of the paths a photographer can take in the 2lst century - there are creative opportunities for image-makers to work in almost every industry segments. Relevant academic pathways are available to all specialisms along with opportunities for internship and apprenticeship.

COURSE CONTENT

Students will be studying the Eduqas syllabus.

Year I2

Develop an understanding of photography, editing and image manipulation using a variety of methods to create work in response to a range of different starting points.

Year I3

You will develop your portfolio based upon the personal investigation continuing to explore areas of photography and digital design that are highly personal to your own interests, progressing on from learning in Year I2 supported by staff.

In the spring term, you will respond to an externally set assignment 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 the photography based job sector.

ASSESSMENT

Component I (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 lst 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

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

COURSE REQUIREMENTS

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

PHYSICAL EDUCATION

"Studying A Level PE has further developed my interest in sport and exercise. It has helped me gain a deeper understanding of the sport I play and influenced my decision to pursue the subject at higher education and potentially as a career." (Robyn)

WHY STUDY PHYSICAL EDUCATION?

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

FUTURE ACADEMIC AND CAREER PATHWAYS

Academic pathways: sport and exercise science, sports coaching, sports performance, physiotherapy, sports rehabilitation, sports psychology, physical education, health and nutrition studies.

Career pathways: PE teacher, physiotherapist, professional sportsperson, sports coach/consultant, sports policy at local and national level, diet and fitness instructor, personal trainer/fitness instructor, sports psychologist, sports journalism.

COURSE CONTENT

Students will be studying the OCR syllabus.

Year 12

Applied anatomy and physiology, exercise physiology, biomechanics including technology in sport, skill acquisition, sports psychology, and sport and society.

Year 13

Applied anatomy and physiology, exercise physiology, biomechanics including technology in sport, skill acquisition, sports psychology, sport and society, contemporary issues in physical activity and sport, performance or coaching, evaluation and analysis or performance improvement.

ASSESSMENT

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

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

EXTRACURRICULAR OPPORTUNITIES

- Competitive football, rugby and netball teams
- Opportunity to coach younger students and gain coaching qualifications
- Links with local leisure centres
- Full enrichment activity programme

COURSE REQUIREMENTS

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

PHYSICS

"Visiting CERN really accelerated my learning." (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 be given the opportunity to travel to CERN in Geneva to visit the world's largest particle physics experiment.

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

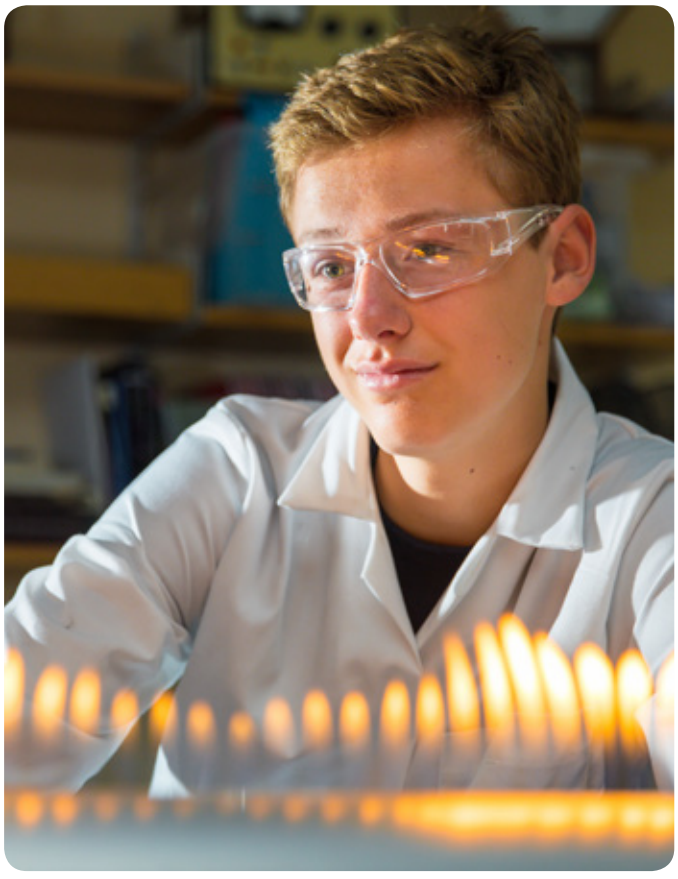
Paper 3: Section A: compulsory section: practical skills and data analysis. Section B: option unit - written exam, 2 hours, 80 marks, 32% of A Level

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Physics as a separate science and a minimum grade 5 in GCSE Mathematics and note that the expectation is that you will study Mathematics at A Level.



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 definitely my coursework – 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 when I went for my interview. I am now pursuing my dream and 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 products. You will study a combination of Resistant Materials, Systems and Control and Graphics.

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.

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

ASSESSMENT

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

COURSE REQUIREMENTS

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

PSYCHOLOGY

"I have thoroughly enjoyed learning about how different parts of the brain work while studying biopsychology. I found it particularly interesting to find out that our brain was split into two hemispheres! This year I am looking forward to studying a topic called gender, especially about the roles of chromosomes and hormones on gender identity. We have an excellent psychology department here at St Peter's Sixth Form and this has resulted in psychology being my favourite A Level course." (Ellie)

WHY STUDY PSYCHOLOGY?

Psychology is the scientific study of the human mind and behaviour. You will develop your knowledge of the world around you by looking at a variety of perspectives on behaviour, for example, the development of gender, the process of memory and forgetting, and the origins of aggression. In addition to subject-based skills and knowledge, students of psychology also acquire a number of transferable skills e.g. IT literacy, data handling and analysis, independent and team research, report writing and learning to work ethically and professionally with people – all highly valued in a range of fields. The emphasis of the course is on applying knowledge, understanding and developing the skills of analysis, evaluation and critical thinking.

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.

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

ASSESSMENT

Unit 1: Social influence, memory, attachment, psychopathology

Unit 2: Approaches in psychology, biopsychology, research methods

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

This will be assessed through three, 2 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.

EXTRACURRICULAR OPPORTUNITIES

- Practice carrying out your own research plus:
- Learning about the treatment of phobias and experiencing real-life research methods at London Zoo
- Exam preparation workshops for Year 13 students
- Medical biology interactive tutorials delivered by Dr Guy Sutton, such as 'Brain Day'

COURSE REQUIREMENTS

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

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 universities as an academic and challenging subject. It is useful for studying Theology, Philosophy, Law and History at university. It will support careers in teaching, journalism, law, and youth and social work.

COURSE CONTENT

Students will be studying the AQA syllabus.

Section A: Philosophy of Religion

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

Section B: Ethics and Religion

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

Section C: Study of Christianity

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

Section D: Dialogues

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

ASSESSMENT

The course is assessed through two exams (each paper is 3 hours long). The first exam covers the Philosophy of Religion and Ethics (Sections A and B). The second exam covers Christianity and Dialogues (Sections C and D).

EXTRACURRICULAR OPPORTUNITIES

- Conferences
- Lectures
- Trip to Poland (Krakow and Auschwitz)

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Religious Studies and a grade 5/6 in GCSE English Language. Students should enjoy reading, challenging their own and others' ideas and discovering new ways of thinking. They need to be able to discuss and share their opinions with the class. Students are required to think critically and express an alternative view to their own. Students should have good essay writing skills as examinations consist solely of essay questions.

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 8–11
- Mary Glasgow wider reading magazine subscription

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Spanish.

SOCIOLOGY

"Studying sociology has helped me to understand different cultures and why people do things differently from each other." (Julia)

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, 2 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

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

COURSE REQUIREMENTS

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

BUSINESS

"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?

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 Diploma 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 four compulsory core units plus a choice of eight specialist units.

BTEC Course Options:

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

ASSESSMENT

Combination of internal and external assessments.

Year I2

Unit I: Exploring Business (internally assessed)

Unit 2: Developing a Marketing Campaign (controlled assessment)

Unit 3: Personal and Business Finance (external exam)

Unit 8: Recruitment and Selection Process (internally assessed)

Year I3

Unit 4: Managing an Event (internally assessed)

Unit I4: Investigating Customer Service (internally assessed)

Unit 6: Principles of Management (external exam)

Unit I9: Pitching for a new Business (internally assessed)

EXTRACURRICULAR OPPORTUNITIES

- Students are encouraged to join the International Young Enterprise Company Programme Scheme Awards for visual merchandising, creative product promotion, team building and starting a small business
- tutor2u exam preparation off-site courses
- Students are invited to participate in an educational trip to New York in Year I2

COURSE REQUIREMENTS

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

APPLIED SCIENCE

"I was amazed how many career choices I had from studying Applied Science. This course created so many opportunities for me as I got the chance to build upon my scientific skills and knowledge of key areas in Biology, Chemistry and Physics." (Sam)

WHY STUDY BTEC 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 BTEC course is very practical with plenty of opportunities to implement the theory that you learn. It is mainly coursework based, which means that you have a very clear understanding of your progress throughout the course, to help you plan and achieve your next steps. Taught by subject specialists, with laboratory experience, you will learn by completing laboratory-based practical assignments, supported self-study assignments, presentations and discussions that are based on real workplace situations, activities and demands. The course covers a wide range of subjects including physiology and industrial applications, as well as using statistical and mathematical tools required for science.

FURTHER ACADEMIC AND CAREER PATHWAYS

BTEC Applied Science is a course highly respected by many of the UK's leading universities. University of Manchester, Kingston University, University College Birmingham and Harper Adam University are just a few of the universities which recognise Applied Science qualifications as fulfilling entry requirements to a range of higher education courses. These universities have recruited students with Pearson BTEC National qualifications in Applied Science on to degree programmes such as nursing, midwifery, paramedic science, biological sciences, biomedical science, pharmacology, forensic science, psychology and civil engineering. Level 3 vocational qualifications can be studied instead of, or in combination with, A Levels. At Level 3, BTEC Applied Science qualifications are awarded UCAS points for entry to higher education.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

WHAT DOES THE QUALIFICATION COVER?

The content of this qualification has been developed in consultation with academics to ensure that it supports progression to higher education. In addition, employers and professional bodies have been involved and consulted, in order to confirm that the content is also appropriate and consistent with current practice for students planning to enter employment directly in the applied science sector.

Everyone taking this qualification will study three mandatory units:

- Principles and application of science
- Practical scientific procedures and techniques
- Science investigation skills
- Students choose one option unit from a group, which has been designed to support choices in progression to applied science courses in higher education. The option units cover content areas such as:
- Physiology of human body systems
- Biological molecules and metabolic pathways
- Applications of inorganic chemistry
- Electrical circuits and their application

ASSESSMENT

The two main forms of assessment are two external written exams and an internally marked assignment. During the second academic year of your studies, you will complete an internal assignment which will be decided based on your future education/career choices, this will give you a fantastic opportunity to develop the skills which are most relevant to you.

COURSE REQUIREMENTS

You should have a minimum of five GCSE's at grade 4 or above - these GCSEs must include Mathematics and English Language and at least a grade 4–5 is required for GCSE Combined Science.

BTEC EXTENDED CERTIFICATE

HEALTH & SOCIAL CARE

"Studying BTEC 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 BTEC IN HEALTH AND SOCIAL CARE?

Studying BTEC Level 3 Health and Social Care at I6 plus is ideal for people interested in pursuing a career focused on early years (care and education), care of older people or individuals with specific needs. You will study the whole lifespan and consider the many aspects of care. As a part of the course, you will visit care settings and interact with care professionals and service users.

FUTURE ACADEMIC AND CAREER PATHWAYS

Successful completion of the course could lead to BTEC Higher National Diploma, or employment within health and social care services.

COURSE CONTENT

Students will be studying the Edexcel syllabus

Extended Certificate: equivalent to one A Level (4 units). There are four units covered over the two years of study, three are mandatory and two of those are external written exams. Students have the flexibility to choose some of the service user groups that they focus on for their coursework. Visits to care settings help students to ensure the coursework is relevant and accurate.

Mandatory content (83%) and external assessment (58%)

The units studied are:

Unit I: Human lifespan development (external examination)

Unit 2: Working in health and social care (controlled assessment and externally assessed)

Unit 5: Meeting individual care and support needs (internally assessed)

Unit I4: Physiological disorders and their care (internally assessed)

ASSESSMENT

Unit I: Human lifestyle development 25% of qualification

Unit 2: Working in health and social care 33% of qualification

EXTRACURRICULAR OPPORTUNITIES

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

COURSE REQUIREMENTS

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

IT

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

WHY STUDY THE BTEC IN IT?

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

FUTURE ACADEMIC AND CAREER PATHWAYS

This course will provide students with a foundation to pursue a number of career and academic opportunities. The BTEC Extended Certificate is the equivalent to one A Level qualification and is accepted by many universities across the UK. Many students who complete this course go on to study an IT related course or apprenticeship.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Year 12

Unit 2: Creating systems to manage information – developing relational databases

Unit 3: Using social media in business – developing an effective social media strategy

Year 13

Unit 1: Information technology systems – understanding the use of IT systems

Unit 6: Website development – developing an effective web-based solution

ASSESSMENT

Year 12

Unit 2: On-screen assessment, 10 hours, externally assessed. You will develop a database solution to a scenario provided by the exam board.

Unit 3: Two assignments, internally assessed. You will complete two assignments based on a scenario. Each assignment targets specific standards that contribute to the final grade for the unit.

Year 13

Unit 1: Written exam, 2 hours, externally assessed.

Unit 6: Two assignments, internally assessed. You will complete two assignments based on a scenario. Each assignment targets specific standards that contribute to the final grade for the unit.

EXTRACURRICULAR OPPORTUNITIES

Coding Club

COURSE REQUIREMENTS

Five GCSEs at grade 5 or above.

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.

As a content-free qualification, you have a free choice of subjects to work on. Instead of a teacher, you will be assigned a project supervisor who will provide guidance and support over the course of the process. From beginning to end, the project itself is entirely managed and created by you. It offers a taste of the independence and self-management that will be expected of students at university, regardless of the course of study. As such, it provides an invaluable bridge between the two different environments of school and higher education. You will need to submit a final piece of work that can take the format of a field study, artefact, performance or research dissertation. You are assessed not just on your final piece but also the process you go through to complete it, as well as your ability to honestly and insightfully critique your own work.

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.

MATHS GCSE

It is compulsory to study GCSE Mathematics at Sixth Form level if you have not already achieved a grade 4 in Year II. It is also a requirement for many higher educational courses as well as evidence to future employers of being numerate for the work place.

THE SKILLS NEEDED TO BE SUCCESSFUL

GCSE Mathematics requires an ability to be logical, accurate and precise. The syllabus has a broad content covering topics in Number, Algebra, Geometry and Measure, Probability and Data Handling. All strands need to be mastered showing an ability to apply the concepts to real life problems. Students need to be able to work through larger problems that do not have structure, outlining their steps of working to solve the problem.

ASSESSMENT AND EXAMINATIONS

There are three exams all of equal marks: two calculator papers and one non-calculator paper. Students will be entered for the Foundation Paper. There is no controlled assessment.

COURSE OUTLINE

Students will follow the Foundation tier syllabus building on their knowledge from Year II. Each strand will be revisited and the key aspects practised using revision text books to aide private study. Past papers will be the main focus leading up to the exams with homework set in order to complete as many as successfully as possible.

ENGLISH GCSE

It is compulsory to study GCSE English at Sixth Form level if you have not already achieved grade 4s in both English Literature and Language in Year II. English is invaluable for your future and a good command of the spoken and written word will help you every day. English is also an essential subject for college, university, work and life.

THE SKILLS NEEDED TO BE SUCCESSFUL

Students must show that they understand how meaning and information are conveyed in a range of texts. Personal and critical responses, referring to specific aspects of language grammar, structure and presentational devices must be used to justify views. Students must use a range of sentence structures and varied vocabulary to create different effects and engage the reader's interest. Paragraphing should be used to effectively sequence events and develop ideas coherently and clearly. Sentence structures will need to be varied and punctuation and spelling accurate. Students will be able to adapt their language to different situations and contexts; use different sentence structures and select vocabulary so that information, ideas and feelings are communicated clearly and the listener's interest is engaged.

COURSE OUTLINE

In English Language, students complete two exams: Paper I, Nineteenth Century Fiction and Imaginative Writing and Paper 2, Twentieth and Twenty First Century Non Fiction and Transactional Writing. In English Literature students also complete two exams: English Literature Paper I, Shakespeare and Post 1914 Literature and Paper 2, Nineteenth Century Novel and Poetry. These units develop the students': reading skills by analysing texts; writing skills by expressing their ideas and information clearly and accurately.

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 01.09.2018. The prospectus 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.

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