

St Mary's Sixth Form



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



Prospectus

September 2025 Entry

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A warm welcome to our Sixth Form

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

Every year we are so proud to see so many of our Year 13 Leavers embarking on their post-18 pathway of choice; a consequence of their hard work and achievement allied with the high-quality academic, careers and pastoral guidance students receive during their time in St Mary's Sixth Form. For example, in August 2024 we saw many of our students accepted onto the most competitive degree courses (Medicine, Engineering, etc.) at the most competitive universities (Cambridge, Imperial, Russell Group, etc.), and high-level degree apprenticeships (e.g. Rolls Royce).

Throughout the application and enrolment process, St Mary's Sixth Form supports students to ensure they will be studying the appropriate curriculum that matches their talents, passions and aspirations. In addition to rigorous focus in helping support our students achieve academically, we are passionate in ensuring our Sixth Formers develop into young adults who are empathetic, ambitious and articulate... ready to positively and proactively contribute to the wider world. This is in part achieved through our extended curriculum offering, which you can read about on pages 7-16.

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

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

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

With best wishes,



Mr Benjamin Noble
Director of Sixth Form



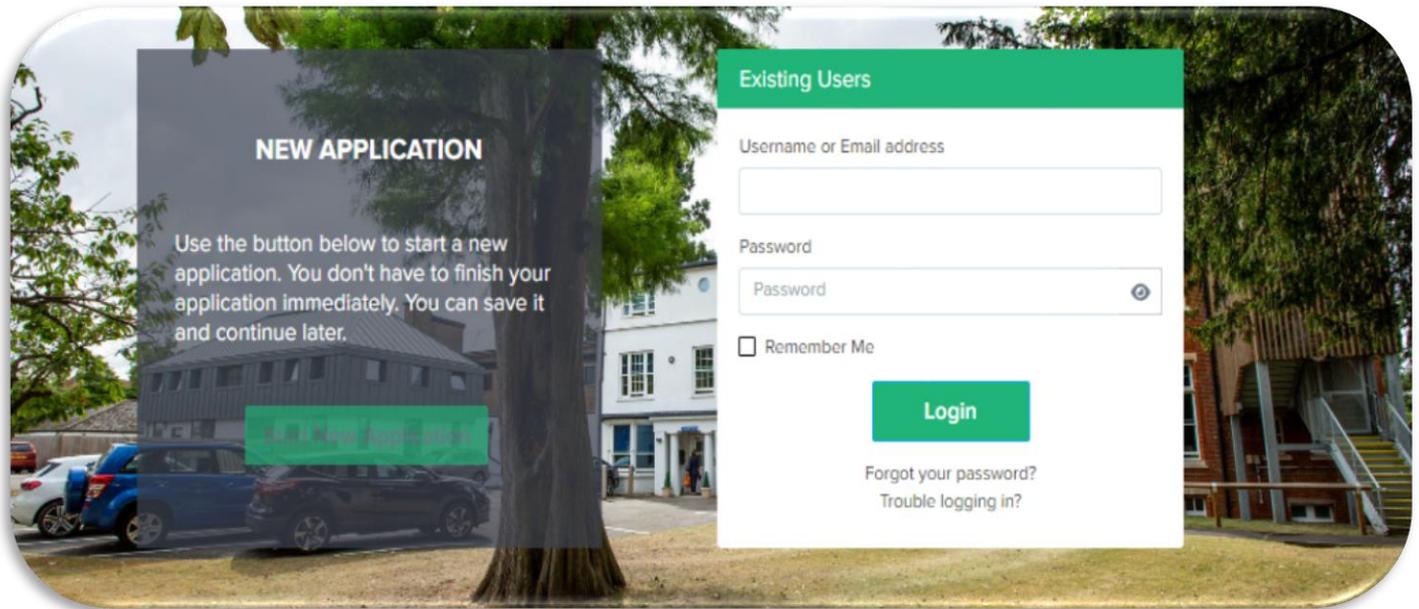
Application Process and Key Dates

Following the Sixth Form Open Evening on Thursday 7th November 2024, the application process – administered through **applicaa** – will be open. Applicaa is an innovative online admissions system that streamlines, centralises and guides the whole process, from initial application all the way through to enrolment.

To proactively support with this process, each Year 11 St Mary's student has already received a 'Welcome Email' (to their school email address) which will guide them to their unique account that has already been created.

For new students (i.e. Year 11's currently studying at another school), the link to create their applicaa account and commence their application can be found on the Sixth Form webpage, or by [clicking here](#).

applicaa



- Application form deadline: **Friday 6th December 2024**
- External applicant meetings: January 2025 by appointment with our Director of Sixth Form

Subject Offering and Entrance Criteria

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

Subject	Qualification	Entrance Criteria
Art (Fine Art)	A-Level	Grade 6 in GCSE Art
Fine Art (Photography)	A-Level	Grade 6 in GCSE Art
Biology	A-Level	Grade 6 in GCSE Maths AND either Grade 6 in GCSE Biology OR Grades 6-6 in GCSE Double Science
Business	A-Level	Grade 6 in GCSE Maths OR Grade 6 in GCSE Business <i>(This subject cannot be combined with CTEC in Business)</i>
Cambridge Technical in Business	CTEC Level 3	5 GCSE grades at 9 - 4 <i>(This subject cannot be combined with A-Level Business)</i>
Cambridge Technical in Information Technology	CTEC Level 3	5 GCSE grades at 9 - 4 to include grade 4 in GCSE Maths
Chemistry	A-Level	Grade 6 in GCSE Maths AND either Grade 6 in GCSE Chemistry or Grades 6-6 in GCSE Double Science
Computer Science	A-Level	Grade 6 in GCSE Computer Science or Maths
Creative Media Production	BTEC Level 3	5 GCSE grades at 9 - 4
DT: Three-Dimensional Design	A-Level	Grade 6 in GCSE DT or Art
DT: Textile Design	A-Level	Grade 6 in GCSE DT or Art
DT: Graphic Communication	A-Level	Grade 6 in GCSE DT or Art
Economics	A-Level	Grade 6 in GCSE Maths AND Grade 6 in GCSE English
English Language	A-Level	Grade 6 in GCSE English Language
English Literature	A-Level	Grade 6 in GCSE English Literature
Film Studies	A-Level	Grade 4 in GCSE English
Financial Studies	Level 3 Diploma	5 GCSE grades at 9 - 4
French	A-Level	Grade 6 in GCSE French
Geography	A-Level	Grade 6 in GCSE Geography OR Grade 7 in GCSE History
Health and Social Care	BTEC Level 3	5 GCSE grades at 9 - 4
History	A-Level	Grade 6 in GCSE History OR Grade 7 in GCSE Geography
Italian	A-Level	Grade 6 in GCSE Italian
Mathematics	A-Level	Grade 6 in GCSE Maths <i>(a Grade 7 is highly recommended)</i>
Mathematical Studies	Level 3 qualification	Grade 4 in GCSE Maths This is not a full course and is studied <u>in addition</u> to x3 main courses. It cannot be taken alongside A-Level Maths.
Further Mathematics	A-Level	Grade 8 in Maths <i>(This subject must be taken with A-Level Maths)</i>
Physical Education	A-Level	Grade 6 in GCSE PE or Distinction in BTEC PE
Physics	A-Level	Grade 6 in GCSE Maths AND either Grade 6 in Physics or Grades 6-6 in GCSE Double Science
Politics	A-Level	Grade 6 in GCSE English, History, Geography or RS
Philosophy		N/A Every student will be timetabled x1 lesson per week
Psychology	A-Level	Grade 6 in GCSE Maths OR Grades 6-6 in GCSE Science AND Grades 6 in GCSE English, History, Geography or RS
Religious Studies	A-Level	Grade 6 in GCSE Religious Studies
Sociology	A-Level	Grade 6 in GCSE English, History, Geography or RS
Spanish	A-Level	Grade 6 in GCSE Spanish
Sport and Physical Activity	CTEC	5 GCSE grades at 9 - 4. This must include PE, English and Science

Conditions of Entry

- All Year 11 students will be awarded a grade 9-1 for all their subjects in August 2025.
- The offer of a place in the Sixth Form is determined by a student being able to study a minimum of 3 A-Level and/or vocational courses (BTEC or CTEC) for which they have met St Mary's minimum entry criteria. Please see page 5.
- Please note: to ensure students are guided to appropriate courses of study for which they have a good chance of success, St Mary's Sixth Form strictly adheres to the published entry criteria for each subject.
- Year 12 students will commence the academic year studying four subjects, with a view to then dropping one of these subjects by the October half-term. Level 3 qualifications obviously present greater all-round demands on students, and many students understandably seize the exciting opportunity to commence the study of new subjects that are available for the first time. The flexibility this considered approach provides is to the benefit of the student as it increases the likelihood of students settling on three subjects that are most appropriate for them.
- After the October half-term, should a student wish to continue with the study of 4 subjects this will be discussed and agreed with the Director of Sixth Form, with the best interests of the student being the guiding principle.
- A student's previous behaviour and attendance record will be considered when processing the application. St Mary's Sixth Form welcome's almost all our students back because they have worked to deadlines, behaved well and will be good role models for younger students.
- If a student meets all other criteria but does not get a Grade 4 in English Language OR Maths, in exceptional circumstances the school *may* consider offering the student a retake in one (not both) of these subjects

Extended Curriculum

Enrichment and Super-curricular

Every week Year 12 and 13 students come together to enjoy a timetabled Enrichment option of their choice. The Enrichment options from which students can choose are extensive, and there is the opportunity for students to try new enrichment options every term. The Enrichment choices are always being reviewed and added to so as to ensure they meet the needs and wishes of our Sixth Formers.

The table below provides just *some* of the options that students selected from this term:

<p style="text-align: center;">Cooking</p> <p>Working safely in the kitchen Sauces for pasta Healthy eating Breakfasts to get up for and to keep you energised Making a special 2 course meal</p>	<p style="text-align: center;">DT – Design and Creation Sketching</p> <p>Computer Aided Design Prototyping and Modelling Shaping and forming Assembly Finishing</p>	<p style="text-align: center;">Developing Financial Skills Budgeting</p> <p>Wants, needs and aspirations Good debt and bad debt Mortgages Overdrafts Credit cards Savings</p>
<p style="text-align: center;">Sports</p> <p>Develop skills in a variety of sports from netball to cricket. To be able to enjoy physical activity To understand the benefits of physical activity on physical and mental health</p>	<p style="text-align: center;">Russell Group Universities Coaching</p> <p>Focus sessions on Oxbridge, Durham and Imperial The college system at Oxbridge, Durham and Lancaster Admissions test practice time Mock interviews</p>	<p style="text-align: center;">Mindfulness</p> <p>Improved Focus Emotional Regulation Enhanced Relationship Stress Reduction Physical Health</p>



St Mary's Sixth Form Enrichment programme is designed to ensure our students flourish – whether that be through indulging their existing passions or trying new experiences and developing their holistic skillset. It also serves a vital purpose in improving our students' mental health and overall wellbeing.

There is also a termly programme of visiting speakers that has been introduced this academic year to further enrich the curious minds of our students. As this prospectus goes to print, we are excited to welcome The

Academic Study Group who will be impartially educating our students on the three most explosive regions in the world today: Russia/Ukraine/East Europe, China confronting Taiwan, The Philippines and Japan, and the range of 'hotspots' in the Middle East.



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

In addition, we have other opportunities such as the Duke of Edinburgh award Scheme, Debating Society and Charity fundraising. A variety of exciting trips and visits are planned during the two years – CERN in Switzerland, Houses of Parliament, Auschwitz concentration Camp, etc. - to broaden the academic, cultural, career, and spiritual horizons of our emerging adults.



Sixth Form Interhouse University Challenge

Duke of Edinburgh's Award



Duke of Edinburgh Coordinator: Mr D Neesam

The Duke of Edinburgh's Award (D of E) is the world's leading achievement award for young people and since 1956, over 8 million 14 – 24-year-olds have participated across more than 140 countries.

Gold Award

Students in Year 12 have the opportunity to undertake the most prestigious of the Duke of Edinburgh's Award; the Gold level. Our programme starts at the beginning of year 12 so that students can complete it before their summer exams in year 13.

We accept entrants who have previously started or completed the Bronze Award, the Silver Award, both or neither. Previous completion of Silver will determine the length of time each section will take at Gold level.

The five components and their durations of the award for Gold are:

- **Volunteering:** 12 or 18 months for one hour per week
- **Physical:** 6, 12 or 18 months for one hour per week
- **Skills:** 6, 12 or 18 months for one hour per week
- **Residential:** 5 days and 4 nights
- **Expedition:** 4 days and 3 nights during term 6

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

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

Students are encouraged to use activities that they enjoy and find a challenge. These may include activities in which they are already taking part, or something entirely new.

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

The timetabled sessions take place throughout year 12 (allowing students to pick an alternative enrichment for year 13) and are led by two experienced members of staff who are qualified to both train, and assess, participants. All assessors are members of staff which ensures consistency and familiarity. Offering the award in house also enables us to keep costs to a minimum.

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

Year 13 student

This life-changing programme helps students develop essential skills for both personal growth and future careers. The award itself, and the component activities undertaken for it, provide great content for personal statements for UCAS, job, or apprenticeship applications.

- **Volunteering:** Give back to the community by helping a charity, organisation or project.
- **Physical:** Build fitness, strength, and well-being.
- **Skills:** Learn something new such as a language, instrument, or life-skill.
- **Residential:** Participate in a residential activity lasting five days and four nights with new people.
- **Expedition:** Undertake a challenging hike each day, and camp each night, whilst completing a team aim. Students will plan, train for, and complete the practice and qualifying expeditions which take place concurrently in one trip to Wales. The practice expedition is two nights and two days in mid-Wales, with a two-day respite before embarking on the qualifying expedition of four days and three nights in Snowdonia.

By completing these awards, students gain invaluable life skills, boost their university applications, and gain a sense of accomplishment and adventure. It’s an incredible opportunity to challenge yourself, make a difference, and stand out.



Extended Project Qualification (EPQ)

Stand Out, Think Bigger, Achieve More!

At St. Mary's, we offer the **EPQ**—a prestigious qualification designed for students who are eager to push boundaries, explore beyond the A-Level syllabus, and gain crucial skills for **university** and **employment**.

Imagine the freedom to **choose your own topic**, conduct in-depth research, and create a unique project that showcases your critical thinking, creativity, and initiative. Whether it's an extension of your current studies or a completely new subject you're passionate about, the EPQ gives you the opportunity to take full control under the guidance of a supportive supervisor.

With **28 UCAS points** (half an A-Level), the EPQ can significantly enhance your university applications. Many top universities **highly value** this qualification, recognizing the independence, dedication, and depth of knowledge that it requires. It's your chance to stand out.

Why take the EPQ?

- **Tailored to You:** Explore something you love or delve deeper into your academic interests.
- **Boost Your CV & UCAS Application:** Universities and employers see the EPQ as a mark of initiative and critical thinking.
- **Independence & Research Skills:** Gain valuable skills that prepare you for the future—whether in further education or in your career.
- **Supportive Structure:** You'll have a dedicated supervisor guiding you from **October of Year 12** until **February of Year 13**.

Real Student Success: At St. Mary's, students have created projects ranging from environmental sustainability to the ethics of artificial intelligence.

What will *your* project be?!

"I chose EPQ because it allowed me to explore a topic I'm passionate about, while gaining valuable research skills for university. It provided an academic challenge alongside my A Levels, and with 28 UCAS points, it can boost your chances of getting into your dream university. I loved researching Socrates, as my interest in philosophy made the process enjoyable. His death in 399 BC had a lasting impact on today's world. The EPQ is your chance to dive deep into what excites you—don't miss out!"

Year 13 student

A Once-in-a-Life Opportunity



St Mary's Sixth Form are in the incredibly privileged position – one of only four schools in the entire country - to have secured a prestigious partnership with **I Can You Can Too**.

A social enterprise charity that offers a truly unique opportunity exclusively to Year 12 students, the ten-month programme provides participants with **exclusive access** to professional coaching, immersive work experiences, and connections to real-world role models across top industries like finance, law, and healthcare.

Enabling students to gain career-boosting skills and stand out in the competitive world of higher education, apprenticeships and employment, St Mary's Sixth Form are proud to have added this enrichment opportunity to our wider suite of Post-18 pathways preparation.

Please see overleaf for further initial insight and visit our Sixth Form [webpage](#) to find out even more!



HOW THE PROGRAMME WORKS

Our young people are at the heart of everything we do

The icanyoucantoo **mentoring and coaching programme** takes place over **regular sessions**, across a **single academic year**, for Year 12 students

OBJECTIVES:

1

Provide access to a variety of **real role models and networking opportunities**

2

Provide **opportunities and access** to a variety of industries, professions, and work locations

3

Provide **practical skills coaching** required for higher education and the workplace



PROVIDING IMMERSIVE EXPERIENCES

Increasing confidence and competence



Over and above the syllabus (p.19), we have worked with a diverse range of organisations to curate **immersive experiences** for our young people across multiple industries. These are elective opportunities for our young people which are designed to increase their **confidence, capabilities and competencies**.

Examples include:

1

Career-Specific Programmes

Which provide our young people with **access to practical work experience in their industry of choice**, so that they can gain first-hand understanding of their chosen field. These have included initiatives at:

APOLLO

CRS
CharlesRussell
Speechlys

Dentistry



ReedSmith



2

Events and Networking Opportunities

Whenever we gain access to a space, we always endeavour to bring our young people with us to **provide a safe opportunity for networking**. This year included a policy breakfast at the Houses of Parliament, a fundraising gala dinner, multiple corporate fundraising events and many panel speaker events hosted by our corporate partners.

3

Paying It Forward

Our young people are all encouraged to **give back in different ways**. We provide opportunities to do this with us where we can such as volunteering for our Hot Meals Initiative (see p.31); taking part in fundraising events and - new for 2023/24 - giving blood.

SYLLABUS:

Expert Coaching ⇄ Practical Activities | Inspirational Guest Speakers | Networking

2024/25 SYLLABUS IN NUMBERS:

10

Host Organisations

25+

Coaches | Speakers

35+

Activities

250+

Professionals

1,500+

Volunteer Hours

Month	2024/25 Syllabus - Summarised Version		
Oct	INSPIRATIONAL OPEN	TEAM BUILDING + ICE-BREAKERS	
Nov.	DEBATE MATE		
	GROWTH MINDSET	THE APPLICATION PROCESS [#]	WORK EXPERIENCE [#]
Dec	PANEL DISCUSSION		WRITING A CV
	PERSONAL BRAND + FIRST IMPRESSIONS		APPLICATIONS & THE HR PROCESS
Jan	NUMERICAL REASONING	ROCK YOUR PROFILE	PERSONAL STATEMENTS [#]
Feb	LIVE CAREERS LIBRARY		
	PREPARING FOR INTERVIEWS		PANEL DISCUSSION
Mar	TELEPHONE INTERVIEWS		UCAT [#]
	THE FOUNDERS PANEL		
Apr	WRITING & DELIVERING A PRESENTATION		HOW TO HACK THE BRAIN
	THE C-SUITE PANEL		
May	PRESENTATIONS		THE RIGHT MEDICAL SCHOOL FOR YOU [#]
Jun	COFFEE + CAKE WITH THE TEAM		GUEST PANEL
	ASSESSMENT CENTRES		FULL DAY PRACTICALS [#]
Jul	FINALE GRADUATION		



Post-18 pathway progression

Career and Future Progression

St Mary's has an excellent track record of supporting students in whatever career pathway they decide to choose. We pride ourselves on our excellent pastoral care within our sixth form team and how we assist our students during their Sixth Form journey. All students are fully supported with their applications to University, Apprenticeships and preparation for entering the working world. Students will be given the opportunity to have an appointment with our Independent Careers Advisor to discuss all future options available to them and students have the benefit of the Careers Leader, Mrs Knight being just down the corridor for advice and tips whenever they need it.

Every year we organise an adventurous, thrill seeking and team building induction trip for our new Year 12's, in previous years we have been to Nuclear Races, Stubbers Activity Centre and Hautbois Activity Centre. We also run several trips throughout their 2 year sixth form journey including a Taster Day at University, attending a UCAS University and Apprenticeship Fair, local careers fairs, trip to parliament, and trips to employers such as Sky Studios and care homes and many more.



Career Focused Resources

All Sixth Form students have access to Unifrog where they can search for Careers via the Careers Library, search for university courses and apprenticeships.

We encourage every student to use Unifrog to expand their knowledge and deepen their interests into a career pathway of their choice. Our Sixth Formers have the Careers Teams page where all career related opportunities are shared with the students such as work experience opportunities, job vacancies, taster days and university events. Our aim is to provide our students with as many opportunities as possible for them to independently progress themselves in order to stand out amongst the thousands of other students across the nation who apply for the same university course and/or apprenticeship.

Personalised UCAS Support

Our inclusive UCAS programme begins in Year 12. Students have tailored PSHEE sessions on how to write effective personal statements for both University and Apprenticeship applications.

Each student applying through UCAS will receive personalised support from their Sixth Form Manager, Careers Leader, form tutor and a one-to-one meeting with the Director of Sixth Form to secure their selection of choices, aiming to aspire and achieve

Inclusive PSHEE Provision

During PSHEE and study sessions, students are encouraged to create and build on their CV, application skills and employability skills for the workplace. Students are given opportunities to learn interview skills in preparation for university interviews and have a mock interview at our Mock Interview Day.

Work Experience

All Year 12 students go out on Work Experience for a week in the summer term. Students are encouraged to seek their own placement ideally in an industry they wish to pursue their career in. We encourage students to participate in as many placements as possible and permit students additional work placements and 4 days leave to attend career and university related events.

Work Experience will take place in the last full week of June (Monday – Friday).

Enrichment Week

At the end of summer term every year we run an action-packed Enrichment week for our Year 12 students. During this week we invite employers and universities in to speak with Year 12. Employers come to talk about the apprenticeships and job opportunities they offer, universities come and provide talks on how to write personal statements, student finance and give advice on choosing the right university course. Students have their Outside Inside Day, a day where students are free to plan their own enriching activities to benefit their career progression and UCAS application.

Preparing for life beyond St Mary's

We don't just provide careers support for our students in school. We also get out and about at every opportunity! We go on year group visits to universities for taster days, last year the Year 12 students went to the University of Hertfordshire for their Taster Day. They were given the opportunity to experience first-hand what a day in the life of a university student would really be like and pick and choose up to three subject lectures to attend.

We attend yearly UCAS Discovery Days and Careers Fairs, where students are able to meet with over 100 universities, colleges, employers and apprenticeship providers face to face and find out the different options and pathways available to them. During Discovery Days the students listen to expert talks and will get the latest advice and information on different career choices.



Year 13 Leavers Destinations: 2024

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

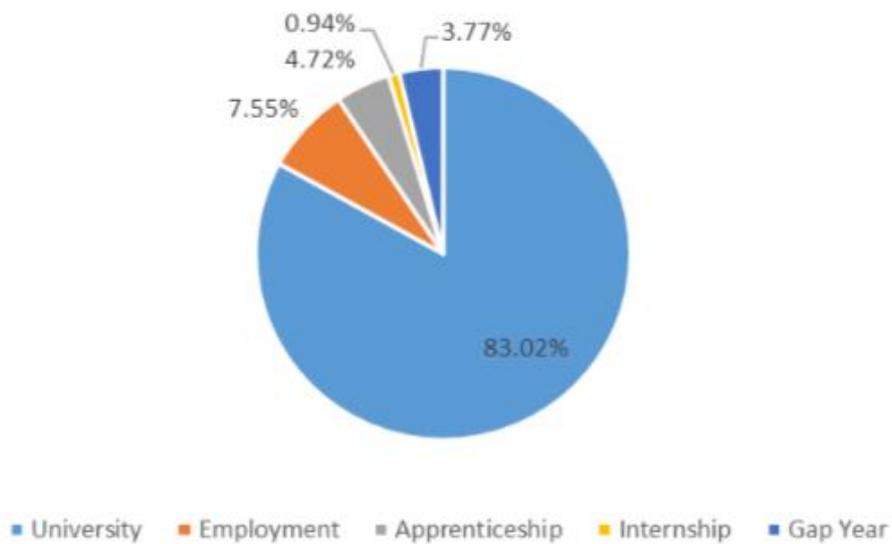
Please see below for the university destinations of 2024 Year 13 cohort:

University	Course placed
Anglia Ruskin University	Nursing (Adult and Mental Health)
Anglia Ruskin University	Interior Design [with placement year]
Anglia Ruskin University	Biomedical Science (with Placement year)
Birmingham City University	Law with Business Law
Birmingham City University	Social Work
Bournemouth University	Data Science and Artificial Intelligence
Cardiff University	English Language
Cardiff University	Business Economics
City, University of London	Biomedical and Healthcare Engineering
City, University of London	Law LLB
City, University of London	Economics
Imperial College London	Biochemistry
Imperial College London	Civil Engineering
King's College London, University of London	Medicine
King's College London, University of London	Comparative Literature
King's College London, University of London	Economics
Kingston University	Digital Media Technology
Kingston University	Cyber Security & Digital Forensics
Lancaster University	Mathematics
Liverpool Hope University	Sport & Physical Education
LMA	Acting and Performance-
London Metropolitan University	Interior Architecture and Design
Loughborough University	Economics and Management
Loughborough University	International Business (with placement year)
Loughborough University	Chemistry (with placement year)
Loughborough University	Sport and Exercise Science (with placement year)
Loughborough University	Aeronautical Engineering (with placement year)
Loughborough University	Aeronautical Engineering
Loughborough University	Accounting and Financial Management (with placement year)
Loughborough University	Geography
Met Film	Digital Film Practice - Virtual Production
Newcastle University	Psychology
Nottingham Trent	Financial Mathematics
Nottingham Trent	Property Finance and Investment
Oxford Brookes University	Nursing (Children's)

Queen Mary University of London	English and European Law (4 years)
Queen Mary University of London	Mathematics with Foundation
Queen Mary University of London	Neuroscience
Queen's University Belfast	Biochemistry
Ravensbourne University London	Digital Film Production
Sheffield Hallam University	Biomedicine and Health Science with Foundation Year
Staffordshire University	Mechanical Engineering (with a Foundation Year)
Swansea University	Politics and International Relations
The Engineering & Design Institute London	Global Design Engineering
The University of Law	Law
University of Birmingham	Politics and Sociology
University of Birmingham	Sociology and Criminology
University of Brighton	Marketing Management
University of Cambridge	History
University of Cambridge	Engineering
University of Chichester	Digital Film Production
University of East Anglia UEA	Creative Writing and English Literature
University of East Anglia UEA	Pharmacy
University of East Anglia UEA	Business Management
University of East Anglia UEA	Law
University of East Anglia UEA	Law
University of Essex	Sports and Exercise Science
University of Essex	Psychology
University of Essex	Economics
University of Hertfordshire	Extended Degree Science (Biomedical Science)
University of Hertfordshire	Social Work
University of Hertfordshire	Journalism and Digital Media
University of Hertfordshire	Robotics and Artificial Intelligence
University of Kent	Law and Criminology
University of Kent	Business and Management with a Foundation Year
University of Leicester	Law
University of Liverpool	Communication and Media
University of Northampton	Occupational Therapy
University of Nottingham	Criminology
University of Nottingham	Engineering and Physical Sciences
University of Nottingham	Engineering and Physical Sciences
University of Plymouth	Marine Biology with Foundation Year
University of Plymouth	Sociology
University of Plymouth	Psychology with Human Neuroscience
University of Reading	Geography with Professional Experience
University of Sheffield	Economics
University of Southampton	Maritime Engineering
University of Southampton	Mechanical Engineering
University of Southampton	Biomedical Sciences
University of Southampton	Aeronautics and Astronautics

University of Southampton	Mechanical Engineering with Industrial Placement Year
University of Southampton	Chemistry
University of Surrey	Physics
University of the Arts London	Public Relations
University of West London	Air Transport Management (Airline and Airport Specialist)
University of York	Business and Management
University of York	International Relations
York St John University	English Language and Linguistics

Year 13 Destination Data 2024



96% of students of St Mary's students were accepted to their university of choice



Art (Fine Art)

Subject Leader: Miss H. Nairn

Exam Board: OCR

A Level

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

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

Method of Assessment:

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

The A level comprises of:

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

Fine Art (Photography)

Subject Leader: Miss H. Nairn

Exam Board: OCR

A Level

Course Overview:

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

Techniques taught on the course:

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

Learners will build and evidence an understanding of:

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

The A level in Photography comprises of:

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

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

Biology

Subject Leader: Mrs. J Ryan
Lead teacher in Biology: Mr D Neesam
Exam Board: AQA
A Level

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

In the first year you will study 4 main topics:

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

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

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

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

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

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

Business

Subject Leader: Mr. E. McElhinney

Exam Board: Edexcel

A Level

The A level course is structured into four themes.

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

Method of Assessment:

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

Students will complete 3 exams which will determine their grade:

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

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

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

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

Cambridge Technical in Business (Level 3)

Subject Leader: Mr. E. McElhinney

Exam Board: OCR

Course work and exam based vocational qualification

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

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

Students will complete mandatory units on:

- The business environment
- Working in Business

Further optional units can be completed on:

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

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

Cambridge Technical in Information Technology (Level 3)

Subject Leader: Mr R Davis

Exam Board: OCR

Coursework and exam based vocational qualification

The Cambridge Technicals in IT course provides a comprehensive foundation in information technology, preparing students for both further education and employment in the IT industry. This hands-on qualification combines theoretical knowledge with practical skills, making it ideal for students who wish to study a technically challenging IT course without the need to develop programming skills. With a focus on understanding how IT systems work and how information is managed globally, this course equips students with essential skills needed for the fast-paced and ever-evolving world of IT.

Course Content:

Year 12: Students will be taught two units:

Unit 1 – Fundamentals of IT

This unit introduces students to the essential aspects of IT, providing a strong foundation in:

- Understanding computer hardware and software
- Exploring business IT systems and their applications
- Gaining insight into employability and communication skills in IT
- Learning about ethical and operational issues
- Understanding potential threats to computer systems

Unit 2 – Global Information

In this unit, students delve into the global landscape of information, learning:

- Where and how information is held globally, and how it is transmitted
- The styles, classification, and management of global information
- The use of global information for individuals and organizations
- The legal and regulatory frameworks governing information
- The flow and security of information

Year 13: In Year 13, students complete three coursework units, making up the remaining 50% of the qualification. These coursework units allow students to apply the knowledge gained in Year 12 to real-world IT scenarios, further developing their problem-solving and project management skills. The focus of the coursework relates to website development, virtual and augmented reality and mobile technologies.

Assessment:

- **Exams (50% of qualification):**
Students will sit two exams, which are 1 hour and 30 minutes long, each worth 25%, assessing the content covered in the 'Fundamentals of IT' and 'Global Information' units.
- **Coursework (50% of qualification):**
The three coursework units in Year 13 provide students with the opportunity to demonstrate their IT skills in practical projects, contributing to the other half of the qualification.

Chemistry

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

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

Year 12 Chemistry is made up of four modules:

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

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

Additional modules are

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

Method of Assessment:

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

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

Computer Science

Subject Leader: Mr R Davis

Exam Board: AQA

A Level

The A-Level Computer Science course offers students the opportunity to explore the core principles that underpin today's technological world. Designed for students who are curious about how computers work and how they can be harnessed to solve real-world problems, this course provides a balance between theoretical knowledge and practical programming skills. Whether you aspire to be a software developer, data scientist, or work in any tech-related field, this course will equip you with the essential tools to thrive in the digital age.

Course

Content

In Paper 1, students focus on the practical aspects of computing, particularly in relation to programming and problem-solving. Key areas of study include the fundamentals of programming, where students learn to code and understand both procedural and object-oriented programming. The fundamentals of algorithms, which covers designing efficient solutions to computational problems. Students will also explore data structures, gaining an understanding of how data is organised and stored. Additionally, the theory of computation introduces the abstract principles behind what can be computed, providing insight into the limits and possibilities of computer systems. This paper emphasises a systematic approach to problem solving, equipping students with structured methods for breaking down complex challenges.

Paper 2 focuses on the theoretical foundations of computer science. It covers topics such as data representation, explaining how different types of information are stored and processed by computers, and the fundamentals of computer systems, which examines the interaction between hardware and software. The fundamentals of computer organisation and architecture provide a deeper understanding of how computers function at the hardware level. Other areas of study include communication and networking, which explores how data is transmitted across networks, and databases, covering the principles of managing and retrieving data. Students will also engage with topics like big data and discuss the wider consequences of the uses of computing, including ethical and social considerations.

Assessment

The A-Level Computer Science course is assessed through a combination of exams and a practical project:

- **Paper 1** (40% of A-Level): An on-screen exam focused on programming and practical problem solving. In September of Year 13, students are provided with pre-release code, which they need to extend during the exam.
- **Paper 2** (40% of A-Level): A written exam covering the theoretical aspects of computing, including data representation, computer systems, and more.
- **Non-exam Assessment (NEA) Project** (20% of A-Level): Students will complete an independent coding project, applying the principles of problem solving to analyse, design, build, test and evaluate their project.

This course provides a comprehensive understanding of the fundamentals of computer science and prepares students for further study or careers in the ever-evolving tech industry.

Creative Media Production

Subject Leader: Mrs Malik-Brown

Exam Board: Pearson

BTEC Level 3

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

Course Structure:

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

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

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

Unit 4: Pre- Production portfolio (internally assessed)

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

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

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

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

Unit 10: Film Production

Unit 12: Website Production

Unit 14: Digital Magazine Production

DT: Three-Dimensional Design

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

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

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

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

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

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

Method of Assessment:

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

The Personal Investigation consists of two integrated constituent parts:

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

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

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

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

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

Part 2: 15 hour period of sustained focus work

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

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

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

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

DT: Textile Design

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

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

Possible areas of study within Textile Design include;

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

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

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

Method of Assessment:

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

The Personal Investigation consists of two integrated constituent parts:

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

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

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

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

Part 2: 15 hour period of sustained focus work

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

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

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

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

DT: Graphic Communication

Subject Leader: Mr M. Hunt

Exam Board: WJEC Eduqas

A Level

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

Possible areas of study include;

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

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

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

Method of Assessment:

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

The Personal Investigation consists of two integrated constituent parts:

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

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

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

The Externally Set Assignment consists of two parts:

Part 1: Preparatory study period

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

Part 2: 15 hour period of sustained focus work

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

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

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

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

Economics

Subject Leader: Mr E. McElhinney

Exam Board: Edexcel

A Level

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

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

Method of Assessment:

There are three externally assessed papers at A level.

Each paper comprises 100 marks and is two hours in duration.

Questions range from short answer (including multiple choice), data response and extended open response.

English Language

Subject Leader: Mr. R Graves

Exam Board: AQA

A Level

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

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

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

Subject content:

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

Method of Assessment:

Paper 1: Language, the individual and society

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

Paper 2: language, Diversity & Change

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

Non-exam assessment

Language in Action Tasks:

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

English Literature

Subject Leader: Mr. R. Graves
Exam Board: EDUQAS
A-Level

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

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

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

Method of Assessment:

Paper 1: Poetry

- Study of three texts:
 - Section A (pre 1900): selected poetry by John Donne
 - Section B (post 1900): *The Whitsun Weddings* by Philip Larkin and *Mean Time* by Carol Ann Duffy
- Written exam: 2 hours; open book; 30% of A-level

Paper 2: Drama

- Study of three drama texts:
 - Section A (Shakespeare): *King Lear*
 - Section B (pre and post 1900): *The Duchess of Malfi* by John Webster and *A Streetcar Named Desire* by Tennessee Williams
- Written exam: 2 hours; closed book; 30% of A-level

Paper 3: Unseen literature

Section A: unseen prose

Section B: unseen poetry

- Written exam: 2 hours; 20% of A-Level

Non-Exam Assessment (NEA):

- Study of two novels (one pre 2000 and one post 2000)
- One comparative essay of 2500-3500 words; 20% of A-Level

Film Studies

Subject Leader: Mrs Malik-Brown

Exam Board: OCR

A Level

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

Paper 1: Film History

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

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

Section B: European Cinema History

Experimental Film - (European Surrealist film)

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

European Cinema History: German Expressionism

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

Paper 2: Critical Approaches to Film

Section A: Contemporary British and US Film

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

Section B: Documentary

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

Section C: Ideology – Conflict.

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

Non-examined assessment - Making Short Film

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

Financial Studies

Subject Leader: E. McElhinney

Exam Board: Agored Cymru

Level: Level 3 Diploma

The Financial Studies course is aimed at helping students understand the financial world and apply the skills in a work environment. Students must have good Mathematics and Analytical Skills. The course is divided into two parts.

- Unit 1 and 2 which awards students a Level 3 Certificate in Finance at the end of Year 12. Students must pass Unit 1 in order to proceed to unit 2 and the pass mark is 14/35 marks. This is a multiple choice exam. The second Unit is a pre-released case study and has a pass mark of 40%.
- In Year 13 students who have passed the Certificate at Level 3 will then do a Diploma. This has Unit 3 which is multiple choice and then Unit 4 which is a pre-released case study.

Method of Assessment:

There is a continual assessment throughout the two years; four exams in Year 12 and four in Y13.

French

Subject Leader: Mrs T Catmur

Exam Board: Edexcel

A Level

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

Theme 1 : Changes in French society

Family, education, world of work.

Theme 2: Culture in the French-speaking world

Music, media, festivals and traditions.

Theme 3: Immigration and multi-cultural society in France

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

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

Occupied France, the Vichy regime and the resistance movement.

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

Method of Assessment:

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

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

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

Geography

Subject Leader: Mr. D O'Leary

Exam Board: OCR

A Level

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

A Level Geography is composed of four units.

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

Method of Assessment:

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

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

Health and Social Care

Subject Leader: Miss D Compton

Exam Board: Pearson

Level: BTEC Level 3 - National Extended Certificate

This exciting qualification is equivalent in size to one A Level. 4 units of which 3 are mandatory and 2 are external. A broad basis of study for the health and social care sector. The units studied at St Mary's are: Unit 1 Human Lifespan Development; Unit 2 Working in Health and Social Care; Unit 5 Meeting Individual Care and Support Needs and Unit 11 Psychological Perspectives.

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

Method of Assessment:

External assessment (58%)

Coursework Portfolio (42%)

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

History

Subject Leader: Mr T Juliff

Exam Board: OCR

A Level

British period study and enquiry: (unit group 1)

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

Students study a substantial and coherent element of British History, covering the inter-war, Second World War and post-war period. The enquiry is a source-based study focused on the career of Winston Churchill, which immediately precedes the outline period study.

British period study and enquiry (Y101-Y113): 50 marks **25% of total A level**

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

Non-British period study: (unit group 2)

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

A knowledge-based study of why France experienced a Revolution, the key events of that Revolution, the rise to power of Napoleon and how he changed France, and the events leading to his downfall.

Non-British period study (Y201-Y224) :30 marks **15% of total A level**

1 hour paper: 15% of total A level

Thematic study and historical interpretations: (unit group 3)

Year 12: Russia and its Rulers 1855–1964

A study of Russia over a 111-year period, looking at themes including Russia's government, its economy and relationship with national minorities in its empire during that time. Students will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics (Tsar Alexander II, the Provisional Government and the rule of Nikita Khrushchev) to evaluate historians' interpretations of the specified key events, individuals or issues.

Thematic study and historical interpretations (Y301-Y321): 80 marks **40% of total A level**

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

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

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

Non exam assessment: 40 marks **20% of total A level**

Italian

Subject Leader: Mrs T Catmur

Exam Board: Edexcel

A Level

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

Theme 1: Changes in Italian society

Family, education, world of work.

Theme 2: Culture in Italy

Music, media, festivals and traditions.

Theme 3: Immigration and multi-cultural society in Italy

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

Theme 4: History

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

Method of Assessment:

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

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

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

Mathematics

Subject Leader: Mrs V Anderson

Exam Board: Edexcel

A Level

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

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

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

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

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

Method of Assessment:

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

Mathematical Studies

Subject Leader: Mrs V Anderson

Exam Board: AQA

Level 3 Qualification

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

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

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

Key features of the course:

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

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

Method of Assessment:

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

Further Mathematics

Subject Leader: Mrs V Anderson
Exam Board: Edexcel
A Level

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

Further Mathematics involves a more in-depth study of the subject. As well as studying A Level Maths, students will follow a course in Core Pure, Decision Maths 1 and Further Mechanics 1. Areas of study will include: Further Calculus, Differential Equations, Further Vectors, Matrices and Complex numbers, Momentum and impulse, Elastic collisions in one dimension, Work, Energy and Power, Work, Energy and Power, and Elastic strings and springs.

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

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

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

Method of Assessment:

There are 4 papers at the end of Year 13: Core Pure 1 and 2 and Further Options (Decision 1 and Further Mechanics) - all 1.5 hours each

Physical Education

Subject Leader: Mr W. Lawn
Exam Board: OCR
A Level

The A Level Physical Education course is designed for students interested in advancing their understanding of sports and physical activity, paving the way for further study in PE, sports science, or related fields such as psychology, sociology, and biology. This course also emphasizes the development of essential skills sought by employers across various industries.

Course Content:

Students will engage with a diverse range of units, each focusing on different aspects of physical education:

1. **Applied Anatomy and Physiology:** Explore the structure and function of the human body in relation to physical activity and performance.
2. **Exercise Physiology:** Understand how the body responds and adapts to exercise, including the physiological processes that underpin performance.
3. **Biomechanics:** Analyse the mechanical aspects of human movement, helping students understand how to improve performance and reduce the risk of injury.
4. **Skill Acquisition:** Examine how skills are learned and developed, focusing on techniques to enhance performance in sports.
5. **Sport Psychology:** Investigate the mental factors that influence performance, including motivation, anxiety, and team dynamics.
6. **Sport and Society:** Explore the relationship between sport, culture, and society, including issues like equity, inclusion, and the impact of sport on community.
7. **Contemporary Issues in Physical Activity and Sport:** Discuss current trends and challenges in the world of sport, such as technology, health, and ethical considerations.

Assessment Methods:

The course assessment is structured as follows:

- **Written Examinations:** Three exams, which account for 70% of the overall grade.
- **Practical Performance:** Students will demonstrate their skills in a chosen sport, contributing 15% to their final grade.
- **Evaluation and Analysis of Performance:** An oral coursework component where students critically assess their performance, also worth 15%.

Participation Requirement:

To succeed in this course, students must engage in club sport at a high level. This requirement ensures that they have practical experience to complement their academic studies, allowing them to apply theoretical concepts in real-world contexts. This A Level course not only prepares students for further education but also equips them with a well-rounded understanding of the complexities of physical activity and sport.

Physics

Subject Leader: Mrs. J. Ryan, Lead Teacher in Physics: Mr. D. McGowan

Exam board: AQA

A Level

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

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

Method of Assessment:

A level Paper 1

85 marks: 2 hours

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

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

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

34% of A level

A level Paper 2

85 marks: 2 hours

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

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

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

34% of A level

A level Paper 3

80 marks: 2 hours

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

32% of A level

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

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

Politics

Subject Teachers: Mr B Noble and Mr E Bonich

Exam Board: Edexcel

A Level

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

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

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

- **US Constitution and federalism** including the nature of the US Constitution, the principles of the US Constitution and Interpretations and debates around the US Constitution. **US Congress** including the structure of Congress, the functions of Congress and Interpretations and debates around Congress.

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

Philosophy (Core RE)

Subject Leader: Ms L Barnes

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

Why do we study Philosophy?

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

The study of Philosophy will enable you:

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

How does Philosophy contribute to my future career?

The study of Philosophy will:

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

How is Philosophy taught?

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

Psychology

Subject Leader: Miss D Compton

Exam board: AQA

A Level

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

Paper 1: Introductory topics in psychology

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

Paper 2: Psychology in context

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

Paper 3: Issues and options in psychology

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

Relationships looks at theories explaining the development, maintenance and break up of romantic relationships, including virtual relationships. Schizophrenia looks at the diagnosis, causes and treatment of this serious disorder. Forensic Psychology looks at offender profiling, explanations of offender behaviour and ways to deal with this.

<https://www.aqa.org.uk/subjects/psychology/a-level/psychology-7182/specification>

Religious Studies

Subject Leader: Ms. L Barnes
Exam board: AQA
A Level

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

Paper 1: Philosophy of Religion

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

Paper 2: Religion and Ethics

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

Paper 3: Christianity

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

Assessment overview

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

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

Sociology

Subject Leader: Mrs. F McGloin

Exam Board: OCR

A Level

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

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

Method of Assessment:

At A Level there are three examination papers:

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

Spanish

Subject Leader: Mrs T Catmur

Exam Board: Edexcel

A Level

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

Theme 1: Changes in Spanish society

Family, education, world of work.

Theme 2: Culture in the French-speaking world

Music, media, festivals and traditions.

Theme 3: Immigration and multi-cultural society in Spain

Immigration in Spain and the Civil War

Theme 4: History

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

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

Method of Assessment:

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

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

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

Sport and Physical Activity

Subject Leader: Mr W Lawn

Exam Board: OCR

CTEC

The Cambridge Technical in Sport and Physical Activity Level 3 is a vocational qualification designed to provide students with a comprehensive understanding of the sports industry and equip them with the practical skills necessary for a successful career in various sectors related to sport and physical activity.

The Level 3 Cambridge Technical qualification typically consists of a combination of mandatory and optional units, allowing students to tailor their learning experience according to their interests and career goals. Key areas of study can include:

1. **Body Systems and the Effects of Physical Activity:** Understanding human anatomy and physiology and how different body systems respond to exercise.
2. **Sports Coaching:** Developing coaching skills, including planning, delivering, and evaluating coaching sessions for different sports.
3. **Fitness Testing and Training:** Learning various methods of fitness assessment.
4. **Sports Development:** Exploring strategies for promoting sports participation and understanding the role of different organizations in sport.
5. **Health and Safety in Sport:** Understanding the legal and ethical considerations surrounding health and safety in physical activity and sport environments.

Assessment is typically carried out through a mix of coursework, practical assignments, and written examinations.

- **Coursework:** Includes project work, presentations, and practical assessments based on real-world scenarios.
- **Examinations:** Cover key theoretical concepts and may include case studies or scenario-based questions.

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

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



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