



Sixth Form Prospectus
2023-2025



"St Gabriel's has provided me with a holistic education that allowed me to flourish in all areas. The support both academically and pastorally has been fantastic; it has always been specific to my needs and has given me an honest overview of myself which has helped me do everything from selecting the right A level subjects to improving my work-life balance. I have had so many successes and opportunities, such as being Head Girl, which the school has facilitated. It is bittersweet to look back on my time here, as I currently plan the next big phase in my life. I remember being so nervous on the first day of Year 7. But now I am in a great position to move forward into the world as a confident young woman, taking whatever comes my way thanks to the excellent transitional preparation that has taken place in Sixth Form and even earlier. So while my studies here will soon end, the lifelong friendships, lessons and memories will remain forever.

Oluchi Akosa, Head Girl

WELCOME TO OUR SIXTH FORM



The first thing Sixth Form students often say is how different life in the Sixth Form is to being in the rest of the school. And they are right!

Sixth Form life at St Gabriel's centres around a farmhouse which provides a unique space for dynamic tutorial style lessons, a coffee and catch up in the kitchen or a picnic lunch and game of giant Jenga on the lawn. This environment provides both the support and independence for students to flourish academically and personally.

It is a distinct community which prepares students for life beyond school and the ability to confidently hold their place in the modern world. It is always a hive of activity. Through a diverse extracurricular programme, vast leadership opportunities and passionate subject staff, who treat students as young adults, those who attend St Gabriel's Sixth form emerge ready to conquer the next step.

It is almost impossible to typify the experience of life as a Sixth Former at St Gabriel's, but it is a time of fun and strong friendship, academic accomplishment, leadership and pride in leaving a legacy for pupils to come, but results day is always met with joy and a sense of fulfilment.

Your time in the Sixth Form at St Gabriel's will be the highlight of your school career.

For a glimpse of Sixth Form life, please follow [Twitter](#), [Instagram](#), [Facebook](#) & [LinkedIn](#).

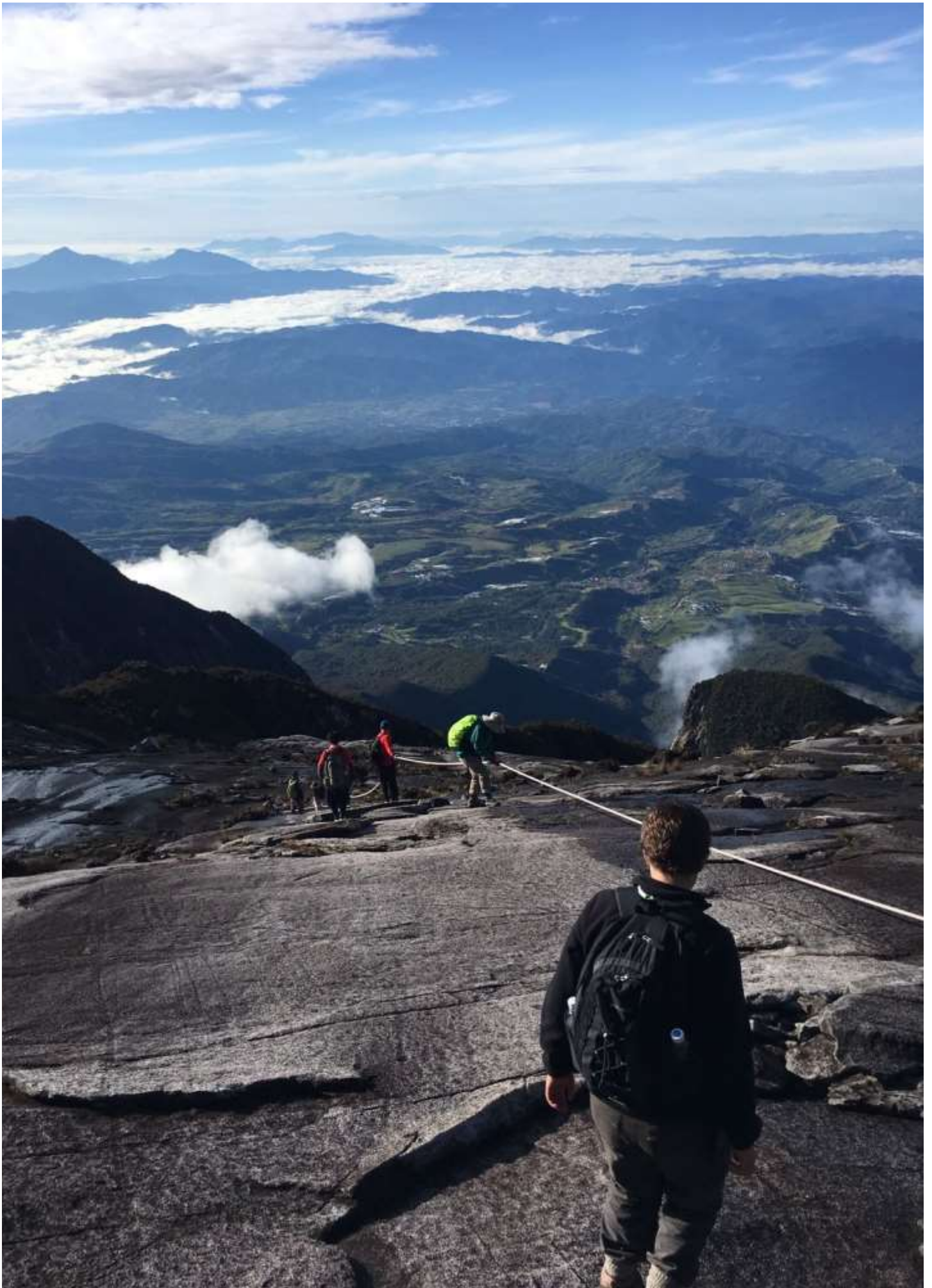
A handwritten signature in black ink that reads 'Hannah Trevis'.

Hannah Trevis
Head of Sixth Form

*"After seeing my results, I could not stop smiling.
Going to Cambridge has been my dream for years
and it is such a relief to know all my hard work has paid off."*

*"The teachers have been absolutely amazing and
my results truly reflect that."*

*"My two years in the Sixth Form have been the best two
years of my life. I cannot thank the school enough for all
the support, care and guidance they have given me."*



World Challenge Summer 2018 (Borneo)



I am delighted to be the Director of Studies at this exciting stage of your education; the transition into Sixth Form.

As a school, we ensure we monitor our curriculum closely so that it facilitates the next step in your education at every level. It is clear that no university, including Oxford and Cambridge, requires a student to have studied four A levels, with a view of quality and depth of understanding over quantity of subjects. Our standard Sixth Form provision for students is, therefore, three A levels and an Extended Project Qualification. In exceptional circumstances, it may be possible for you to study a fourth A level though we would stress that this is unnecessary for any university course. If you are interested in doing this then please come and speak to myself or Mrs Trevis in the first instance.

We are in the fortunate position that, rather than choose your subjects from predetermined option blocks, you have the possibility of studying any three subjects of your choice. This allows you to tailor your Sixth Form study to your strengths without any restrictions. Very occasionally there may be timetabling constraints, which mean that not all combinations of subjects are possible. However, in these exceptional circumstances, we will work with you to ensure that we find a subject combination that will best suit your future aspirations.

In this exciting and important next step in your education it is vital that you make the right subject choices, which play to your strengths, as you begin your A levels. You will certainly receive guidance and support from both your teachers and your tutors but please feel free to come and speak to me about any further questions that you may have.

Anna Chicken
Director of Studies

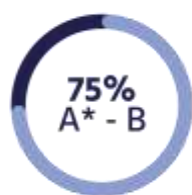
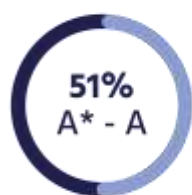
“St Gabriel’s has taught me that the sky is the limit and has helped me to realise my dreams.”

“The support and teaching of the staff, alongside the lively school community, have allowed me to achieve academically. My two years in the Sixth Form are all that I could have wished for.”

“St Gabriel’s really pushed me to achieve results beyond my dreams. Without their support and encouragement, it would not have been possible.”



A LEVEL RESULTS 2022 & UNIVERSITY DESTINATIONS (2018—2022)



Aberdeen (University of)
Bath (University of)
Bath (University of)
Bath Spa University
Bath Spa University
Birmingham (University of)
Birmingham (University of)

Birmingham (University of)
Brighton (University of)
Bristol (University of)
Bristol (University of)
Bristol (University of)
Bristol (University of)
Bristol (University of)
Bristol (University of)
Bristol (University of)

Bristol (University of)

Cambridge (University of),
St John's College
Cambridge (University of),
Peterhouse College
Canterbury Christ Church
University

Cardiff University
Cardiff University
Cardiff University
Cardiff University
Durham University
Durham University
Durham University
Durham University

Durham University

Edinburgh (University of)
Edinburgh (University of)
Exeter (University of)
Exeter (University of)
Exeter (University of)
Exeter (University of)
Exeter (University of)
Falmouth University
Hertfordshire (University of)
Lancaster University
Leeds (University of)
Leeds (University of)
Leeds (University of)

Leicester (University of)
Loughborough University
Loughborough University
Loughborough University

Loughborough University

Theology
Biomedical Sciences
Physics
Business & Management
Geography
History & Political Science
Political Science &
International Relations
Sport & Exercise Science
Midwifery
Engineering Mathematics
English
English & Classical Studies
Law
Law
Medicine
Politics & International
Relations
Veterinary Nursing &
Companion Animal
Behaviour
Engineering

History

Forensic Investigation

Biological Sciences
Modern Chinese
Pharmacy
Philosophy
English Literature
Geography
Mandarin
Modern Languages &
Cultures (French &
Italian)

Modern Languages &
Cultures (French &
Russian)
Chinese

Neuroscience
Ancient History
Ancient History
Biological Sciences
History & Politics
Modern Languages
Interior Design
Nursing with Registration
History
Classical Civilisation
Fine Art
International Relations &
Politics
Psychology
Fine Art
Fine Art
International Relations &
Politics
Marketing

Loughborough University

Manchester (University of)

Manchester (University of)
Manchester Metropolitan
University
Newcastle University
Nottingham (University of)
Nottingham (University of)
Oxford (University of),
Hertford College
Oxford (University of),
New College
Oxford Brookes University
Oxford Brookes University
Oxford Brookes University
Oxford Brookes University
Plymouth (University of)
Portsmouth (University of)
Queen Mary, University of
London
Reading (University of)
Reading (University of)
Reading (University of)

Reading (University of)
Royal Agricultural University

Royal Agricultural University
Royal Holloway,
University of London
Royal Holloway,
University of London
Royal Holloway,
University of London
Royal Holloway,
University of London
St Andrews (University of)
St Andrews (University of)
St Mary's University
Salford (University of)
Southampton (University of)
Southampton Solent
Surrey (University of)
Surrey (University of)

Swansea University
Swansea University
University College,
University of London
University of the Arts
Warwick (University of)
West of England (University of)
Winchester (University of)
York (University of)
York (University of)
York (University of)
York (University of)

Medicinal &
Pharmaceutical Chemistry
Cognitive Neuroscience &
Psychology
Spanish & Portuguese
Fashion Buying &
Merchandising
Geography & Planning
Environmental Science
Politics & International Relations
Mandarin

Medicine

Art Foundation
Events Management
Physiotherapy
Psychology
Textile Design
Data Science & Analytics
Geography

Agricultural Business Management
Classics
International Business &
Management
Law
International Business
Management
Rural Land Management
Biomedical Sciences

Classics

English Literature

Law with Criminology

History
Social Anthropology
Physical & Sport Education
Media & Performance
Computer Science
Sports Journalism
Biological Sciences
Business Management with
Foundation Year
Biomedical Science
Law
Human Sciences

Fine Art: Photography
English Literature
Business & Management
Criminology & Psychology
Computer Science
English
English
Philosophy, Politics &
Economics

SIXTH FORM SCHOLARSHIPS

Academic Scholarships

What do we offer Academic Scholars at St Gabriel's?

- All Academic Scholars will take part in the Scholarship Mentoring Programme;
- A fixed financial award of £500 is available for Major Sixth Form Academic Scholars;
- A fixed financial award of £200 is available for Minor Sixth Form Academic Scholars.

What do we look for in a potential Academic Scholar?

- A spirit of intellectual curiosity that goes beyond the work set in the classroom;
- A sense of independence in her learning and a curiosity to extend her own knowledge;
- Ability to articulate and demonstrate her thinking skills clearly.

What are our expectations of an Academic Scholar?

- High level of attainment in examinations;
- High levels of attainment and engagement;
- Involvement in enriching activities both within and outside school, for example clubs and societies, competitions, summer schools and lectures.

What is the assessment process for Sixth Form Academic Scholarships?

- Candidates should apply for Academic Scholarships by Friday, 18 November;
- Candidates will sit scholarship papers on the morning of Saturday, 3 December;
- The scholarship papers will involve tasks designed to assess thinking skills and intellectual curiosity;
- Candidates will have an interview with the Principal and the Head of Sixth Form.

Art, Performing Arts (Dance, Drama & Music) and Sport Scholarships

In addition, St Gabriel's seeks to reward and recognise students of exceptional ability across a range of fields with scholarships at 16+. Awards are available in the following areas:

- **Art**
- **Dance**
- **Drama**
- **Music**
- **Sport**

Art, Performing Arts (Dance, Drama & Music) and Sport Scholarships will take place during the first half of the Spring Term (dates to be confirmed).

All applications should be emailed to Mrs Hannah Trevis, Head of Sixth Form, htrevis@stgabriels.co.uk, by Friday, 18 November.

Sixth Form scholarships are awarded and maintained on the understanding that the scholar will remain enthusiastic and committed to their recognised field and will maintain the standards of excellence against which the award is offered.

SIXTH FORM LEADERSHIP OPPORTUNITIES

In the Spring Term of Year 12, students have the opportunity to apply for Sixth Form leadership roles. It is a formal process of application and interview; a student's wider contribution to school life is also taken in to consideration.





A programme of extra and co-curricular elements which help prepare you for the next stage of your life:

Debating

Debating gives students the chance to develop key analytical and public speaking skills in a fun and relaxed environment. Students work together to debate a range of issues, from the topical questions of the day to the abstract and more obscure. Debating helps to develop critical thinking skills; teaches you how to examine and justify ideas, and find evidence to support different points of view.

As well as having a lot of fun debating with each other, the Sixth Form takes part in inter-school events and competitions, including the annual Oxford Union Schools' Competition. Sixth Formers help run the Senior School Debating Clubs.

Debating is for everyone, whatever subjects you are studying. It is excellent preparation for future employment and helps you to stand out in your university applications and shine at interviews.

Drama

The English and Drama Departments facilitate theatre visits, LAMDA lessons and the opportunity to organise a production. In 2018, an outdoor production of *The Importance of Being Earnest*, was directed and performed by Year 12 students. In 2020, a Mumpers' Christmas play was performed to the school.

(HIIT) High Intensity Interval Training

Early morning high intensity interval training, known as HIIT, is designed to challenge Sixth Form students.

Microsoft

Students in the Sixth Form have the unique opportunity to work in partnership with Microsoft. Throughout their two years, students will take part in workshops led by Microsoft, panel events and offered 1:1 corporate mentoring. This will set them apart from their peers and provide access to environments and opportunities not normally offered to Sixth Form students.

PE

PE options will be tailored to meet the demands and interests of those who are taking part. They will be fun, invigorating and stress free!

Thursday afternoon will be spent at Nuffield Health, Fitness & Wellbeing Centre where students can join in a spinning class, play badminton and squash and use the gym, swimming pool and sauna.

There are opportunities to participate in extra curricular clubs and activities ranging from gymnastics and fitness to team sports.

The netball squad trains regularly and students have the opportunity to represent the school competitively. Our U18 netball team were the league tournament winners.

The course content will be driven by YOU. We will try to arrange participation in the activities you currently enjoy or perhaps others that you would like to try.

Taking part in sport in the Sixth Form is be a great way to relax and unwind!

"It's such fun developing an argument in Debating Club, even when you are arguing the side you don't agree with."

"I really enjoyed the Sixth Form Cookery Course and have been trying out my new found culinary skills on my family."



'THE BALANCE' (continued)

Peer Mentoring

In a new initiative at St Gabriel's, Sixth Form students can train as a Peer Mentor. It is a natural part of development that adolescents often prefer to talk to someone of their own age about their problems. Peer Mentors offer this opportunity to the younger pupils who benefit from their greater maturity and experience. As a Peer Mentor, students gain increased responsibility, whilst developing their interpersonal skills, as well as their understanding of the importance of boundaries and ethics.

PGL

At the beginning of Year 12, students spend two days on a PGL residential trip to step outside their comfort zone, under the watchful eyes of the trained instructors, and discover new strengths and skills. They also develop confidence and trust within the group and come back to school united as a year group.

The programme of activities the students take part in includes, abseiling, quad biking, surfing, Blokarting, leap of faith and a sensory trail.

The 'Plan, Do, Review' approach helps students understand what they have learnt and the impact this has on their own behaviour.

Students tease out what they were feeling with review sessions after each activity – the implications, the connections and the insights.

"This trip was a good opportunity to get to know yourself and others better. We came back as a strong team ready to tackle the next stage of school."

Sixth Form Cookery Course (Year 12)

The course of eight sessions will equip students with a love of good food and the confidence to cook a variety of dishes for themselves and others. They will build a solid foundation of cookery skills to last them a lifetime. The course will include demonstrations of dishes, knife skills and the preparation and cookery of a range of savoury and sweet dishes. The practical sessions will run for three hours in the evening between 4.30pm—7.30pm

Volunteering

Sixth Form students work in partnership with Junior School pupils to foster an enjoyment of reading by meeting twice a week to share a book together. This boosts reading skills and comprehension of age appropriate texts. The reading scheme is of huge benefit to all participants and provides Sixth Form students with additional skills to add to their personal statement.

There are other opportunities to get involved in volunteering projects, both in and out of school, which can contribute to the Young Lions in Service Awards (YLIS).

Additional clubs are arranged according to students' interests, for example Art Club, Creative Writing Club and Sixth Form Music Ensemble.

Enrichment Carousel

Following timetabled PE on a Thursday afternoon, students take part in an enrichment carousel, where they will explore and learn about subjects outside of our curriculum. Over the year, students will rotate around five short courses, which will be delivered by dedicated staff with a passion and expertise in these areas.

Courses offered will include Music for Mindfulness, an Introduction to South American Culture, Pottery and Student Cooking.

PSHE

A programme of workshops, visits, tutor sessions and external speakers appropriate for young adults, which helps prepare Sixth Form students for independence in the modern world. The PSHE programme is supported by the 'Balance' provision.

STUDY FACILITIES

The majority of Sixth Form teaching takes place in the Sixth Form Centre, where there are a number of bespoke teaching spaces as well as a communal area and kitchen.

The Sixth Form Study Room, with IT facilities, is located in the main school and provides a staffed study space for Sixth Formers. Adjacent to this is the Sixth Form Common Room.

The school library is open every weekday in term time, and is managed by a professional librarian who can assist with subject specific reading lists and sourcing items for EPQ research. Students register in the library to borrow items by means of the computer issue system. The computerised library catalogue offers excellent search facilities for information retrieval.

UNIVERSITY & HIGHER EDUCATION PREPARATION

UCAS Preparation

Each student receives a bespoke experience which guides them through every step of the process of applying to university. It is a holistic approach, which covers both the student and parental aspect of the route to university, and includes a student finance talk by an industry professional and information evenings. Students are introduced to the process in the second term of Year 12 and, following this, the regular one to one sessions with their tutor are a dialogue to share ideas and learn about courses which may suit their interests and universities that will provide them with the experience they would like. In addition to this, each pupil receives individual personal statement workshops.

Oxbridge Preparation

Students with aspirations to apply to Oxbridge receive access to a specialist provision from the Spring Term of Year 12. Heads of Department in their intended area of study provide coaching and the school employs a company to provide mock interviews, giving feedback and coaching.

MedProf Group

MedProf meets to explore applications and entry into medical, healthcare and veterinary courses. We look at BMAT, UCAT and offer multiple mini interview practice. It is a forum for discussing medical ethics, the NHS, discoveries in pharmaceuticals and major breakthroughs in research.

MedProf provides support in personal statement writing and allows each student time to talk about their preferred career route. This year, the group includes students aiming for medicine, pharmacy and veterinary nursing.

In the last three years, we have had successful applications to read medicine at Oxford University, dentistry and veterinary nursing with scholarship.

Careers: Unifrog

As part of our careers guidance at St Gabriel's we offer full membership of Unifrog, a comprehensive careers and higher education guidance scheme, to support students in researching their options and making informed decisions about A levels, universities and courses, careers, gap years and enhancing employability skills.

The programme is combined with one-to-one careers guidance for pupils in Years 11–13. Students are supported with information and practical tools to support their decision-making. Unifrog uniquely offers students, parents and the school the facility to work together, communicating and sharing ideas and suggestions, via the student's personal career's web space.

WORLD CHALLENGE

Every two years, pupils in the Sixth Form have the opportunity to take part in a World Challenge expedition. Following on from successful expeditions to Costa Rica (2008), Namibia (2010), Ecuador and the Galapagos Islands (2012), Peru (2014), Thailand & Cambodia (2016), in 2018, the pupils visited Borneo. They spent three weeks travelling and highlights of the trip included working in a school, trekking in the jungle and climbing Mount Kinabalu in Sabah. In 2024, the expedition will visit Malawi.

On these trips, pupils develop a range of life skills such as managing their own budget, arranging transport, booking accommodation and working as a team. They return with increased confidence and self-esteem, having learned so much from this once in a lifetime experience.

AQA Examination Board

Our standard offer for the Sixth Form is three linear A levels, examined at the end of Year 13, together with an Extended Project Qualification (EPQ). The EPQ is a stand-alone, level 3 qualification, equivalent to half an A level and carries UCAS points. The project is unique in that it is entirely student-driven, supported by weekly timetabled session where candidates are taught the relevant skills they will need to complete the course.

The project aims to develop key skills such as presenting to an audience, time management, prioritising tasks, and researching via academic sources. To achieve the qualification, a student must first choose an area of academic or social interest to research and then pursue their intellectual curiosity through wider-reading and investigative study. Students then produce and submit to the examination board either a 5000 word extended essay or a creative outcome such as an artefact, a video of a performance, or a piece of artwork accompanied by a 1000 word report. The process concludes with the student giving a presentation to an invited audience, which is also assessed as a component of the qualification.

Each student is allocated a project supervisor whose role is much the same as a university tutor, acting as a sounding-board for the student's ideas and as an intellectual mentor throughout the process. Our project supervisors all have extensive experience with the qualification and work under the direction of Miss Eleanor Halstead, who acts as Centre Coordinator and oversees the work of all supervisors and students.

Previous project titles from our candidates include:

- To what extent is Shakespeare's Queen Margaret a proto-feminist?
- To what extent did US foreign policy change during the Kennedy and Johnson administrations (1961-68) with regards to the Vietnam War?
- What level of tyre degradation in Formula One leads to the highest quality of racing?
- Is the role of animal testing changing within medical science?
- To what extent do Western societies contribute towards the battle against sexism?
- How does the 'relative age effect' influence sporting performance?
- Can the patriarchy be considered the main cause of female mental illness in 20th century literature?
- Sugar tax, is it a global option for improving health care?
- How are the properties of silica aerogel contributing to current products and the development of new products?
- Is there any circumstance under which it is considered ethically right for UK Intelligence Services to derogate from human rights law?

We believe that the EPQ gives our students an extra advantage in their next steps after Year 13, providing a whole raft of skills necessary for university study and the world of employment as well as giving them an additional qualification for their UCAS application or CV. Furthermore, it equips them for the rigours of Year 13 when being able to effectively organise their study time will be crucial to their A level outcomes.



Welsh Examination Board (Eduqas)

What are A level Art, Craft & Design courses about?

These are broad-based courses that provides flexibility in content and approach. Students can choose this option if they want to explore and create work associated within creative environments. Students opting for Art, Craft & Design explore practical and critical/contextual work through a range of 2D and/or 3D processes and media throughout the earlier stages of their Personal Creative Enquiry and Personal Investigation. The final resolution of their exploratory work can either be selected from 2D and/or 3D processes and media (combining disciplines from more than one endorsed title) or comprise processes and media associated with a single endorsed title. A level Art, Craft & Design offers students further opportunities to explore the creative and analytical skills explored during GCSE Art & Design and/or Textiles

What would I do in A level Art, Craft & Design?

The initial weeks are used to understand the developments of your preferred area of the art world on a deeper and more mature level. This will be supported with a range of skills based workshops with the aim to explore new techniques and ideas as well as strengthening current skills. All work created can be used to support the required components. During the first year, the emphasis is upon developing practical skills through a tutor led series of projects. This is in preparation for the individual specialist project in the second part of the first year. In year two, students will undertake an assessed coursework project that involves producing both a portfolio of practical work and a written related study. Students will be provided with opportunities to extend their knowledge and cultural understanding through a range of trips held over the two years. The Art Department tries to host one residential trip every two years.

Component 1 - Part 1: Personal investigation – Practical work

In the earlier part of the course, students complete a 'foundation course' of techniques and processes, exploring and developing a range of both two and three dimensional practical skills. This is coupled with the acquisition of higher level critical and theoretical skills, which will enable students to better understand the work of other artists. This provides a sound basis for progression to greater specialism in areas individual students wish to pursue in the latter part of the course.

Component 1 - Part 2: A related 1000 – 3000 word written element linking to the practical work.

Component 2: There is no external examination at the end of Year 12, which allows students to concentrate on the development of their creative journey. The examination is a 15 hour timed examination, at the end of year two, responding to one of 12 set starting points. Students are encouraged to follow personal journeys and themes, take creative risks, explore and experiment with 2D and 3D media, and study a wide range of historical and contemporary artworks. They are encouraged to research work by western and non-western artists, designers and craftspeople and will use both traditional and digital processes in the development of their own ideas. Students will be expected to visit galleries and exhibitions, as well as conduct field visits during the course. Drawing forms an integral part of all of the new A level syllabuses and students should be aware of this when choosing to study A level Art, Craft & Design subjects.

What other subjects would Art, Craft & Design compliment?

Students with a strong interest in the visual arts can choose to study two different art based A levels as part of their Sixth Form programme. A level Art, Craft & Design compliments a range of other creative subjects including English, Drama and Music. As the course fosters risk-taking, independent thinking and sequential development of ideas, the course also compliments Design Technology and Psychology. A level Art, Craft & Design encourages imaginative thinking, spatial awareness, visual literacy and an ability to reflect upon one's own creative progress.

How would Art, Craft & Design be useful in my future ambitions?

The UK's creative industries contributed £84.1 billion to the UK economy in 2015/16; the ability to creatively develop original ideas in practical and conceptual ways is becoming ever more relevant and desirable in a fast developing world. A level Art, Craft & Design is, therefore, an important platform from which to establish creative thinking skills whilst establishing a high level of appreciation and understanding of the visual world around us. With a keen interest in experimentation and a passion for developing advanced level skills, students will build greater self-awareness and confidence.

What requirements are needed to do A level Art and Design?

A GCSE pass in either Art, Photography or Textiles at grade 6 or above is usually required to be considered for Art, Craft & Design A level courses. However, the main requirements are a keen interest in creating ideas and making outcomes. The new linear A level Art, Craft & Design course will include developing skills in painting and drawing, printmaking, sculpture, textiles, ceramics, digital media, photography and mixed media work. The A level Art, Craft & Design course teaches a range of skills and allows students to explore, refine and develop their abilities in the areas of the subject that most appeal to them.



Muddy Paws - Dog App

OPEN



5.0 ★★★★★

1K Ratings

4+

Age

What's New

— Cartoon characters of your dog

[Version History](#)

2w ago

Version 4.4.5

Preview



Today



Games



Apps



Arcade



Search

ART, CRAFT & DESIGN (continued)

What facilities does the Art Department provide?

The department offers a range of traditional and modern facilities to help students realise the potential of their ideas.

Which courses are available and are they right for me?

There are 4 courses to choose from, which are all listed below. Each course has specific areas of study and can be studied alongside each other:

Fine Art:	Photography:
<ul style="list-style-type: none"> Easels and oil painting equipment Kiln room and ceramic facilities Printing press Screen printing table 	<ul style="list-style-type: none"> Studio equipment Digital suite Dark room Digital and film SLR cameras
Graphic Communication:	Textiles:
<ul style="list-style-type: none"> Computer suite with A2 Inkjet printer and Adobe programs including Photoshop Photocopier and Laser colour printer ipads and Procreate 	<ul style="list-style-type: none"> Sewing machines Sublimation printer Digital drawing pads

Art & Design (Fine Art)	Art & Design (Photography)
<p>Possible areas of study include:</p> <ul style="list-style-type: none"> painting and drawing mixed media, including collage and assemblage performance and conceptual art sculpture land or environmental art installation printmaking: relief, intaglio, screen processes and lithography film, television, animation, video, photography digital media 	<p>Possible areas of study include:</p> <ul style="list-style-type: none"> photographing people photographing places still-life photography documentary photography photojournalism experimental imagery photographic installation fashion photography digital imaging moving image (video, film, animation)



ART, CRAFT & DESIGN (continued)

Art and Design (Graphic Communication)	Art and Design (Textile Design)
<p>Possible areas of study include:</p> <ul style="list-style-type: none">• illustration• typography• editorial• advertising and branding• package design• design for print• computer graphics• multimedia design• animation and special effects• storyboarding and layout• bookworks• web and app design• game design	<p>Possible areas of study include:</p> <ul style="list-style-type: none">• 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

OCR Examination Board

We have chosen OCR Specification A because it has a broad range of core material and it is an excellent preparation for any university studies with biological content. The A level Biology specification is divided into six teaching modules as below. We integrate key practical skills within theoretical topics and the methods, accuracy and analysis of these practicals is assessed in written papers at the end of the course. Students will all have a solid foundation in cell biology, biochemistry, genetics, plants, immunology and biodiversity by the course end.

Students wishing to take biology at A level require a solid mark in Separate Science Biology or Higher Tier Combined Science and a positive attitude to mathematics in context.

Module 1: Development of Practical Skills	Module 2: Foundations in Biology	Module 3: Exchange & Transport
Taught throughout the course as part of the practical endorsement	Cell Structure Biological Molecules Nucleotides & nucleic acids Enzymes Biological Membranes Cell division & organisation	Exchange surfaces Transport in animals Transport in plants
Module 4: Biodiversity, Evolution & Disease	Module 5: Communication & Homeostasis	Module 6: Genetics, Evolution & Ecosystems
Communicable diseases The immune system Biodiversity Classification Evolution	Excretion Neuronal communication Hormonal communication Plant & animal responses Photosynthesis Respiration	Cellular control Patterns of Inheritance Manipulating genomes Cloning and biotechnology Ecosystems Populations & sustainability

Assessment: There are four assessment components

Component 1: Biology Processes	Component 2: Biological Diversity
Written paper – 2 hours 15 minutes 100 marks – 37%	Written paper – 2 hours 15 minutes 100 marks – 37%
Assesses content from modules 1,2,3 and 5 Section A multiple choice (15 marks) Section B Structured and closed questions (85 marks)	Assesses content from modules 1,2,4 and 6 Section A multiple choice (15 marks) Section B Structured and closed questions (85 marks)
Component 3: Unified Biology	Component 4: Practical Endorsement
Written paper – 1 hour 30 minutes 70 marks – 26%	Non examination assessment Pass required
Assesses content from all modules Question styles include structured and closed questions in addition to extended response questions	To achieve a pass you must complete a minimum of 12 assessed practical activities and achieve the minimum level of competence.

Expectations for Independent Study:

Students are required to actively participate, research and use a range of media to augment their studies.



AQA Examination Board

The course focuses on a problem solving approach to business designed to help students understand the nature and working of business organisations. Much of the learning is based around business case studies and focusing on how students can use their business knowledge to determine the success of a business. The aim is to encourage students to develop a critical understanding of different businesses, the context in which they operate, the markets they serve, and ultimately recommend actions that businesses should take to be successful. Students will be expected to immerse themselves in a business-like mind-set and to pay attention to the world around them. For example, students would be expected to take note of relevant news items, which may be used as a basis for discussion and class-work.

Course Content

What is business?	Analysing the strategic position of a business
Managers, leadership and decision making	Choosing strategic direction
Decision making to improve operational performance	Strategic methods: how to pursue strategies
Decision making to improve financial performance	Managing strategic change
Decision making to improve human resource performance	

The Nature of the Course

Students will study business in a variety of contexts e.g. large/small, UK focused/global, service/manufacturing), for example:

- the importance of the context of business in relation to decision making
- the interrelated nature of business activities and how they affect competitiveness
- the competitive environment and the markets in which businesses operate
- the influences on functional decisions and plans including ethical and environmental issues
- the factors that might determine whether a decision is successful e.g. the quality of data and the degree of uncertainty
- how technology is changing the way decisions are made and how businesses operate and compete
- the impact on stakeholders of functional decisions and their response to such decisions
- use of non-quantitative and quantitative data in decision making (including the interpretation of index numbers and calculations such as ratios and percentages).

Students consider: the impact of technology on strategic decision making; the influences of Corporate Social Responsibility, ethical and environmental issues on strategic decisions; the difficulties in forecasting future trends; the importance of assessing feasibility and risk when making strategic decisions; the impact on stakeholders of strategic decisions and their response to such decisions.

The topics lend themselves to studying and engaging with the business world. The specification and assessment encourages students to follow business developments and think critically about contemporary business issues. All of the assessment material is based on real business situations and companies. By examining and thinking critically about real business situations as they study the subject, students gain an insight into different contexts which will help them to understand the key issues in any situation and compare and contrast this with other situations and apply their understanding.

Assessment:

3 Papers – equally weighted and all 2 hours in length

Paper 1 : Section A has 15 multiple choice questions (MCQs), Section B has short answer and calculation questions, Section C and D have two essay questions

Paper 2 : Three data response compulsory case studies with a sequence of questions

Paper 3 : One compulsory case study followed by approximately six questions

A secure grasp of numeracy and literacy is essential to thrive with these assessments

Enrichment Opportunities

A level Business students participate in the Student Investor Challenge where we trade virtual stocks and shares to develop an understanding of the stock market. In addition, Business students act as Business Ambassadors for our KS4 £5 Business Challenge. We also have a Sixth Form enterprise club where the focus is on showing entrepreneurial skill to benefit others.

Destinations of Business Studies students

Students who choose Business A level often go onto Higher Education to read Business Management, Finance and Accountancy or International Business at university level.

OCR Examination Board

We follow OCR Specification A which can be found and downloaded from the OCR Chemistry website. It is divided into six teaching modules and each module is further divided into key topics which are taught and regularly tested. Teaching of practical skills is integrated with the theoretical topics and they are assessed through the written papers at the end of the course. There is also a non-examination based practical endorsement section which replaces the traditional coursework element and this must be passed to achieve the full A level qualification.

Students wishing to take Chemistry at A level require a solid mark in Separate Chemistry or Higher Tier Combined Science and have a good working and contextual knowledge of mathematics.

Module 1: Development of Practical Skills	Module 2: Foundations in Chemistry	Module 3: Periodic Table & Energy
Taught throughout the course as part of the practical endorsement	Atoms, Compounds & Equations Amount of substance Acid-base & redox reactions Electrons, bonding & structure	Periodic table and periodicity Group 2 & the halogens Qualitative analysis Enthalpy changes Reaction rates & equilibrium
Module 4: Core Organic Chemistry	Module 5: Physical Chemistry & Transition Elements	Module 6: Organic Chemistry & Analysis
Basic concepts Hydrocarbons Alcohols and haloalkanes Organic synthesis Analytical techniques (IR & MS)	Reaction rates & equilibrium pH and buffers Enthalpy, entropy & free energy Redox & electrode potentials Transition elements	Aromatic compounds Carbonyl compounds Carboxylic acids & esters Nitrogen compounds Polymers Organic synthesis Chromatography & spectroscopy (NMR)

Assessment: There are four assessment components

Component 1: Periodic Table, Elements & Physical Chemistry	Component 2: Synthesis & Analytical Techniques
Written paper – 2¼ hours 100 marks – 37%	Written paper – 2 ¼ hours 100 marks – 37%
Assesses content from modules 1,2,3 and 5 Section A multiple choice (15 marks) Section B Structured and closed questions (85 marks)	Assesses content from modules 1,2,4 and 6 Section A multiple choice (15 marks) Section B Structured and closed questions (85 marks)
Component 3: Unified Chemistry	Component 4: Practical Endorsement
Written paper – 1½ hours 70 marks – 26%	Non examination assessment Pass required
Assesses content from all modules Question styles include structured and closed questions and extended response questions	To achieve a pass you must complete a minimum of 12 assessed practical activities and achieve the minimum level of competence.

Expectations for Independent Study:

Students are required to carry out pre and post reading around lessons. Learning work on a weekly basis is important as is recall of key terms. Students actively participate and become engaged within this subject by reading around the topics taught, watching TED talks and relating chemistry to their everyday lives.

OCR Examination Board

Classical Civilisation appeals to students interested in history, literature, psychology, philosophy and history of art. The course requires no previous classical study.

The aims of the course are to:

- Encourage students to acquire knowledge and understanding of Greek and Roman civilisation
- Develop students' awareness of similarities and differences between the classical world and later times
- Teach students to apply critical and evaluative skills to evidence of different kinds

The course consists of three units:

Module	Topic
The World of the Hero	Homer and Virgil
Culture & the Arts	Greek theatre, with particular reference to Oedipus the King, Bacchae and Frogs
Beliefs & Ideas	Greek religion

Students studying Classical Civilisation at A level will gain an awareness of the distinctive moral and social values of the classical world. In addition, students will develop skills of reasoned argument in historical analysis, literary criticism and aesthetic appreciation.

The Department runs a variety of activities designed to reinforce learning, including trips to Greece (2012), Sicily (2013), Pompeii (2014), Greece (2016) and Sicily (2018). We believe in Classics as a living subject and are frequent museum and theatre-goers.

During the last two years, we have continued to be as dynamic as possible, with film nights still running, a classical magazine produced and online lectures with a variety of universities. Pupils have also entered a variety of externally run competitions, with a 'Highly Commended' in the St Hugh's 'Classical Reception' competition.

Many students go on to study Classics related subjects at university, with a Classics-based degree being highly rated in the workplace.



OCR Examination Board

First and foremost, do not read this if you have not done Classical Greek GCSE. If, however, you have done Classical Greek GCSE, then read on.

The aim of the course is to produce students who feel confident in tackling set texts by ancient Greek authors. The course should also encourage students to think logically and independently in the translating of unseen passages.

Component 1: Unseen Translation	Develop linguistic skills by translating a passage of unseen prose from Greek into English
Component 2: Comprehension	Translation, comprehension and grammar questions on an unseen passage of Greek prose
Component 3: Prose Literature	Further develop linguistic skills by translating two pieces of Greek prose into English and by answering questions on the text. The prose set texts will be chosen from Thucydides, Plato and Herodotus.
Component 4: Verse Literature	Further develop linguistic skills by translating two pieces of Greek verse into English. The verse set texts will be selected from Homer, Euripides and Aristophanes.

For all set texts, students are expected to have a thorough knowledge of content and style. Thus, the ability to discuss metaphors, similes and other literary techniques is as important as being able to provide straight translation.

A level Greek students are an integral part of the Classics Department, which runs a variety of activities designed to reinforce learning, including trips to Pompeii (2014), Greece (2016) and Sicily in 2018. We believe in Classics as a living subject and are frequent museum and theatre-goers.



AQA Examination Board

The emphasis of the Computer Science course is on computational thinking, which is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill and means using abstraction and decomposition. The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world.

Assessment

Paper 1	<p>This paper is a 2½ hour on-screen examination and is worth 40% of the A level. It tests a student's ability to program, as well as their theoretical knowledge of Computer Science from the following areas:</p> <ul style="list-style-type: none">• fundamentals of programming• fundamentals of data structures• fundamentals of algorithms• theory of computation
Paper 2	<p>This paper is a 2½ hour written examination and is worth 40% of the A level. It tests a student's ability to answer questions from the following areas:</p> <ul style="list-style-type: none">• fundamentals of data representation• fundamentals of computer systems• fundamentals of computer organisation and architecture• consequences of uses of computing• fundamentals of communication and networking• fundamentals of databases• big data• fundamentals of functional programming
Non-examination assessment	<p>The non-examination assessment is worth 20% of the A level and assesses the student's ability to use the knowledge and skills gained through the course to solve a practical problem. Students will be expected to follow a systematic approach to problem solving.</p>

AQA Examination Board

A level Dance provides students with the opportunity to gain experience of performance and choreography and to develop critical thinking about dance.

This four unit specification requires students to:

- develop understanding and knowledge as well as critical skills for the analysis of choreography and performance within their own work and in professional repertoire
- gain experience of choreography and performance through practice
- gain in-depth knowledge of specific study areas and professional works

This course is particularly suitable for students who have studied GCSE Dance and wish to study dance at a higher level. The content allows students to study a subject which can be extended through higher education and promotes a healthy lifestyle through an awareness of the importance of exercise and training.

A level Dance allows students to study a subject which can be extended through higher education and promotes a healthy lifestyle through an awareness of the importance of exercise and training.

A level Dance helps students to:

- think critically about dance as an art form
- develop their knowledge for the study of dance in higher education
- experience performance and choreography through practice
- lead a healthy lifestyle.

What students like:

- that it provides them with the opportunity to acquire experience of performance and choreography and to engage in critical thinking about dance
- that there is good progression for those who have studied Dance at GCSE and/or have previous experience of dance through formal training in dance classes

The skills that students develop specific to the study of Dance at A level include:

- knowledge and understanding of performance and choreography within their own work and professional repertoire
- technical and expressive skills as well as safe practice developed through performance and interpretation of dance
- technical and performance skills in relation to a chosen practitioner
- performance skills as a soloist and as a member of an ensemble

A level Dance is a two year programme of study which is examined at the end of Year 13. Students study, and are assessed in, two main components:

Component 1: Performance & Choreography (50% of A level)

Students are assessed on a solo performance linked to a specific practitioner within an area of study, a performance in a quartet and a group choreography.

Component 2: Critical Engagement (50% of A level)

Students are assessed on their knowledge, understanding and critical appreciation of a compulsory set work and its location within a corresponding area of study and of an optional set work and its location within a corresponding area of study.

Compulsory work: **Rooster** by Christopher Bruce

Optional work: **Giselle** (Jean Coralli & Jules Perrot, 1841); **Appalachian Spring** (Martha Graham, 1944); **Singin' in the Rain** (Stanley Donen & Gene Kelly, 1952); **Sutra** (Sidi Larbi Cherkaoui 2008).

DESIGN & TECHNOLOGY: PRODUCT DESIGN

AQA Examination Board

The aim of this course is to strengthen students' critical thinking and problem solving skills within a creative environment, enabling them to develop and make prototypes/products that solve real world problems, considering their own and others' needs, wants, aspirations and values.

Students are required to:

- identify market needs and opportunities for new products
- initiate and develop design solutions
- make and test prototypes/products
- acquire knowledge in how a product can be developed through the stages of prototyping, realisation and commercial manufacture
- confidently critique products, situations and society
- Develop and sustain imagination, innovation and flair when working with concepts and materials
- Develop an understanding of contemporary design and technological practices and consider the uses and effects of new technologies and modern materials
- Develop thinking skills, financial capability, enterprise and entrepreneurial skills.

Topics of study include: sustainability and the environment, product life, social, moral and cultural issues, environmental issues, inclusive design, the human interface, aesthetics, scale of production, manufacturing systems, production technologies, marketing and commercial issues.

Paper 1	
What is assessed	Core technical principles and core designing and making principles
How it's assessed	Written examination: 2 hours. 100 marks. 25% of A level
Questions	Mixture of short answer, multiple choice and extended response.

Paper 2	
What is assessed	Specialist knowledge, technical and designing and making principles
How is it assessed	Written examination: 2 hours. 25% of A level
Questions	Mixture of short answer, multiple choice and extended response questions.
Section A:	Product analysis
	Up to 6 short answer questions based on visual stimulus of product(s)
Section B:	Commercial manufacture
	Mixture of short and extended response questions

Non-examination Assessment (NeA)	
What is assessed	Practical application of technical principles, designing and making principles and specialist knowledge
How it is assessed	Substantial design and make task. 45 hours. 100 marks. 50% of A-Level
Evidence	Written or digital design portfolio and photographic evidence of final prototype.

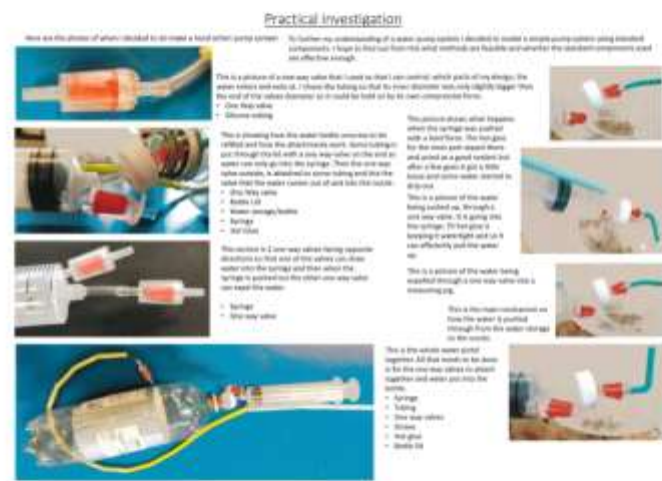
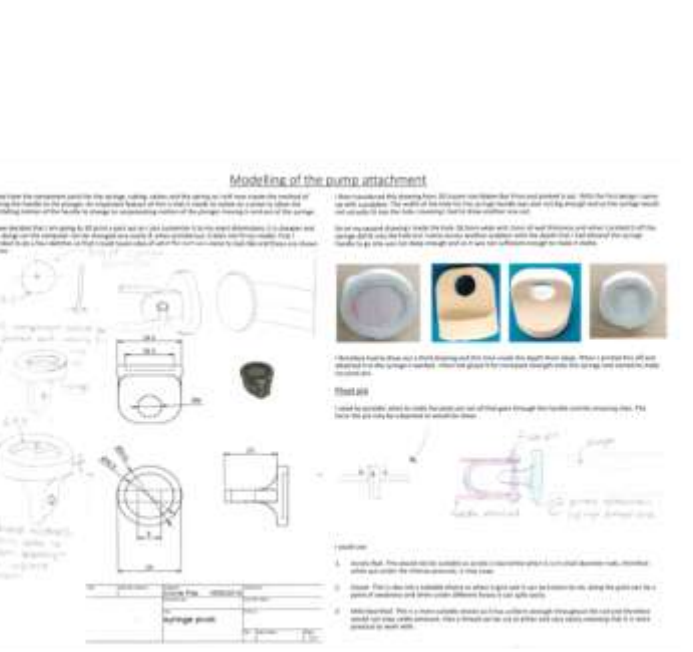
A level DT: Product design could lead to the following degree courses/careers:

- Engineering (all sectors: civil, mechanical, aeronautical, robotic, manufacturing)
- Architecture
- Industrial Design
- Project management
- Materials science
- Interior/landscape design



Practical outcome following the unit of work studying woods and their working properties, manufacturing methods and applications.

This demonstrates the use of several processes and skills including using a jig, templates, jigsaw, router and finishing techniques.



Exemplar work for the major project:
Evidence of modelling, testing and modifications.
Practical application of knowledge and skills.

AQA Examination Board

The new specification demands practical, creative and communication skills in almost equal measure. Students will extend their ability to create drama and theatre, either in a performing or production role. They will also be required to write about drama and to develop their powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights. Students will also be expected to see several productions by different companies.

The course is designed to provide a balance, combining a range of activities including exploring plays, creating theatre, performing plays, developing directing skills, the analysis of theatre and the critical evaluation of all these elements. There is also a strong emphasis on the application of past practical experience to approaching new texts, and to capturing that experience in written work.

Key Skills

As well as covering the study of drama, the course will enable students to develop the Key Skills as required by UCAS.

Qualification at a Glance

There are two coursework components and one externally examined paper.

Component 1: Theatre Makers in Practice

This unit involves a written examination lasting 3 hours. This is externally marked and is worth 40% of the final grade. Questions will focus on a live theatre evaluation; the practical exploration and study of a complete performance text, focusing on how this can be realised for performance, and a practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner, focusing on how this text could be reimagined for a contemporary audience.

Component 2: Devising

This involves devising an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. Performer or designer routes are available. Students must complete a portfolio to support the practical work (between 2500–3000 words or recorded/verbal evidence between 12–14 minutes) which is internally assessed and externally moderated. This unit is worth 40% of the total grade.

Component 3: Text in Performance

This unit involves a group performance/design realisation of one key extract from a performance text as well as a monologue or duologue performance/design realisation from one key extract from a different performance text. This is externally assessed by a visiting examiner and is worth 20% of the total grade.

Facilities and results at St Gabriel's

The theatre, with digital audio-visual equipment, represents an excellent and flexible performing space. Pupils from St Gabriel's have gone on to study at Italia Conti, Rose Bruford and RADA.

What could I do next?

University courses and drama school to study drama, theatre studies, set design, performing arts etc. In general, Industry now values a qualification in drama as it gives an excellent training in problem solving, creativity, presentation skills and general confidence. See below for possible options:

Leading from A level Drama & Theatre Studies

The Brit School - Production Arts
The Bristol Old Vic Theatre School - Acting
Bath University - Drama and Psychology
University of Bristol - Film and French
University of Chichester - Drama, Theatre and Directing
Salford University - Media and Performance
Liverpool institute of performing arts - Applied
Theatre and community drama
Met film School - Acting for film

Careers following study

Producer
Actor
Drama Teacher
Playwright/Film writer
Drama therapist
Advertising Manager
Drama community specialist
Drama outreach officer



AQA Examination Board

"Reading changes you. You aren't the same person after you've read a particular book as you were before." Margaret Atwood

Why Study English?

Through the study of literature you can travel across place and time, experiencing different cultures, historical periods and even exploring possible futures. For anyone with a love of reading, taking English Literature is a great opportunity to enrich your knowledge of the world and deepen your appreciation for great literature. We follow the AQA specification B syllabus which centres around two different genres: Tragedy and Social and Political Protest Writing. You will study novels, plays and poetry, interrogating how writers use the features of genre. This course builds cohesively on skills learned at GCSE so that you can begin your A level study with confidence.

Course Overview

The course consists of three elements: the two genre based examined papers and a non-examined component.

Paper 1: Aspects of Tragedy

We study three texts for this module: Shakespeare's *Othello*, selected poetry of John Keats, and *Death of a Salesman* by Arthur Miller. The examination for this module consists of a single paper of two hours thirty minutes duration, featuring two questions on the Shakespeare play text and one question linking the other two texts. The examination is worth 40% of the overall A level.

Paper 2: Political and Social Protest Writing

Three more texts are studied for this module: Blake's *Songs of Innocence and Experience*, *The Handmaid's Tale* by Margaret Atwood and *The Kite Runner* by Khaled Hosseini. The examination is three hours, and features an unseen passage for analysis as well as questions on the poetry text and a question linking the two novels. This paper is also worth 40% of the A level.

Non-Examined Assessment: Theory and Independence

The third element of the A level, worth 20%, is a non-examined assessment. Students use a Critical Anthology, featuring a variety of critical theories, applying two theories to two texts of their choice. They write two essays, examining their chosen texts through a critical lens, such as Feminist or Marxist theory. One essay can be re-creative, which gives students the chance to do their own creative writing inspired by a piece of writing of their choice.

Where can English Literature take you?

English Literature is a really versatile subject, which will provide you with skills you can use to compliment many other subject choices at A level and will provide foundations for a huge variety of career choices.

The study of English Literature will give you confidence in analysis, debate and critical theorising. You will also develop your communication skills as you will have to have to explain and defend your ideas; it's not enough to simply note something about a text, you must convincingly argue your interpretation.

English graduates are highly employable because of the essential communication skills you hone in your study of literature. Popular careers for those who study English include advertising, marketing, publishing, PR and journalism.



AQA Examination Board

Geography at A level bridges science and the arts, and dovetails neatly with most other subjects. The new course is very interesting and challenging as it covers a wide range of topics, which overlap with many A levels studied in the Sixth Form.

To study Geography at A level it is essential to have studied GCSE Geography. As a subject which involves numeracy, literacy and evaluative skills, Geography can be studied with arts or science subjects. At degree level, Geography, as a social science, may be taken as either a BA or a BSc course.

Course Overview

Component 1: Physical Geography. 40% of qualification

Water and carbon cycles

Either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes

Either Hazards *or* Ecosystems under stress

Component 2: Human Geography. 40% of qualification

Global systems and global governance

Changing places

Either Contemporary urban environments *or* Population and the environment *or* Resource security

Component 3: Geography Fieldwork Investigation. 20% of qualification

For this part of the course students complete an individual investigation which must include data collected in the field. The individual investigation will be based on a question or issue relating to part of the specification content.

To support this component of the course, there are a number of compulsory field trips which incur an additional cost.

Where can Geography take you?

Geography is a broad based academic degree which is well respected by employers. Geography graduates have one of the highest rates of graduate employment.

Areas of employment for geography graduates include:

- Conservation
- GIS
- Risk analysis
- Town planning
- International development
- Sustainability
- Resource management
- Travel and tourism



Mount Etna: Geography & Classics Trip to Sicily 2018

Edexcel Examination Board

“Not to know what took place before you were born is to remain forever a child” Cicero

Why study History?

Everything happening around us today has been influenced by and is a result of what has happened in the past. History can help us predict what could happen in the future. Studying A level History allows you to make connections between the world of today and the world of the past. When we analyse important historical events, we learn about the consequences of people's actions and we can apply this knowledge to our understanding of current affairs, learning valuable lessons for the future.

The options at St Gabriels are linked by the theme of revolutions that span the early modern and modern periods. While the revolutionary upheavals in each country involved the overthrow of existing monarchies, the causes and the consequences of these revolutions differed in important ways. Students will study the causes and course of their chosen revolutions, and the outcome for the people of Britain and either France or Russia. Studying two different countries allows students to develop a greater appreciation of the nature of revolutions and the similarities and contrasts between them (although students will not be required to answer comparative questions that link the breadth and the chosen depth option).

What subjects go well with History?

Politics, English, Modern Languages, Religious Studies, Psychology and Economics are all good complementary subjects. Then again, quite a few scientists and mathematicians like to study History as a contrasting discipline.

A Level

Consists of four modules, including one of coursework, which are examined at the end of Year 13:

- Paper 1:** Britain, 1625–1701: conflict, revolution and settlement (essay paper, 25%)
Paper 2: Choice of France in revolution, 1774–99 or Russia in revolution, 1894–1924 (sources and essay paper, 25%)
Paper 3: Tudor Rebellions 1485-1603 (sources and essay paper, 30%)
Henry VII, Simnel, Warbeck and the Cornish Revolt
Henry VIII, the Amicable Grant and Pilgrimage of Grace
Edward VI, Kett and the Western Rebellion
Mary and the Wyatt Rebellion
Elizabeth, the Northern Earls' Revolt and unrest in Ireland
Paper 4: Historical controversy (coursework unit, 20%)

What does one DO with History?

History is one of the Russell Group universities' facilitating' subjects — so called because choosing them at A level allows a wide range of options for degree study. Studying A level History not only helps improve your knowledge of the past, but it also helps you gain skills that are invaluable in many jobs. Some of these skills include analysing, researching, communication and problem-solving. You will also gain the ability to prioritise information and learn how to make vital decisions. This helps you to build a important skill-set needed for progression into university or a career.

St Gabriel's has an excellent track record of securing top results for our students. Between 2018 and 2021, 100% of results have been at A*-B with 66% at A and 26% at A*. Historians have secured places to read History at Cambridge, Bristol, Leeds and Lancaster. Alongside the more obvious progression into subjects such as English, Law, Politics and PPE, recent A level students have gone on to study Psychology, Biology, Medicine, French, Spanish and Mandarin. History is held in high regard by universities for the skill set gained as well as for creating students who have an interest in the world and their place within it.

OCR Examination Board

Component 1: Unseen Translation	Develop linguistic skills by translating a passage of unseen prose from Latin into English
Component 2: Comprehension	Translation, comprehension and grammar questions on an unseen passage of Latin prose
Component 3: Prose Literature	Further develop linguistic skills by translating two pieces of Latin prose into English and by answering questions on the text. The prose set texts will be selected from Cicero, Tacitus and Livy.
Component 4: Verse Literature	Further develop linguistic skills by translating two pieces of Latin verse into English. The verse set texts will be selected from Virgil, Catullus and Ovid.

Studying Latin at A level offers students the opportunity to gain further insights into the motives and aspirations of the Romans. In addition to improving linguistic skills, it develops a student's ability to analyse and evaluate information from the evidence of the written word. Students practise expressing themselves with precision and achieving fluency in the use of argument. These are the communication skills that employers value so much.

Arrangements are made to attend lectures on relevant topics and students are encouraged to take advantage of the theatre trips arranged to support the tragedy option of the Classical Civilisation syllabus. The annual Classics trip abroad is also extremely popular and has included visits to Greece, Sicily, Pompeii and Rome.

It is no exaggeration to say that Latin is very highly regarded at university. Latinists have ended up doing Law at Oxford, French and Russian at Cambridge and Medicine at Exeter.



Classics & Geography Trip to Sicily 2018

Edexcel Examination Board

Why choose A Level Mathematics?

If you enjoy mathematics and feel confident with the work you have met so far at GCSE, then you should seriously consider Mathematics or Further Mathematics AS or A level. It is a demanding and challenging subject but your hard work and effort will be rewarded.

It is also a vital support for many A levels that increasingly can involve calculations and statistical analysis. This includes subjects such as the sciences, psychology, geography, business or computing. Mathematics has wide applications in industry, business, finance, social sciences, science, technology and many other areas. Mathematics or Further Mathematics qualifications can help you towards a large range of future careers.

Many of our mathematics students have gone on to study Mathematics or related subjects at university, and a mathematics A level is key to an application for subjects such as the sciences, engineering, computing or economics. So, if you:

- Enjoy mathematics for its own sake and its power to solve problems
- Wish to study science/social science/engineering/computing at higher levels
- Enjoy logical, structured and analytical thought, where solutions to questions clearly and succinctly
- Wish to earn an important and valued qualification

then A level Mathematics or Further Mathematics is the answer.

How accessible is A level Mathematics?

Most students find at least some parts of the syllabus challenging. The most successful students find that they need to ask for help and guidance on a regular basis both during and outside of lessons (possibly for the first time in their mathematics career!) The good news, however, is that the Mathematics Department at St Gabriel's is genuinely committed to helping you realise your potential. There is plenty of time to ask questions in our smaller class sizes and we are available for you during study periods and after school.

What grade do I need at GCSE?

Mathematics is a cumulative subject; it builds upon itself. So a good result in the Higher GCSE paper is essential to being successful at A level. It is a good idea to talk to your current teacher if Mathematics or Further Mathematics at A level interests you.

What makes a good A level mathematician?

10% flair, 90% hard work and commitment. Many students have a love of mathematics and understand concepts intuitively but the good grades come from correction of misconceptions and sustained practice that builds fluent recall and the ability to apply your knowledge to past paper questions.

Course details:

All of the A level mathematics course content is compulsory and will be examined at the end of the course. You will study the pure, statistics and mechanics areas listed below.

A level or AS Further Mathematics could be taken as a fourth option in the Sixth Form. Further Mathematics AS or A2 level is available to students with the necessary ability and it would be especially suitable for those pupils who have studied AQA Further Mathematics GCSE in Year 11 or those considering reading mathematics, engineering or physics at university. You will study the compulsory pure content as shown below, but you will have the opportunity to develop your interests in the areas of mechanics, statistics or decision mathematics.

MATHEMATICS & FURTHER MATHEMATICS (continued)

A Level Mathematics

Programme of Study

Students will have five double periods of Mathematics per week in Year 12 and Year 13.

Paper 1: Pure Mathematics 1 (paper code: 9MA0/01) (33% of total marks) 2 hours 100 marks	Paper 2: Pure Mathematics 2 (paper code: 9MA0/02) (33% of total marks) 2 hours 100 marks
Content overview: Topic 1—Proof Topic 2—Algebra and functions Topic 3—Co-ordinate geometry in the (x,y) plane Topic 4—Sequences and series Topic 5—Trigonometry Topic 6—Exponentials and logarithms Topic 7—Differentiation Topic 8—Integration Topic 9—Vectors	Content overview: Topic 1—Proof Topic 2—Algebra and functions Topic 3—Co-ordinate geometry in the (x,y) plane Topic 4—Sequences and series Topic 5—Trigonometry Topic 6—Differentiation Topic 7—Integration Topic 8—Numerical methods Topic 9—Vectors
Paper 3: Statistics & Mechanics (paper code: 9MA0/03) (33% of total marks) 1 hour 50 marks for each paper	
Content overview: Section A: Statistics Topic 1—Statistical sampling Topic 2—Data presentation and interpretation Topic 3—Probability Topic 4—Statistical distributions Topic 5—Statistical hypothesis testing	Content overview: Section B: Mechanics Topic 6—Quantities and units in mechanics Topic 7—Kinematics Topic 8—Forces and Newton’s laws Topic 9—Moments

MATHEMATICS & FURTHER MATHEMATICS (continued)

A Level Further Mathematics

Paper 1: Core Pure Mathematics 1 25% - 75 marks 1 ½ hours	Compulsory
Paper 2: Core Pure Mathematics 2 25% - 75 marks 1½ hours	Compulsory
Paper 3: Further Mathematics Option 1 25% - 75 marks 1½ hours	Students take two optional papers with options available in <ul style="list-style-type: none"> • Further Pure Mathematics • Further Statistics • Further Mechanics • Decision Mathematics
Paper 4: Further Mathematics Option 2 25% - 75 marks 1½ hours	

Paper 1: Core Pure Mathematics 1 (paper code: 9FM0/01)	Paper 2: Core Pure Mathematics 2 (paper code: 9FM0/02)
Content overview Proof, Complex numbers, matrices, further algebra and functions, further calculus, further vectors	Content overview Complex numbers, further algebra and functions, further calculus, polar coordinates, hyperbolic functions, differential equations

<p>Paper 3: Further Mathematics Option 1 (paper codes: 9FM0/3A-3D) and Paper 4: Further Mathematics Option 2 (paper codes: 9FM0/4A-4G)</p>
<p>Content overview Students take two of the following eight options:</p> <p>Further Pure Mathematics 1—Further calculus, further differential equations, coordinate systems, further vectors, further numerical methods, inequalities</p> <p>Further Pure Mathematics 2—Groups, further calculus, further matrix algebra, further complex numbers, number theory, further sequences and series</p> <p>Further Statistics 1—Linear regression, statistical distributions (discrete), statistical distributions (continuous), correlation, hypothesis testing, chi squared tests</p> <p>Further Statistics 2—Probability distributions, combinations of random variables, estimation, confidence intervals and tests using a normal distribution, other hypothesis tests and confidence intervals, probability generating functions, quality of tests and estimators</p> <p>Further Mechanics 1—Momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs</p> <p>Further Mechanics 2—Further kinematics, further dynamics, motion in a circle, statics of rigid bodies, elastic collisions in two dimensions</p> <p>Decision Mathematics 1—Algorithms and graph theory, algorithms on graphs, algorithms on graphs II, critical path analysis, linear programming</p> <p>Decision Mathematics 2—Transportation problems, allocation (assignment) problems, flows in networks, dynamic programming, game theory, recurrence relations, decision analysis</p>

AQA Examination Board

An A level in one or more Modern Foreign Language is a highly-regarded addition to a student's portfolio of qualifications for Higher Education. Even if you do not want to specialise in languages at university, an A level qualification can open more doors to you, as it is one of the facilitating subjects as defined by the Russell Group of universities.

This qualification is linear; students will study for two years and sit all their examinations in the summer of Year 13. There will be three papers:

Paper 1 — listening, reading and writing (summary and translation) (2½ hours) – 50%

Paper 2 — writing (essays) (2 hours) – 20%

Paper 3 — speaking (between 21–23 minutes including 5 minutes preparation time) - 30%

The A level specification builds on the knowledge, understanding and skills gained at GCSE. It combines study of language, culture and society, fostering a range of transferable skills including communication, critical thinking, research skills and creativity.

Content

The following elements are included within the course (with *some* examples of subtopics):

- aspects of the social context (modern and traditional values; 'cyber-society'; equal rights; voluntary work)
- aspects of the artistic life of French/Spanish-speaking countries (cultural heritage; francophone/hispanophone music and cinema)
- multiculturalism (immigration; racism; integration)
- aspects of the political landscape including the future of political life in the Francophile/Hispanic world
- young people and their political engagement
- development of spoken and written language skills
- the use of authentic sources in the foreign language

The course includes study of two literary works or one literary work and one film:

French: *Boule de Suif et autres contes de guerre* (Guy de Maupassant) and *Un Sac de Billes* (Joseph Joffo)

Spanish: *La casa de Bernarda Alba* (Federico García Lorca) and *Volver* (dir. Pedro Almodóvar)

Wider skills

Students will also undertake an individual research project in the second year of the course. They will be required to identify a subject or a key question which is of interest to them and which relates to a country or countries where the foreign language is spoken. They must select relevant information in the target language from a range of sources and demonstrate their ability to research independently, analyse and summarise their findings, in order to present and discuss them in the speaking assessment.

Speaking practice

In addition to timetabled lessons, Sixth Form students benefit from one hour each week of individual conversation with a French/Spanish speaking national. This provides students with the unique opportunity to refine their pronunciation of the language and gain self-confidence in speaking the foreign language.

Which careers are linked to studying modern languages?

Graduates who can offer a second and even a third language are very sought after by employers. In our globalised world, knowing another language will help you to develop and establish international links that are inaccessible to others. You will have a broader range of career options in both British and global companies and organisations that need your ability to network in another tongue. Learning a foreign language will also allow you to develop a set of soft skills, such as communication, problem-solving, adaptability, work ethic, that are transferable and helpful in all fields, from the arts to scientific research and engineering. Here are some examples of the careers that you could choose if you learn languages: charity and international development, education, international business and logistics, finance, international law and government, journalism, management and marketing, management consultancy and business services, translation and interpreting, travel and tourism, national intelligence and security.

MODERN FOREIGN LANGUAGES: CHINESE (SPOKEN MANDARIN)

Edexcel Examination Board

An A level in one or more Modern Foreign Language is a highly regarded addition to a student's portfolio of qualifications for Higher Education. Even if you do not want to specialise in languages at university, an A level qualification can open more doors to you, as it is one of the facilitating subjects as defined by the Russell Group of universities.

This qualification is linear; students will study for two years and sit all their examinations in the summer of Year 13.

There will be three papers:

Component & duration	Description	(%)
Paper 1	Listening, reading and translation (2 hours)	40
Paper 2	Written response to works and translation (2 hours 40 minutes)	30
Paper 3	Speaking (between 21—23 minutes including 5 minutes preparation time)	30

The A level specification builds on the knowledge, understanding and skills gained at GCSE. It combines study of language, culture and society, fostering a range of transferable skills including communication, critical thinking, research skills and creativity.

Content

The following elements are included within the course (with some examples of subtopics):

Theme 1: 当代华人社会的变迁 Changes in contemporary Chinese society

Theme 2: 中国文化 Chinese culture

Theme 3: 演变中的华人社会 Evolving Chinese society

Theme 4: 1978年改革开放对中国的影响 The impact of reform and opening up in 1978 on China

The course includes study of two literary works or one literary work and one film from the following list:

Literature: 只叫凤的鸽子 A Very Special Pigeon

城南旧事 My Memories of Old Beijing

故乡 My Old Home

Films: 请给我投票 Please Vote for Me

十七岁的单车 Beijing Bicycles

天水围的日与夜 The Way We Are

Wider skills

As part of the speaking examination, students will also undertake an individual research project in the second year of the course. They will be required to identify a subject or a key question which is of interest to them and which relates to a country or countries where the foreign language is spoken. They must select relevant information in the target language from a range of sources and demonstrate their ability to research independently, analyse and summarise their findings, in order to present and discuss them in the speaking assessment.

Speaking practice

In addition to timetabled lessons, Sixth Form students benefit from one hour each week of individual conversation with a Chinese Mandarin speaking national. This provides students with the unique opportunity to refine their pronunciation of the language and gain self-confidence in speaking the foreign language.

OCR Examination Board

OCR's A level in music provides a contemporary, accessible and creative education in music with an integrated approach to the three main elements – performing, composing and appraising.

Students are encouraged to be creative and to broaden their musical horizons and understanding with areas of study that inspire and challenge. This specification will enable students to explore performance and composition in greater detail and allow them to choose a specialism in performance or composition. Through the various genres, styles and eras contained in the areas of study they will explore musical context, musical language and performance and composition skills. The qualification has options and pathways designed to appeal to, and cater for, a wide range of interests, instruments, personalities and directions.

Students take options as detailed in the table overleaf, choosing to do EITHER 01, 03 and 05 OR 02, 04 and 05, depending on their preferences and strengths in performing and composing. As well as performing and composing, there is a listening and appraising paper, which tests students' knowledge on a wide range of set works and unfamiliar material, across the whole musical spectrum from classical to pop, via jazz.

Requirements

A level Music is open to anyone who currently plays an instrument and is at least at **Grade 5** level. Candidates should also be around Grade 5 level in Music Theory.



Content Overview	Assessment Overview	
Recital: minimum of 6 minutes and two contrasting pieces. Choice of: <ul style="list-style-type: none"> • solo piece(s) on one or more instruments or voice • ensemble performance (including accompanying) • realisation using music technology 	Performing A (01) Recital (75 Marks) Non-examination assessment – externally assessed via audio-visual recording	25% of total A level
Recital: minimum of 10 minutes and three contrasting pieces. Choice of: <ul style="list-style-type: none"> • solo piece(s) on one or more instrument or voice • ensemble performance (including accompanying) • realisation using music technology Section 1: Free Choice Section 2: Focused Study	Performing B (02) Recital (105 Marks) Non-examination assessment – externally assessed via audio-visual recording	35% of total A level
Compositions with a combined duration of at least 8 minutes <ul style="list-style-type: none"> • One to a brief set by OCR • One to a brief written by the learner • Three short technical exercises 	Composing A (03) Compositions accompanied by a score, lead sheet or written description (105 Marks) Non-examination assessment – externally assessed via audio recordings	35% of total A level
Compositions with a combined duration of at least 4 minutes <ul style="list-style-type: none"> • One to a brief set by OCR • One to a brief written by the learner 	Composing B (04) Compositions accompanied by a score, lead sheet or written description (75 Marks) Non-examination assessment – externally assessed via audio recordings	25% of total A level
Listening and appraising <ul style="list-style-type: none"> • Analysing and evaluating music • Familiar and unfamiliar pieces • Prescribed works • Questions based on aural extracts 	Listening and appraising (05) Written examination including aural extracts (120 Marks) 2½ hour written examination	40% of total A level





AQA Examination Board

This qualification is linear, with students sitting all their examinations and submitting all their non-examination assessments at the end of the course.

Skills students will develop

In choosing this course, students will develop the knowledge to equip them for undergraduate study in areas of Physiology, Biomechanics, Psychology and Nutrition. The variety of practical roles leads to the development of their leadership skills and moral and social development.

The course will enhance students' existing interest in sport, as well as further develop their understanding of scientific related components of sport and contemporary issues in the media. Students will particularly enjoy the variety that the course contains and relish the opportunity to specialise in a practical option.

A level Outline

At A level, this specification will develop knowledge and skills to help understand the opportunities for, and effects of, leading a healthy and active lifestyle. Candidates will be given the opportunity to build on their experience and improve their personal skills/techniques across a variety of roles in a sport of their choice, to improve performance.

The A level specification has 3 units:

Unit 1: Factors affecting optimal performance in physical activity and sport

Written paper: 2 hours (35% of total A level mark)

Section A - Applied anatomy and physiology

Section B - Skill psychology

Section C - Sport and society

All sections are assessed by multiple choice, short answer and extended writing.

Unit 2: Factors affecting optimal performance in physical activity and sport

Internal assessment externally moderated (35% of total A level mark)

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

All sections are assessed by multiple choice, short answer and extended writing.

Unit 3: Practical performance in physical activity and sport

Internal assessment externally moderated (30% of A level mark)

Students are assessed as a performer or coach in the full-sided version of one activity, together with a written/verbal analysis of performance.

A level PE can lead to the following degree courses: Exercise and Sports Science, Sport and Exercise Science, Sport and Business & Management, Sport Coaching & Management, Sport Psychology, Sport Business & Media, Sport Marketing & Management, Physical Education teacher, Sport Physical Education & Health, Coaching and Sports Management, Leisure, Business & Tourism, Health Education & Sports Science

Edexcel Examination Board

Why study Physics?

Physics is the study of matter, energy, space and time. It is the most fundamental description of the universe we live in. It will stretch your imagination as you contemplate the nature of time and matter. You will, however, keep your feet firmly on the ground in looking at the applications of physics in medicine, music, sport and design of structures. Edexcel is a concept-led course which puts the physics first and contains a balance of topics to interest those hoping to pursue degrees from Theoretical Physics to Engineering.

Pre-course Qualifications

Students wishing to study Physics at A level require a solid score in Separate Physics or Higher Tier Combined Science and strong working mathematics from GCSE.

Development of Practical Skills	Taught throughout the course as part of the practical endorsement	
Paper 1	Working as a Physicist, Mechanics, Electric Circuits, Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics.	30% of A level marks
Paper 2	Working as a Physicist, Materials, Waves & Particle Nature of Light, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations.	30% of A level marks
Paper 3	Synoptic paper assessing any knowledge from the programme of study, plus questions assessing understanding of experimental methods.	40% of A level marks

What does the Edexcel GCE Physics course include?

There is no coursework element to the A level: practical skills must be reported on to the examination board but will not form part of the candidate's grade.

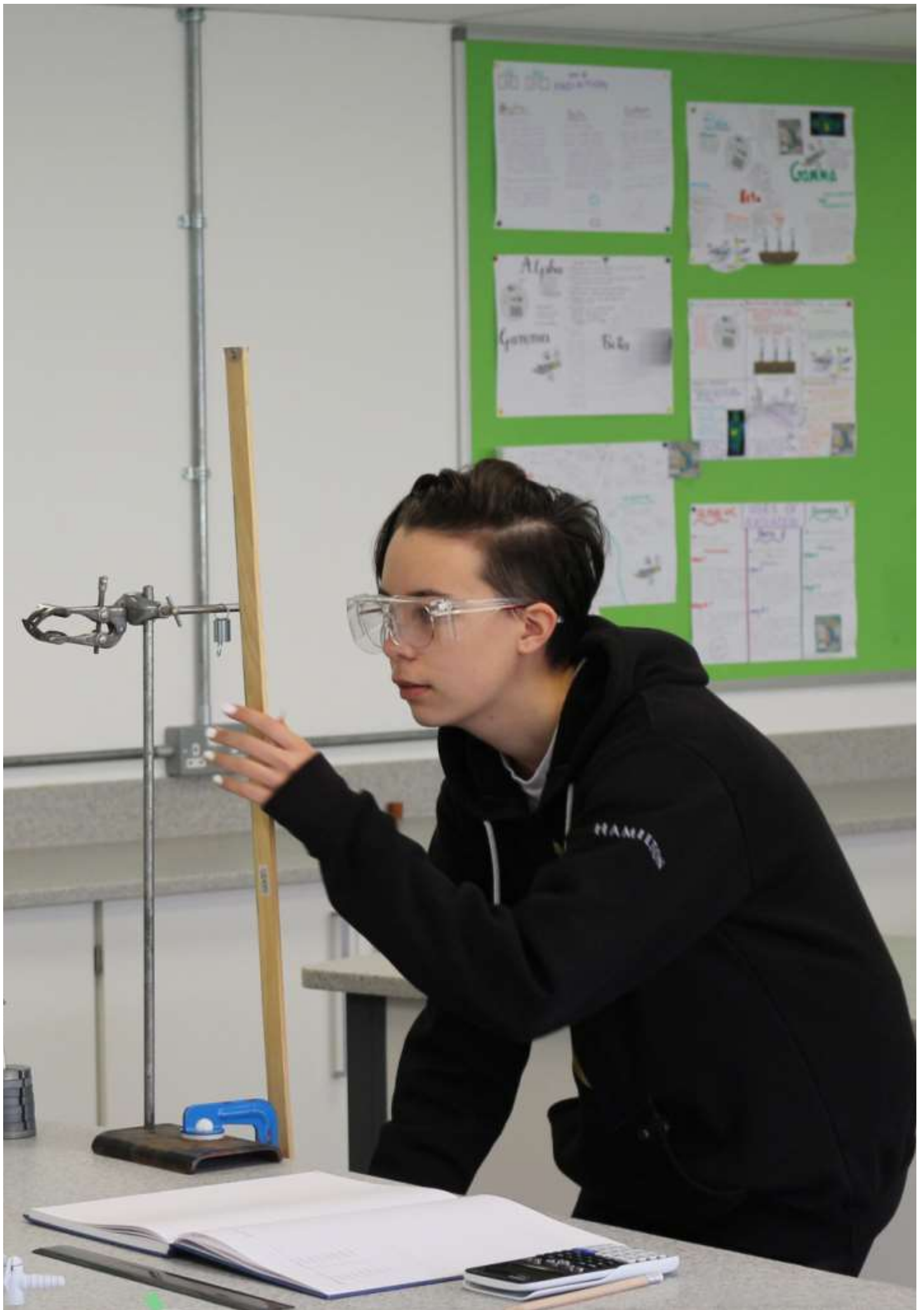
Teaching and Learning Style

Understanding the practical aspects of Physics is fundamental, so lab work is included as much as possible. There are comprehensive student text books written especially for this specification. Lessons may involve practical work, discussions, student presentations, using ICT to process data or carry out research, and applying learning using relevant written questions.

As our class sizes are small, we can be sensitive to the needs of individual students. Virtual trips and lectures are included, to highlight real world applications.

How can I make the most of the course?

- Contribute to discussions and ask questions
- Keep well-organised notes, including written answers to examination-style questions
- Read magazines such as New Scientist, look out for news items about Physics, watch appropriate TV programmes
- Complete homework on time, having made your best effort with them
- Review learning regularly





Edexcel Examination Board

“Turn on to politics, or politics will turn on you.” Ralph Nader

Why study Politics?

By studying our own system and comparing it with others, we learn what influences politicians. The issues they debate are relevant to our everyday lives, now and in the future. How and why do the people with power over us reach their decisions? How much influence do we, the voters, have?

If you have a lively, enquiring mind and want to learn about how the political system really works, then Politics is for you. The best thing about taking Politics is that you will become a more informed person.

What subjects go well with Politics?

Politics combines well with most other A Levels but popular choices are History, English, Philosophy and Psychology.

How is the A level course structured?

There are three components to the course. Each component is worth 33% and is assessed through a two hour written examination at the end of the course.

Overview	Content	Assessment
Component 1 – UK Politics	<ul style="list-style-type: none"> Political Participation – democracy, political parties, electoral systems, voting behaviour and the media Core Ideas – liberalism, conservatism and socialism 	2 hours Essay questions
Component 2 – UK Government	<ul style="list-style-type: none"> UK Government – Constitution, Parliament, PM, relations between the branches Optional ideas (choose one) – anarchism, ecologism, feminism, multiculturalism and nationalism 	2 hours Essay questions
Component 3 – Comparative Politics	Students choose one option: <ul style="list-style-type: none"> US Government & Politics – Constitution, Congress, Presidency, Supreme Court, democracy and participation, civil rights Global Politics – theories, sovereignty and globalisation, global governance (political, judicial, economic and environmental), power and developments, regionalism and the EU 	2 hours Range of short questions and longer essay questions

What options does Politics provide for subject choices at university?

Politics is a social science subject and so combines well with university courses in areas such as law, sociology, economics, business, media, philosophy, history, international relations, and the obvious one, politics! Universities recognise that the Politics A level course teaches you how to research independently, build a case, argue a point and communicate clearly.

Which careers are linked to studying Politics?

Understanding how the political system works is very useful in all walks of life and situations. Possible careers include politics, law, management, finance, PR, advertising, research, journalism, the civil service, broadcasting, working for pressure groups and charities.

The department has also worked with students to secure work experience placements in Westminster, local MP offices and arranges visits to Westminster and the Supreme Court to see our democracy in action.

AQA Examination Board

Psychology provides students the opportunity to consider questions such as

- Why do our memories deceive us?
- How do we classify normal and abnormal behaviour?
- What makes someone a hero or a villain?
- Why can stress cause us physical damage?
- How can certain situations make people lose their moral judgment entirely?

Psychology is the scientific study of the human mind and covers six core areas: cognitive, developmental, biological, social, individual differences and research methods. Studying such a broad range of approaches equips students with countless valuable skills, including critical analysis, independent thinking and conducting scientific research.

Students wishing to take Psychology A level should be confident in mathematics and biology.

A Level Content

Paper 1: Introductory Topics in Psychology <i>2 hour written paper (compulsory content)</i>	33.3%	Social Influence Memory Attachment Psychopathology
Paper 2: Psychology in Context <i>2 hour written paper (compulsory content)</i>	33.3%	Approaches in Psychology Biopsychology Research Methods
Paper 3: Issues and Options in Psychology <i>2 hour written paper (compulsory & optional content)</i>	33.3%	Issues and Debates One topic from each of the following sections: <ul style="list-style-type: none"> • Relationships/Gender/Cognition & development • Schizophrenia/Eating behavior/Stress • Aggression/Forensic Psychology/Addiction

What options does Psychology provide for subject choices at university?

Psychology BSC
 Criminology BA
 Neuroscience BSC
 Cognitive Psychology BA
 Anthropology BA/BSoSC

Which careers are linked to studying Psychology?

Students wishing to become a professional Psychologist will need a Psychology degree accredited by the BPS (British Psychological Society). This will be followed by specialising in a particular area such as forensic psychology or clinical psychology which may involve a further two or three years of study.

Forensic Psychologist or Clinical Psychologist (please see above)
 Psychiatry
 Counselling
 Psychotherapy

Psychology can also support careers in Medicine, Law, Policing or Business.



Edexcel Examination Board

- Why are we here?
- How should we behave?
- Will we ever fully cease to exist?
- Can we know if life has a purpose?

Religious Studies (Philosophy, Ethics and Christianity) gives you the opportunity to study some of the fundamental questions that people have always asked about life.

You do not need to be 'artsy' to do well at Religious Studies. The course supports those who wish to study the sciences, especially those interested in a career in Medicine. It also complements a number of other A level course, including English, History, Geography, Politics and Mathematics.

It is a very well-respected A level by universities; it builds your skills in critical thinking, essay writing and reading for meaning.

Finally, it is significantly different to the GCSE course. It is more philosophically rigorous, with the majority of marks being for your own reasoned evaluation of ideas, rather than memorising content.

You do not have to be religious to be successful at Religious Studies.

Paper 1: Philosophy of Religion (*Paper code: 9RS0/01)

Written Examination: 2 hours 33.33% of the qualification

Content Overview: Philosophical issues and questions; The nature and influence of religious experience; Problems of evil and suffering; Philosophical language; Works of scholars; Influences of developments in religious belief.

Paper 2: Religion and Ethics (*Paper code: 9RS0/02)

Written Examination: 2 hours 33.33% of the qualification

Content Overview: Significant concepts in issues or debates in religion and ethics; A study of three ethical theories; Application of ethical theories to issues of importance; Ethical language; Deontology, Virtue Ethics and the works of scholars; Medical ethics: beginning and end of life issues.

Paper 3: Study of Religion (*Paper codes: 9RS0/4A-4F)

Written Examination: 2 hours 33.33% of the qualification

Options: Students take one of the following six options: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism

Content overview: Religious beliefs, values and teachings; Sources of wisdom and authority; Practices that shape and express religious identity; Social and historical developments; Works of scholars; Religion and society; Primary texts.

All papers are externally assessed written examinations comprising three sections. Students answer all questions in Section A and Section B and choose one question in Section C.

- Section A:** Three short, structured questions
Section B: Two extended-response questions on an unseen passage
Section C: An extended essay question



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