

Sixth Form Prospectus

2027-2029



ST GABRIEL'S
NEWBURY

OUR HEAD PREFECTS



"Throughout Sixth Form, I have received excellent support in exploring and choosing my post-A level pathway. My form tutor, the Head of Sixth Form and my subject teachers are always available with valuable advice and guidance, helping me make informed decisions about my future. Alongside this, our PSHE programme has included dedicated sessions on UCAS applications, workshops by university admissions, talks on alternative pathways such as Oxford Media & Business School and the opportunity to attend a mock apprenticeship interview day at Vodafone, to name a few, ensuring we feel well prepared and confident throughout the university application process."

Lizzie, Deputy Head Prefect

"There are so many opportunities to get involved beyond your A levels courses. The Business Diploma allows you to develop valuable skills and gain real insight into the world of business, while the Balance Programme encourages you to try new experiences such as student cooking, outdoor education and yoga. Alongside this, we can take part in the Gold Duke of Edinburgh's Award or World Challenge, both of which provide fantastic opportunities to step outside your comfort zone, work as part of a team and take on exciting new challenges. These experiences have helped me develop confidence, independence and skills that will benefit me long beyond Sixth Form."

Maia, Head Prefect

"Life in Sixth Form has enabled me to develop academically and has prepared me exceptionally well for both my A levels and life beyond St Gabriel's. The support from my teachers has been invaluable; thanks to the small class sizes, they have got to know me as an individual and are always available to offer guidance, encouragement and subject-specific support.

I have also had the opportunity to strengthen my academic skills through completing the Extended Project Qualification (EPQ), an independent research project that allowed me to explore an area of personal interest in greater depth. In addition, my study periods have encouraged me to take responsibility for my learning, helping me develop the independence, organisation and self-motivation that will be essential at university and beyond."

Natasha, Head Prefect

WELCOME TO OUR SIXTH FORM



The first thing Sixth Form students often say is how different life in the Sixth Form is from 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 and a kick about or game of giant Jenga on the lawn. This environment provides both the support and independence for students to excel 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, The Balance, 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, making life-long friendships, academic accomplishment, leadership and pride in leaving a legacy for pupils to come. 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.

Hannah Trevis
Head of Sixth Form

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

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.

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.

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.

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



Gold Duke of Edinburgh (2023)



I am delighted to be the Deputy Head, Academic, 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, require 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 (EPQ). 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 we find a subject combination that will best suit your future aspirations. We are fortunate that due to the size of our Sixth Form, subjects are taught in small, tutorial size groups. In the case of 1:1 classes, subjects run over four hours a week alongside an hour of appropriately directed learning.

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 with any further questions you may have.

Anna Chicken
Deputy Head, Academic

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

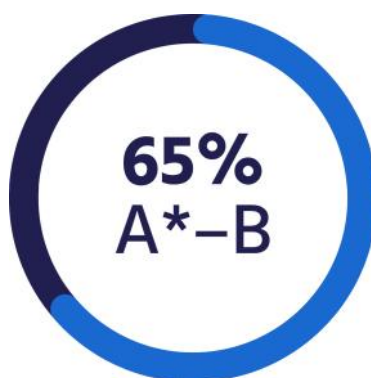
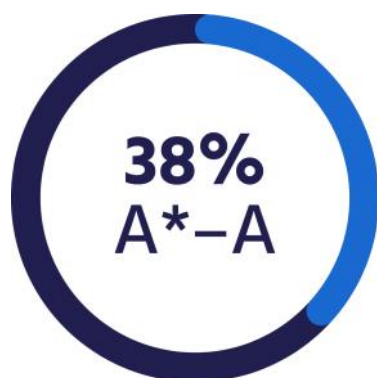
St Gabriel's is responsible for instilling in me the belief that absolutely anything is possible if you work hard: at no point in my seven years at the school was I told anything I wanted to do was too ambitious. Be it getting into Cambridge, working for a Formula 1 team, taking a clarinet diploma and grade 8 piano on the same day, I wasn't once met with any suggestion that it would be too difficult or that I wouldn't achieve my goals. It is that endless support that has given me the can-do attitude that carries me so well today.

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 has taught me that the sky is the limit and has helped me to realise my dreams.

A LEVEL RESULTS 2026

	A*	A	B	C	D	E	U	Entries
Biology	1	1		4	2			8
Business	1	2	1	1				5
Chemistry		1	1	2		1		5
Classical Civilisation		1	1					2
Computer Science			1	1				2
English Literature	2	2	1		1			6
French		1						1
Graphics	2		1	1				4
History		2	1	1				4
Mathematics	1		1	4				6
PE			1					1
Photography	1		1					2
Physics	1		1					2
Politics		1	2					3
Psychology		1	3	3	3		1	11
Religious Studies		1	1	1				3
Spanish	1							1
EPQ	3	11	3	2				19
Totals	10	13	17	18	6	1	1	66



UNIVERSITY DESTINATIONS (2022—2026)

Aberdeen (University of)	Theology	Manchester (University of)	Biochemistry
Bath (University of)	Biomedical Sciences	Manchester (University of)	Spanish & Portuguese
Bath (University of)	International Relations	Manchester Metropolitan	Bio Medicine
Bath (University of)	Physics	Manchester Metropolitan	Fashion Buying & Merchandising
Bath (University of)	Politics & International Relations	Manchester Metropolitan	Pharmaceutical Science
Bath Spa University	Acting	Newcastle University	Geography & Planning
Bath Spa University	Business & Management	Newcastle University	Politics & International Relations
Bath Spa University	Fashion Design	Nottingham (University of)	Classical Civilisation
Bath Spa University	Geography	Nottingham (University of)	Environmental Science
Birmingham (University of)	History & Political Science	Nottingham (University of)	Veterinary Medicine
Birmingham (University of)	Materials Science & Engineering	Nottingham Trent University	Textile Design
Brighton (University of)	Midwifery	Oxford (University of)	Mandarin
Bristol (University of)	Chemistry	Oxford Brookes University	Art Foundation
Bristol (University of)	Engineering Mathematics	Oxford Brookes University	Life Sciences Foundation
Bristol (University of)	English & Classical Studies	Oxford Brookes University	Psychology
Bristol (University of)	Medicine	Plymouth (University of)	Ocean Science & Marine Conservation
Cardiff University	Ancient History	Plymouth (University of)	Textile Design
Cardiff University	Computing	Portsmouth (University of)	Data Science & Analytics
Cardiff University	Human & Social Science	Portsmouth (University of)	Mechanical Engineering
Cardiff University	Medicinal Chemistry	Portsmouth (University of)	Sport & Exercise Psychology
Cardiff University	Pharmacy	Queen Mary, London	Geography
City, University of London	Sociology with Psychology	Reading (University of)	Agricultural Business Management
Durham University	English Literature	Reading (University of)	Archaeology & Anthropology
Durham University	Geography	Reading (University of)	Classics
Durham University	International Relations	Reading (University of)	International Business & Mgmt
Durham University	Law	Reading (University of)	Law
Durham University	Mandarin	Royal Agricultural University	Rural Land Management
East Anglia (University of)	Medicine	Royal Holloway, London	Classics
Edinburgh (University of)	Chinese	Royal Holloway, London	English Literature
Exeter (University of)	Ancient History	St Andrews (University of)	History
Exeter (University of)	Ancient History	St Andrews (University of)	Social Anthropology
Exeter (University of)	Business with Industrial Experience	St Mary's University	Physical & Sport Education
Exeter (University of)	Civil Engineering	SOAS, University of London	International Relations & Politics
Exeter (University of)	Drama	Southampton (University of)	Medical Engineering
Exeter (University of)	History	Southampton (University of)	Modern Languages
Exeter (University of)	History & Politics	Surrey (University of)	Business Management
Exeter (University of)	Neuroscience	Surrey (University of)	Sport & Exercise Science
Falmouth University	Interior Design	Swansea University	Biomedical Science
Gloucestershire (University of)	Criminology & Forensic Psychology	Swansea University	Law
Gloucestershire (University of)	Geography	University of the Arts	Art Foundation
Hartpury University	Sports Business Management	University of the Arts	Fashion Marketing
Hertfordshire (University of)	Nursing with Registration	University College London	Law
Imperial College London	Medicine	University College London	Law
Lancaster University	Business Management	Warwick (University of)	English Literature
Kent (University of)	Business Management	Warwick (University of)	English Literature
Kent (University of)	Forensic Science	Warwick (University of)	Modern Languages
King's College, London	Business Management	Warwick (University of)	Psychology
King's College, London	Midwifery	West London (University of)	Musical Theatre
King's College, London	Physics	West of England (University of)	Business Computing
Leeds (University of)	Classical Civilisation	West of England (University of)	Business & Management
Leeds (University of)	Fashion Marketing	West of England (University of)	Film Studies
Leeds (University of)	Fine Art	Winchester (University of)	Criminology & Psychology
Liverpool (University of)	History	Winchester (University of)	Physiotherapy
Loughborough University	Fine Art	York (University of)	English
Loughborough University	Fine Art	York (University of)	English
Loughborough University	Graphic Design	York (University of)	English
Loughborough University	History	York (University of)	History & International Relations
Loughborough University	Marketing	AWE	Apprenticeship
Loughborough University	Product Design Engineering		



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 learning and a curiosity to extend one's own knowledge;
- Ability to articulate and demonstrate 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, 13 November**;
- Candidates will sit scholarship papers on the morning of Saturday, 5 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).

Students may apply for up to two Sixth Form scholarships. Applications should be emailed to admissions@stgabriels.co.uk, by **Friday, 13 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.

WHY ST GABRIEL'S SIXTH FORM

Two Big Years....the start of a journey that could take you anywhere

St Gabriel's Sixth Form is a distinct community. One that provides you with the space, skills and knowledge for life beyond our walls, enabling you to leave us confident and excited to discover where your next adventure will take you.

Academic standards are high. The cornerstone of this success is finding the right balance between your academic studies and time away from the classroom. This perfect equilibrium will look different for everyone, which is why we offer an extensive range of opportunities to support your personal development as well as your academic studies.

Our fully co-educational Sixth Form brings a rich diversity of perspectives and experiences, enhancing life across the whole Senior School. As leaders and role models, our sixth formers help shape an inclusive and vibrant school culture, inspiring younger pupils and helping them develop the confidence, understanding and interpersonal skills to thrive in a diverse world.

Why choose St Gabriel's

Two Big Years to:

- Achieve your academic best
- Be well-prepared for life beyond school
- Discover the importance of finding the right work : life balance and enjoying time with your friends

Broaden your mind

With a broad choice of A Level subjects, as well as the Extended Project Qualification, you will have every opportunity to broaden your mind with the subjects you love.

Life after school can feel exciting for some, nerve wracking for others and a mixture of both emotions for most. Wherever your ambition leads you, be that university, an apprenticeship or going into the workplace, our passionate and expert academic team are here to help and support you at every step of the way.

Build on everything that makes you who you are

Your academic studies on their own do not define you. Through accessing our extensive and diverse extra-curricular programme, including life skill courses and leadership opportunities, we will help you build on everything that makes you who you are.

A community that values you for being you

Whether you are new to St Gabriel's or joining the Sixth Form from our Senior School, your Two Big Years will be a time of fun and forging lasting friendships alongside academic accomplishment, personal development, and pride in leaving a legacy for the students who will follow you.

Finding the Balance

Finding a balance between your academic studies, pursuing your passions outside the classroom and enjoying time with your friends can feel like a juggling act in itself.

We believe that finding the right balance is key, not only in supporting your academic studies but also in your personal development. We want to ensure that you have the space, time and opportunity to explore new interests, acquire new skills and enjoy the company of your friends.

Personal Development Opportunities

You will be able to participate in competitions, courses and workshops that will support both your academic studies and develop practical skills that will be useful throughout your life, including:

- Life Skill Programme:
- Moving away from home
- Financial management
- Managing your digital footprint
- Looking after your health
- First Aid accreditation
- Self-defense
- Safe driving
- Basic and advanced cookery
- Independent learning
- Organisation & time management
- Memorisation techniques
- External competitions in business and debating
- Leadership and team building opportunities
- World Challenge
- Duke of Edinburgh's Award (Gold)
- Peer mentoring training

Introducing the St Gabriel's Business Diploma

Sixth Form students have the opportunity to be part of a year-long programme designed to develop key business skills. Aspiring entrepreneurs and businessmen and women will partake in three units aimed at cultivating essential skills crucial for success in modern business.

The first unit introduces students to marketing and emphasises the importance of understanding customers' needs and wants through market research. Ultimately, students will be able to develop an effective marketing plan.

The second unit delves into business performance, where students will learn about the three key business documents: the income statement, the statement of financial position, and the cash flow forecast. This unit will also enable students to evaluate the feasibility of business ideas and understand the relationship between risk and reward.

Finally, the third unit focuses on developing students' soft skills, an area that modern employers see as essential for hiring new talent. The key skills emphasised are teamwork, communication, emotional intelligence, leadership, and giving and receiving feedback.

Professional Development Opportunities

Microsoft has been engaged with St Gabriel's over the past 12 months supporting Sixth Form students in identifying and exploring their personal career aspirations.

With the support of Mrs Hannah Trevis, Head of Sixth Form, we are now launching the Microsoft Mentor Scheme, which is specifically designed for St Gabriel's Sixth Form students. The mentor scheme is a platform to help ideate, shape and create a personalised career path by providing guidance and inspiration while also sparking curiosity. By connecting students with Microsoft mentors from a diverse range of backgrounds and cultures, this scheme will assist students in navigating their chosen career route.

Enrichment Carousel

Timetabled weekly, this is a bespoke provision, including activities such as life-saving, archery, grass sledging, golf, climbing, pottery, student cooking and paddle-boarding, allowing you to develop skills and competencies beyond the curriculum and socialise as a community.

THE BALANCE (continued)

Clubs & Activities

We run a full programme of clubs and activities that will enable you to pursue existing passions or try something new. As a group you will have the opportunity to run and create your own clubs as well as those provided within the activities programme.

Peer Mentoring

Our Peer Mentoring Programme provides Sixth Form students with the opportunity to make a meaningful difference within the school community. Trained peer mentors support younger students by offering encouragement, guidance, and a listening ear, helping them to navigate challenges and thrive during their school journey. Through comprehensive training with our School Counsellor, and ongoing support, mentors develop valuable leadership, communication, and interpersonal skills while gaining practical experience that enhances university, apprenticeship, and employment applications. Peer mentoring is a rewarding way to contribute positively to the wellbeing and success of others while growing in confidence and responsibility yourself.

Performing Arts

LAMDA lessons are offered on a weekly basis. Other performing opportunities include the biennial school production, which is a much-loved event in the school calendar and has included shows such as Sister Act, Bugsy Malone, The Addams Family and Beauty and the Beast.

Music is at the heart of school life and the Sixth Form is no exception. Individual music lessons are offered on a weekly basis on all instruments, as well as singing, vocal coaching and music theory. Sixth Form students are enthusiastic members of a variety of music ensembles including the popular senior vocal group, St Gabriel's Singers, pop and rock bands, orchestras, jazz band and Song Writing and Music Tech Club. Members of the Sixth Form are also encouraged to play a valuable role in the whole school community by acting as mentors for younger students in Senior and Junior School ensembles. The Music Department run a busy calendar of events including informal lunchtime concerts, workshops, evening recitals, biennial band for performing arts productions and annual summer Vocal Showcase, where Sixth Form students can share their talents and also celebrate and encourage others in their musical endeavours.

Sixth Form Cookery Course

The course is designed to inspire a love of good food and give students the confidence to cook a wide variety of delicious dishes for themselves, their family and friends. Through practical, hands-on sessions, students will develop a strong foundation of essential cookery skills that they can enjoy and build on for life.

The course will include tutor demonstrations, knife skills and the preparation and cooking of a varied selection of savoury and sweet dishes. Practical sessions will take place in the evening, from 4.00pm to 6.00pm, giving students two hours to develop their skills, experiment with new recipes and enjoy cooking together.

Sport

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

Thursday afternoon is spent at Nuffield Health, Fitness & Wellbeing Centre, where students can spend time using the facilities on offer there.

We are also delighted to now have a new gym on site which we anticipate will be a positive addition to our current offering.

Additionally, we often have students who are competing at county and national level in their chosen sport, and we will work with them to support their academic studies alongside their sporting passion, with bespoke timetables where appropriate.

In the Sixth Form, your academic studies will be necessarily challenging, and the teaching will require you to be more independent in your approach. Whilst we want your Sixth Form years to be different, exciting and rewarding, we also understand that there may be occasions when you feel overwhelmed or under pressure, or you just need to talk to someone.

We take your physical and mental wellbeing very seriously. To be at your best you need to feel your best, so we have a strong support structure in place, which you can easily access. Small tutor groups, where tutors keep students purposeful, reflective and resilient, is at the heart of our approach. Tutors meet with their tutor group on a daily basis, which allows strong relationships to be built between tutor and tutee. In addition, tutees will meet their tutor on an individual basis to discuss personal progress, any concerns about workload and to monitor and support a student's wellbeing. This is in addition to regular academic tutoring.

Mrs Hannah Trevis, Head of Sixth Form, and Mrs Rebecca Wright, Deputy Head (Pastoral) are also there to support our Sixth Form community. Our open-door approach ensures you can access this assistance at the time you need it.

External Support

You will also have access to a dedicated counsellor, who can provide support to you individually or, if appropriate, together



Boundless Outdoors (2026)

STUDY FACILITIES

The majority of Sixth Form teaching takes place in the Sixth Form Farmhouse, 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

An essential part of our Sixth Form programme is ensuring that you are confident and prepared for leaving school; whether you are going on to higher education or into the workplace we are here to help and support you.

We will provide you with access to:

- Expert support and guidance on UCAS applications
- Bespoke tutor sessions and mentoring
- Information events for you and your parents to attend by companies such as Uni Taster Days as well as our UCAS & Student Finance Evenings
- Support with university applications, including workshops on personal statements
- Preparation for university admissions tests
- Additional preparation and support for those considering Oxbridge, careers in medicine, the military and other vocational careers
- Support with workplace and apprenticeship applications
- Career Spotlight events with external speakers and members of our alumnae

Our former students have gone on to pursue a broad range of careers, including medicine, dentistry, engineering, education, accountancy, armed forces, digital consultancy, law, project management, business development, architecture, advertising, HR, marketing, graphic design, the performing arts (to name a few), working for small businesses and international corporations as well as starting up on their own.

WORLD CHALLENGE

Every two years, students in the Sixth Form have the opportunity to take part in an international challenge expedition. Following on from successful trips to Thailand & Cambodia (2016) and Borneo. (2018), in 2024, we visited Malaysia where students spent two weeks travelling and exploring the culture of the country. The highlight of the trip was working on a community project for turtle conservation.

On these expeditions, students develop a range of life skills, such as managing their own budget, arranging transport, booking activities and working as a team. They return with increased confidence and self-esteem, having learned so much from this once in a lifetime experience. We are looking forward to returning to Malaysia in 2027.

EXTENDED PROJECT QUALIFICATION (EPQ)

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 sessions 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 report 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 Mrs Rebecca Golding, who acts as Centre Coordinator and oversees the work of all supervisors and students.

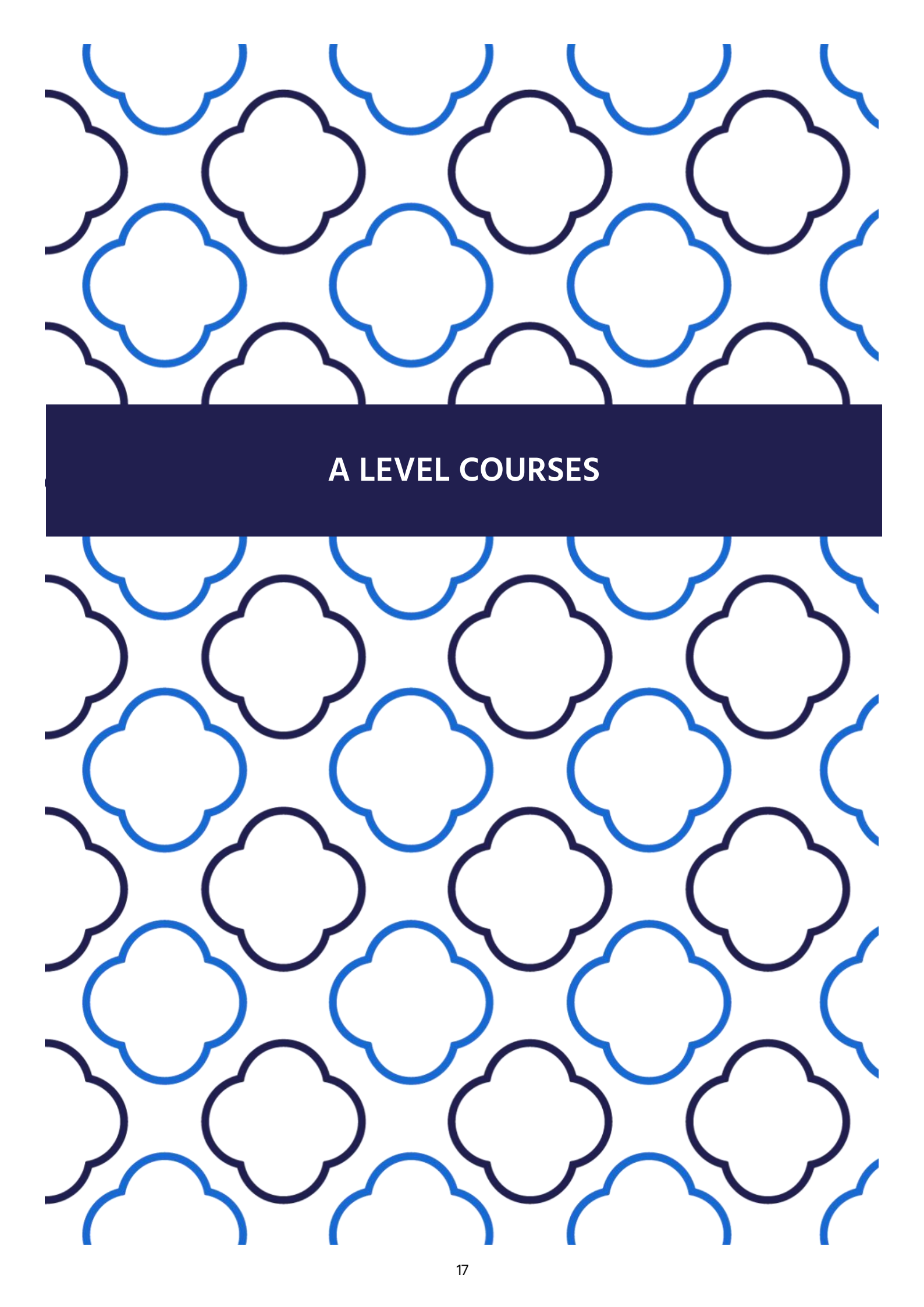
Previous project titles from our candidates include:

- Is it possible to create a children's picture book (for ages five to eight) that encourages imaginative play?
- How does childhood neglect impact the development of the prefrontal cortex and to what extent does this increase the risk of addictive behaviours?
- Is sustainable fashion truly achievable on a global scale?
- To what extent is language a key component of Welsh culture?
- How have changes to media affected political polarisation?
- To what extent does bilingualism enhance cognitive development and flexibility in early childhood?

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.







A LEVEL COURSES

Art Craft & Design:

This course is designed to:

- Build on existing practical skills while developing new techniques and processes across a broad range of art, craft and design disciplines, working from students' individual strengths and interests
- Offer an exciting, innovative and commercially relevant insight into contemporary art, craft and design practices, with opportunities to explore sustainable and environmentally conscious approaches
- Develop meaningful personal responses to ideas, observations, experiences, environments and cultures through practical, critical and contextual investigation
- Encourage high levels of discipline, independence, academic rigour and creative expression
- Provide opportunities to develop specialist skills using a wide variety of media, materials and processes, supported by excellent facilities and technical expertise.

Students should be committed to the subject and willing to be both supported and challenged in a creative environment. Drawing remains an important component of the course, but students will also explore a diverse range of approaches including painting, photography, printmaking, sculpture, mixed media, textiles, fashion, surface pattern, fabric construction, embroidery and installation work.

The course embraces fine art, fashion, printed and constructed textiles, multi-media work and contemporary craft practices, giving students a thorough grounding in the skills, techniques and creative thinking that play an increasingly important role in today's creative industries. Students are encouraged to experiment, take creative risks and develop an individual visual language through increasingly independent projects.

The study of Art, Craft and Design adds balance to Sixth Form choices and is highly regarded by Higher Education institutions. The course develops valuable transferable skills including creativity, problem-solving, visual communication, research, analysis and project management.

Although the course provides a balanced experience across a range of creative disciplines, individual pathways can be developed for students wishing to specialise in Fine Art or Textiles, ensuring their portfolio supports their personal interests and progression goals.

Graphic Communication:

Graphic communication brings Business and Art together whilst challenging students to create outcomes focused on prioritising the consumer first and artist second. The course is broken down into 5 key areas: Illustration, Advertising, Brand Identity, Packaging and Typography. Each student will experience each spectrum of Graphic Design before focusing on a key interest of their own making. Projects can be created to generate new concepts or solve existing issues in the Graphic Design world of consumerism. Work will be developed digitally as well as recorded frequently in sketchbook form.

Photography & Moving Image:

Whilst the GCSE Photography course focuses predominantly on digital experimentation and outcomes, the A Level evolves into understanding the world of lens-based work on a much deeper level. Darkroom photography and moving imagery, such as animation and cinematography are explored alongside traditional digital means on Adobe Photoshop and Lightroom. Students are required to present development work and analysis using a combination of sketchbooks, workbooks, PowerPoint presentations, videos and showreels.

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.

Art, Craft & Design	
• Easels and oil painting equipment • Kiln room and ceramic facilities • Printing press • Screen printing table • Sewing machines • Sublimation printer	• Heat press • Overlocker • Digital embroidery machine • Digital suite including Photoshop and Illustrator • iPads including Procreate • Digital drawing pads
Graphic Communication:	Photography & Moving Image:
• Digital suite • High resolution A2 Inkjet printer • Adobe Creative Cloud Software • Photocopier and Laser colour printer • Screen print table and printing press • Letterpress typography equipment • iPads and Procreate	• Studio equipment • Digital suite • Dark room • Digital and film SLR cameras • Adobe Creative Cloud Software • High resolution A2 inkjet printer



ART, CRAFT & DESIGN (continued)

What areas of study could I explore within each course?

Art, Craft & Design	
Possible areas of study include: • 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 • Sustainable Textiles • Natural Dyeing, • Fashion Design, • Printed Textiles, • Surface Pattern Design, • Graphic Design and Illustration, • Fashion Buying, • Merchandising, Styling, • Interior Design, • Sculpture, • Ceramics, • Fine Art and Fashion Illustration, • Interior Design	
Graphic Communication)	Photography & Moving Image
Possible areas of study include: • Web Design • Packaging • Logo and Brand Identity (corporate) • Illustration (handmade and digital) • Book publication or magazine editorial • Advertising (still images) • Advertising (film) • Typography (designing type or using existing type) • Marketing • User Interface Graphic Design • Printmaking • Motion Graphics • Creating Apparel • Vehicle Wrap Design	Possible areas of study include: • photographing people • photographing places • still-life photography • documentary photography • photojournalism • experimental imagery • photographic installation • fashion photography • digital imaging • moving image (video, film, animation)

Career opportunities are wide-ranging and include architecture, interior design, fashion and textile design, theatre design, product design, creative direction, craft industries, marketing, television and film, art history, curation, conservation and restoration, teaching and lecturing, and art therapy. Students applying to Higher Education receive personalised support with applications, personal statements, interviews and portfolio preparation.





OCR Examination Board

OCR A Level Biology allows to students to develop essential knowledge and understanding of a range of biological concepts and scientific methods. The course is divided into six teaching modules, listed below, and throughout the course students will develop their analytical and problem-solving skills. At St Gabriel's we have a strong emphasis on developing relevant practical skills and these are integrated within theoretical topics. Student's practical skills are assessed throughout the course and there will be several questions based on these in the written examinations 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.

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 should expect to spend a similar amount of time on independent study as time in lessons.

AQA Examination Board

The new AQA A Level Business course offers students an engaging and contemporary approach to understanding how businesses operate and make decisions in a complex and fast-changing world. The course takes a case study-driven and problem-solving approach, encouraging students to think critically, apply their knowledge to real business contexts, and develop the analytical and evaluative skills needed for success at university and beyond.

Students will explore business in a wide variety of contexts – from small start-ups to large multinationals, from UK-focused organisations to global corporations, and across both service and manufacturing industries. Key themes such as digital technology, sustainability, globalisation, and the ethical responsibilities of business are embedded throughout the course. Students are encouraged to remain commercially aware by following current business developments and considering their impact on organisations, employees and wider society.

Course Content

The AQA A Level Business specification is structured around three main areas of focus:

Focus 1: What is Business, Managing Marketing and Finance

- Business objectives, entrepreneurs and planning
- Different forms of business and stakeholder relationships
- Marketing management: market research, segmentation, marketing mix, digital marketing, international marketing
- Financial management: sources of finance, break-even, cash flow and liquidity, profitability and ratio analysis, budgets, financial reporting

Focus 2: Managing Operations and People

- Operations management: efficiency, quality, supply chain and inventory management, project management, innovation
- People management: organisational design, leadership, motivation, recruitment, training and employee wellbeing
- Managing business culture

Focus 3 (A Level only): Business and Society, the External Environment and Business Strategy

- Corporate Social Responsibility (CSR) and Environmental, Social and Governance (ESG) measures
- The external environment: political, legal, economic, social and technological influences
- Strategy: growth, globalisation, investment appraisal, digital strategy and competitive positioning
- Change management, risk and uncertainty

Assessment

A Level assessment is linear, with all exams sat at the end of Year 13. Each paper is two hours long, equally weighted, and based around contemporary case studies:

- Paper 1: Focus 3.1 – What is Business, Marketing and Finance
- Paper 2: Focus 3.2 – Managing Operations and People
- Paper 3: Focus 3.3 – Business and Society, the External Environment and Business Strategy

Each paper is worth 90 marks (33.3% of the qualification). Questions test students' knowledge, application, analysis and evaluation skills, with extended responses requiring well-reasoned recommendations and judgements.

Enrichment Opportunities

A distinctive feature of Business in the Sixth Form is the opportunity to take part in the St Gabriel's Business Diploma. This year-long enrichment programme enables students to apply their classroom learning to practical, real-world experiences.

Students work on business-related projects across the school year, such as selling products at the PTA Fireworks Evening and at the School Performance to raise money for good causes. These activities give students valuable experience in areas such as sales, marketing, customer service, and financial management, while also building teamwork, communication and leadership skills that are highly valued by universities and employers.

BUSINESS (continued)

Destinations

A Level Business provides an excellent foundation for a wide range of university courses and careers. Many students progress to study Business Management, Finance, Accountancy, International Business, Marketing, and Economics. The transferable skills of problem-solving, decision-making, teamwork and critical thinking are also highly valued in fields such as law, politics, consulting and entrepreneurship.



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.

Assessment: There are four assessment components.

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)

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.

CLASSICAL CIVILISATION

OCR Examination Board

Classical Civilisation combines the skills associated with studying literature, history, politics, philosophy and the arts into one qualification. We do not require any previous study of classical subjects, nor is it necessary for prospective students to be pursuing an exclusively humanities-based curriculum.

Through the OCR A Level course we aim to teach our classes to:

- Analyse text and material sources for key information, themes, and subtext
- Create an effective argument and communicate in a confident, concise manner
- Develop a fuller understanding of our current culture, politics, and arts through study of their classical origins

The course consists of three units:

Module	Topic
The World of the Hero (40%)	Homer's <i>Iliad</i> and Virgil's <i>Aeneid</i> alongside their social and historical contexts.
Greek Theatre	The performance, politics, and religious context of Athenian drama, studied through Sophocles' <i>Oedipus the King</i> , Euripides' <i>Bacchae</i> , and Aristophanes' <i>Frogs</i> .
Greek Religion	Aspects of ancient Greek religion including cult worship, ritual worship, sacred places, links to philosophy, and the relationship between religion and society.

We enrich these studies through visits to places like the Ashmolean, the British Museum, and overseas classical sites such as those in Greece and Pompeii. We also have a programme of extended scholarship which is encouraged through book clubs, online lectures and essay competitions.

The classics A Level curriculum is designed to embed key skills that will be helpful no matter what academic course or profession our students pursue after they leave St Gabriel's. Though traditionally Classics has been associated with careers in law, publishing and academia, the wide ranging nature of the content has seen our students go on to run the entire gamut of further study and land jobs in medicine, engineering and cybersecurity.



Greece Trip (2023)

AQA Examination Board

The Computer Science A Level is a solid grounding for students wishing to progress to careers in which an understanding of technology is involved. It contains many cross curricular links to mathematics, science and design and technology and develops skills in problem solving and analytical thinking.

The course contains both theoretical and practical content and some prior programming experience, although not necessary, would be an advantage.

The theoretical content includes:

- Data structures and how they can be used to represent and solve problems
- Common algorithms such as searching, sorting and shortest path calculations
- Computational thinking techniques and their use in problem solving
- How data is represented by computers
- Systems architecture and how the CPU works
- Fundamentals of communication and networking
- How databases are used and the concept of 'Big Data'
- Ethical and environmental considerations and the impact on society

Practical programming skills will be developed through extensive use and practice in Python. SQL is also used to bring the database theory to life.

The course also involves an extended project which is worth 20% of the final marks. The project allows students to develop their practical skills in the context of solving a realistic problem or carrying out an investigation. Students have the opportunity to work independently on a problem of interest over an extended period, during which they can extend their programming skills and deepen their understanding of computer science.

Final Assessment

Paper 1	On screen exam	2 hours 30 mins	40% of A Level	Computational thinking and programming skills
Paper 2	Written exam	2 hours 30 mins	40% of A Level	Theoretical knowledge

The remaining 20% of the A Level is earned from the extended project.

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 (30% of A Level)

What is assessed	Technical Principles
How it's assessed	Written examination: 2 hours and 30 minutes, 30% of A Level
Questions	Mixture of short answers and extended responses

Paper 2 (20% of A Level)

What is assessed	Designing and Making principles
How is it assessed	Written examination: 1 hour and 30 minutes, 80 marks, 20% of A Level
Questions	Mixture of short answers and extended responses. Section A: • Product Analysis: 30 marks • Up to 6 short answer questions based on visual stimulus of product(s). Section B: • Commercial manufacture: 50 marks • Mixture of short and extended response questions.

Non-examined Assessment (NeA) (Major Project: 50% of A Level)

What is assessed	Practical application of technical principles, designing and making principles.
How it is assessed	Substantial design and make project, 100 marks, 50% of A Level
Outcome	Written or digital design portfolio and photographic evidence of final prototype.

A Level Design & Technology: 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.



Mini Plant, Oxford
Industrial Manufacturing



Progressive Technology Ltd
Modern CNC Manufacturing Techniques



Final NEA Practical Outcomes

Eduqas Examination Board

The A Level Drama and Theatre course provides a balance between practical theatre-making and the theoretical understanding of drama and theatre. Students develop their skills as performers, designers, directors and informed theatre audiences. The course encourages students to make connections between theatrical theory, practical exploration and their own experience of creating theatre.

Students study performance texts and influential theatre practitioners, create devised and text-based performances, and develop their ability to analyse and evaluate drama and theatre. The course also provides opportunities to experience live theatre and to understand the collaborative nature of contemporary theatre-making.

Key Skills

Students will develop:

- Performing and/or theatre design skills
- Devising and creating original theatre
- Directing and interpreting performance texts
- Understanding and applying theatre practitioners' techniques
- Analysis and evaluation of drama and live theatre
- Research and understanding of social, cultural and historical contexts
- Collaboration, creativity and independent decision-making
- Communication, presentation and problem-solving skills
- The ability to reflect on and evaluate their own work and the work of others
- Safe and professional working practices within theatre

Qualification at a Glance

The Eduqas A Level Drama & Theatre qualification consists of three components. Students complete practical performances as well as a written examination.

Component 1: Theatre Workshop – 20%

Students participate in the creation, development and performance of a piece of theatre based on a reinterpretation of an extract from a performance text. The work is developed using the techniques and working methods of an influential theatre practitioner or recognised theatre company.

Students are assessed in either performing or design and produce:

- A creative log documenting the rehearsal and development process
- A final performance/design realisation
- A performance lasting approximately 5–16 minutes, depending on the size of the group

This component is teacher assessed and externally moderated.

Component 2: Text in Action – 40%

Students create, develop and perform two pieces of theatre:

- A devised performance using the techniques and working methods of a different influential theatre practitioner or recognised theatre company
- An extract from a performance text in a different style from the devised performance

Students can be assessed as either performers or designers. They also complete a Process & Evaluation Report, reflecting on the development and effectiveness of their practical work. This component is externally assessed by a visiting examiner.

Component 3: Text in Performance – 40%

This is a 2 hour 30 minute written examination.

Students study:

- Two complete performance texts
- One extract from a third, contrasting performance text

Students develop their understanding of how texts can be interpreted and realised for performance, considering the perspectives of the actor, designer and director.

Students also draw on their experience of live theatre productions when responding to examination questions. Centres are required to ensure that students experience live theatre as part of the course.

Performance and Design Options

Students can develop their skills as performers and/or designers. Available design routes include:

- Sound design
- Lighting design
- Set design, including props
- Costume design, including hair and make-up

Students may select the same skill or different skills for Components 1 and 2.

Facilities and Practical Experience

Drama students benefit from opportunities to work practically in a theatre environment, developing their skills through rehearsal, performance, design and live theatre experiences.

The Eduqas course places strong emphasis on applying theoretical knowledge to practical theatre-making and using practical experience to develop a deeper understanding of performance texts.

What could I do next?

A Level Drama & Theatre provides a strong foundation for further study and careers in the performing arts, theatre and many other fields.

Students may progress to:

- University degrees in Drama and Theatre
- Acting and drama schools
- Directing and theatre-making courses
- Technical and production courses
- Set, costume, lighting and sound design
- Performing arts and applied theatre
- Film and television courses
- Stage management and theatre production
- Teaching and education
- Journalism, publishing and communications
- Other university subjects and careers where creativity, communication, collaboration and problem-solving are valued.

Drama & Theatre develops transferable skills including creativity, confidence, communication, collaboration, critical thinking, presentation, organisation and problem-solving, which can be valuable well beyond the performing arts. Eduqas specifically identifies the qualification as preparation for higher education and a wide range of future pathways.



Sister Act (2025)



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 an incredibly versatile subject in its own right, which will also provide you with skills you can use to complement, and even enrich, many other subject choices at A Level. It will provide foundations for a huge variety of career choices and gives you an array of desirable skills.

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 not only explain, but 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. Your articulacy, language proficiency and ability to research, evaluate and synthesise information quickly and accurately, will make you desirable in any career. Popular careers for those who study English include law, politics, copywriting, research, advertising, marketing, publishing, PR, journalism and teaching.

AQA Examination Board

Why study Geography?

Geography is one of the most relevant and exciting subjects you can study today. It helps you understand the world around you and tackle some of the biggest challenges facing society, including climate change, natural hazards, globalisation, urbanisation, resource management and sustainability.

As a subject that bridges both the sciences and the humanities, Geography develops a unique combination of analytical, scientific, and interpersonal skills. You will investigate real-world issues, explore diverse perspectives, analyse data, and evaluate potential solutions to complex global problems.

Geography combines particularly well with both science subjects and humanities subjects. A GCSE in Geography is essential for students wishing to study the subject at A Level.

Course Overview

Component 1: Physical Geography (40%)

Explore the natural processes that shape our planet and examine how physical systems interact and change over time. Topics include:

- Water and carbon cycles
- Coastal systems and landscapes
- Natural hazards

Component 2: Human Geography (40%)

Investigate the relationship between people, places and environments in an increasingly interconnected world. Topics include:

- Global systems and global governance
- Changing places
- Contemporary urban environments

Component 3: Geography Fieldwork Investigation (20%)

Students undertake an independent geographical investigation based on a question or issues linked to the A Level specification. This project includes the collection, analysis and evaluation of primary fieldwork data and provides an excellent preparation for university-level study.

To support this component, students participate in a range of compulsory fieldwork experiences. These visits provide valuable opportunities to develop practical research skills and will incur an additional cost.

Where can Geography take you?

Geography is highly valued by universities and employers because of its broad academic content and strong emphasis on transferable skills. Geography graduates consistently enjoy excellent employment prospects across a wide variety of sectors.

Areas of employment for geography graduates include:

- | | |
|---|--|
| • Conservation | • Urban and regional planning |
| • GIS | • Disaster and risk management |
| • Risk analysis | • International development |
| • Town planning | • Renewable energy and resource management |
| • International development | • Transport planning |
| • Sustainability | • Tourism and recreation |
| • Resource management | • Teaching and education |
| • Travel and tourism | • Government and public policy |
| • Environmental management and conservation | • Business, finance and data analysis |
| • Climate and sustainability consultancy | |

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).

Course Overview

The course 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 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.

What does History take you?

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 2021 and 2025, 90% of results have been at A*-B with 40% at A* - 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

This course is open to anyone who has completed their Latin GCSE, as it requires a foundational knowledge of the language upon which to build.

As well as building vocabulary and grammar skills, Latin A Level encourages students to be creative in their interpretation of the language and dig down into the form and etymology of words. Candidates often find that study of Latin increases both their capacity to learn other languages and the sophistication of their English expression. This course will require you to use patterns and context to extract the meaning of passages, while also immersing you in the Roman world of emperors, cutthroat politics and military might.

Widely respected as a rigorous subject, Latin has long been associated with the fields of medicine and law as it primes its students for both technical vocabulary and the logic-based approach these careers require. However, with the additional elements of literary analysis and contextual study, Latin will cohere well with virtually any topic.

The qualification includes:

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 are often taken 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 are often taken from Virgil, Catullus and Ovid.



Classics Trip to Rome (2025)

Edexcel Examination Board

If you enjoy Mathematics and feel confident with the work you have met so far at GCSE, then you should 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.

A Level Mathematics also supports A level subjects which involve calculations and statistical analysis. This includes the sciences, psychology, geography, business and computer science. Mathematics has wide applications in industry, business, finance, social sciences, science, technology and many other areas. Mathematics and Further Mathematics qualifications can help you towards a wide range of future careers.

Many of our Mathematics students go on to study Mathematics or related subjects at university. Mathematics A level allows you to keep your options open as it is often a requirement to apply for subjects such as engineering, the sciences, medicine, veterinary science, computing, economics or data science.

A level Mathematics or Further Mathematics is for you if you:

- Enjoy mathematics for its own sake and its power to solve problems.
- Wish to study engineering, the sciences, medicine, veterinary science, computing, economics or data science at higher levels.
- Enjoy logical, structured and analytical thought, where solutions to questions need to be presented clearly and succinctly.
- Wish to earn an important and valued qualification.

How accessible is A level Mathematics?

Most students find at least some parts of the syllabus challenging. The most successful students are motivated to work well independently and 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 Mathematics Department at St Gabriel's is committed to helping you realise your potential and there is plenty of time to ask questions in our smaller class sizes. We are also available for you during study periods and at a dedicated sixth form Maths Clinic.

What grade do I need at GCSE?

A good result in Higher GCSE is essential to being successful at A level as Mathematics is a cumulative subject; it builds upon itself. 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.

In addition to A Level Mathematics, A level or AS Further Mathematics can be taken as a fourth option in the Sixth Form. Further Mathematics AS or A 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.

Students study the compulsory pure content as shown in the following table, but also have the opportunity to develop their 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)

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 · 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
Paper 3: Further Mathematics Option 1 (paper codes: 9FM0/3A-3D) and Paper 4: Further Mathematics Option 2 (paper codes: 9FM0/4A-4G)	
Content overview Students take two of the following options:	
Further Pure Mathematics 1 —Further calculus, further differential equations, coordinate systems, further vectors, further numerical methods, inequalities	
Further Statistics 1 —Linear regression, statistical distributions (discrete), statistical distributions (continuous), correlation, hypothesis testing, chi squared tests	
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	
Further Mechanics 1 —Momentum and impulse, work, energy and power, elastic strings and springs, collisions	
Decision Mathematics 1 —Algorithms and graph theory, algorithms on graphs, algorithms on graphs II, critical path analysis, linear programming	
Decision Mathematics 2 —Transportation problems, allocation (assignment) problems, flows in networks, dynamic programming, game theory, recurrence relations, decision analysis	

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

Students must study either one text and one film or two texts from the list published on the AQA specifications for French and Spanish

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.

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.



MUSIC (continued)

Content Overview	Assessment Overview	
Recital: minimum of 6 minutes and two contrasting pieces Choice of: • 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: • 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 • 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 • 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 • 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.

Practical skills will be developed throughout the two years and are assessed in a series of core practicals, leading to a practical endorsement with your A Level.

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

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 and the department is well resourced we can tailor the lessons to the needs of the individual students.

How can I make the most of the course?

- Be curious; contribute to discussions and ask questions.
- Keep well-organised notes, including written answers to examination-style questions.
- Independent study is key, students should spend a similar amount of time on independent study as time in lessons.
- 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	- 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	- 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: - 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 2 hour written paper (compulsory content)	33.3%	Social Influence Memory Attachment Clinical Psychology and Mental Health
Paper 2: Psychology in Context 2 hour written paper (compulsory content)	33.3%	Approaches in Psychology Biopsychology Research Methods
Paper 3: Issues and Options in Psychology 2 hour written paper (compulsory & optional content)	33.3%	Issues and Debates One topic from each of the following sections: • 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.



Religious Studies today: not what your parents studied in the 90s!

Religious Studies today gives you the opportunity to study some of the fundamental questions about life. *What is the right thing to do? Can we know if life has a purpose? Was Jesus nothing more than a political radical? Why are some areas of religion declining so fast? Is there a God?*

It is a well-respected A Level by universities, particularly building your skills in critical thinking and essay writing. 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.

What is in each part of the course?

Paper 1: Philosophy of Religion

- What is the nature of reality? Ancient Greek philosophers.
- Are you your mind? The Mind/Body Problem.
- Do any arguments prove God? Teleological, Cosmological, and Ontological arguments.
- Do people experience God? Religious Experience.
- Why do bad things happen? The Problem of Evil.
- Is God outside or inside time? Everlasting or eternal? Boethius: God's Attributes.
- Do any sentences with the word 'God' in make sense? Language.

Paper 2: Ethics

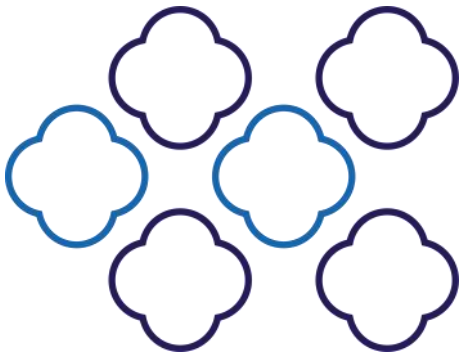
- Do we instinctively know what is right? Natural Law Theory.
- Is love the answer? Situation Ethics.
- Is there anything you would never do? Deontological ethics.
- Our pain and pleasure our 'sovereign masters'? Utilitarianism.
- Should euthanasia be legalised? Do businesses need a conscience to thrive? Applied Ethics.
- What does 'goodness' even mean anyway? Meta-ethics.
- Is it worth talking about 'the conscience'? Freud and Aquinas.
- Does anyone have the right to dictate another's sex-life? Sexual Ethics.

Paper 3: Developments in Christian Thought

- Are we basically good, or basically bad? Augustine.
- Will we live on after this life? The Afterlife.
- What can we possibly claim to 'know' about God? Knowledge of God's existence.
- Was Jesus a political radical, a wise teacher, or the Son of God?
- Are Christians especially moral? Christian Moral Action and Dietrich Bonhoeffer.
- Are all religions basically right? Pluralism and Society.
- Does Christianity respect women? Feminist theology.
- Is Christianity going extinct? Secularisation.

Each paper is examined with a 2 hour long exam. In these, you write three essays from a choice of four.

You do not have to be 'artsy' or religious to be successful at and enjoy Religious Studies!



ST GABRIEL'S

Sandleford Priory
Newbury, Berkshire
RG20 9BD

01635 555680
info@stgabriels.co.uk
stgabriels.co.uk

