

Sixth Form Prospectus

2024-2026





"St Gabriel's has provided me with a holistic education allowing me to flourish in all areas. The opportunities we are given are like none other and the teachers are there to support us with whatever path we choose.

As Head Girl, I have been able to be the voice of the school and know that the Senior Leadership Team will take into consideration any suggestions put forward by myself, and pupils from across the whole school. My experiences in the Junior School, the Senior School and the Sixth Form have prepared me for the next step in my academic life.

I am so grateful for the memories my time here has given me."

Lara Gabriel, Head Girl (2023 – 2024)

WELCOME TO OUR SIXTH FORM



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

Sixth Form life at St Gabriel's centres around a farmhouse which provides a unique space for dynamic tutorial style lessons, a coffee and catch up in the kitchen 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

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.

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, requires a student to have studied four A Levels, with a view of quality and depth of understanding over quantity of subjects. Our standard Sixth Form provision for students is, therefore, three A Levels and an Extended Project Qualification (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.

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

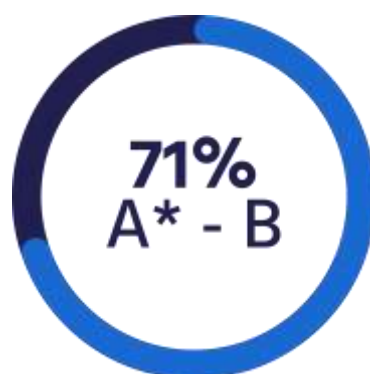
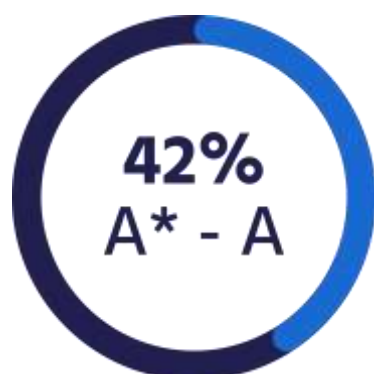
“St Gabriel’s has taught me that the sky is the limit and has helped me to realise my dreams.”

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

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



	A*	A	B	C	D
Art		2			
Biology	2	2		1	
Business			1		
Chemistry		3	3		
Classical Civilisation			2	2	1
Computer Science					1
DT		3	1		
Drama		1			
English Literature		1	3		
Further Mathematics		1		1	
Geography	1	1		4	
History		1	3		
Italian			1		
Latin				1	
Mathematics	3	1	3		
Politics		1		1	
PE				2	
Physics		2		1	1
Psychology		2	1	3	
Religious Studies		1	1		
EPQ	6	3		4	
Totals	6	22	19	16	3



UNIVERSITY DESTINATIONS (2019–2023)

Aberdeen (University of)	Theology	Manchester (University of)	Spanish & Portuguese
Bath (University of)	Biomedical Sciences	Manchester Metropolitan University	Fashion Buying & Merchandising
Bath (University of)	Physics	Newcastle University	Geography & Planning
Bath (University of)	Politics & Int'l Relations	Nottingham (University of)	Classical Civilisation
Bath Spa University	Business & Management	Nottingham (University of)	Environmental Science
Bath Spa University	Geography	Oxford (University of)	Veterinary Medicine
Birmingham (University of)	History & Political Science	Oxford (University of)	Mandarin
Birmingham (University of)	Materials Science & Engineering	New College	Medicine
Birmingham (University of)	Political Science & Int'l Relations	Oxford Brookes University	Art Foundation
Brighton (University of)	Midwifery	Oxford Brookes University	Physiotherapy
Bristol (University of)	Engineering Mathematics	Oxford Brookes University	Psychology
Bristol (University of)	English	Plymouth (University of)	Ocean Science & Marine Conservation
Bristol (University of)	English & Classical Studies	Plymouth (University of)	Textile Design
Bristol (University of)	Law	Portsmouth (University of)	Data Science & Analytics
Bristol (University of)	Medicine	Portsmouth (University of)	Mechanical Engineering
Bristol (University of)	Politics & Int'l Relations	Portsmouth (University of)	Sport & Exercise Psychology
Bristol (University of)	Veterinary Nursing & Companion Animal Behaviour	Queen Mary, University of London	Geography
Bristol (University of)	Engineering	Reading (University of)	Agricultural Business Management
Cambridge (University of)	History	Reading (University of)	Classics
St John's College		Reading (University of)	Int'l Business & Management
Cambridge (University of)		Reading (University of)	Law
Peterhouse College		Royal Agricultural University	Int'l Business Management
Cardiff University	Ancient History	Royal Agricultural University	Rural Land Management
Cardiff University	Biological Sciences	University of London	
Cardiff University	Pharmacy	Royal Holloway	Classics
Cardiff University	Philosophy	University of London	English Literature
City, University of London	Sociology with Psychology	Royal Holloway	Law with Criminology
Durham University	English Literature	University of London	
Durham University	Geography	St Andrews (University of)	History
Durham University	Mandarin	St Andrews (University of)	Social Anthropology
Durham University	Modern Languages & Cultures (French & Italian)	St Mary's University	Physical & Sport Education
Durham University	Modern Languages & Cultures (French & Russian)	Salford (University of)	Media & Performance
	Medicine	Southampton (University of)	Computer Science
East Anglia (University of)	Chinese	Southampton (University of)	Medical Engineering
Edinburgh (University of)	Neuroscience	Southampton Solent	Sports Journalism
Edinburgh (University of)	Ancient History	Surrey (University of)	Business Management with Foundation Year
Exeter (University of)	Ancient History	Swansea University	Biomedical Science
Exeter (University of)	History & Politics	Swansea University	Law
Falmouth University	Interior Design	University College London	Human Sciences
Falmouth University	Geography	University of London,	
Gloucestershire (University of)	Sports Business Management	University of the Arts	Fine Art: Photography
Hartpury University	Nursing with Registration	Warwick (University of)	English Literature
Hertfordshire (University of)	Medicine	Warwick (University of)	English Literature
Imperial College London	Classical Civilisation	West of England (University of)	Business & Management
Leeds (University of)	Fashion Marketing	Winchester (University of)	Criminology & Psychology
Leeds (University of)	Fine Art	York (University of)	Computer Science
Leeds (University of)	Int'l Relations & Politics	York (University of)	English
Leicester (University of)	Psychology	York (University of)	English
Loughborough University	Fine Art	York (University of)	English
Loughborough University	Fine Art	York (University of)	Philosophy, Politics & Economics
Loughborough University	History		
Loughborough University	Int'l Relations & Politics		
Loughborough University	Marketing		
Loughborough University	Product Design Engineering		
Loughborough University	Biochemistry		
Manchester (University of)	Cognitive Neuroscience & Psychology		

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, 17 November;
- Candidates will sit scholarship papers on the morning of Saturday, 2 December;
- The scholarship papers will involve tasks designed to assess thinking skills and intellectual curiosity;
- Candidates will have an interview with the Principal and the Head of Sixth Form.

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

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

- Art
- Dance
- Drama
- Music
- Sport

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

All applications should be emailed to Mrs Hannah Trevis, Head of Sixth Form, htrevis@stgabriels.co.uk, by Friday, 17 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.

We are on an exciting journey to becoming a fully co-educational school and as part of this evolution we will be welcoming boys into the Sixth Form from September 2024. Having a co-educational Sixth Form will not only broaden and enrich the diversity of our Sixth Form but also the whole school, with our sixth formers acting as important role models for the younger members of our community.

Why chose 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-defence
- 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

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.

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.

THE BALANCE (continued)

Sport & the Performing Arts

Sport and the performing arts are great ways to relax with your friends and can create space for you to unwind.

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! The course content is driven by the Sixth Form.

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

Competitive sport is also encouraged, and we have successful U18 teams in netball and football. Additionally, we have students who are competing at county and national level in their chosen sport and, where possible, we will support your academic studies alongside your sporting passion.

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 Bugsy Malone, The Addams Family and Beauty and the Beast. The Sixth Form, with the help of tutors, also write, direct and produce Mumpers' plays, which are performed to the whole school community as a traditional part of our end of year celebrations.

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.



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 Emma Hammons, 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 with your parents.

Wellbeing and Life Skills Programme

This programme helps prepare you for the more independent life you will go on to lead once you leave school.

Areas covered include:

- Nutrition for health
- Mindfulness
- Drugs and alcohol education
- Sexual health and relationships
- Sexual safety and issues around consent at university and when travelling
- Gambling and addiction awareness

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

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.



Boundless Outdoors (2023)

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
- Advice by a CV consultant in creating your CV
- 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 a World Challenge expedition. Following on from successful expeditions to Ecuador and the Galapagos Islands (2012), Peru (2014), Thailand & Cambodia (2016), in 2018, the students visited Borneo. They spent three weeks travelling and highlights of the trip included working in a school, trekking in the jungle and climbing Mount Kinabalu in Sabah. In 2024, the expedition will visit Malawi.

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

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 session where candidates are taught the relevant skills they will need to complete the course.

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

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

Previous project titles from our candidates include:

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

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

WJEC/Eduqas exam board

Which courses are available and are they right for me?

There are 4 courses to choose from, which are all listed below.

Fine Art:

This course is designed to:

- build on existing practical skills and learn new techniques and processes, working from students' own strengths and interests
- develop meaningful personal responses to ideas, observations, experiences, environments and cultures
- encourage high levels of discipline, independence, academic rigour and creative expression

Students should be committed to the subject and happy to be both supported and challenged in a creative environment. Drawing is an important component of the course; however, you will also be encouraged to consider a variety of media and approaches, such as photography, sculpture, painting, printmaking, mixed media, and even installation work.

The study of Art and Design adds balance to students' choices in the Sixth Form and is widely accepted in Higher Education. Careers in the creative industries are numerous including theatre design, creative direction, craft, marketing, television/film, art history, curation, teaching/lecturing, conservation/restoration and art therapy. This course is essential for further study in Architecture or Interior Design. Students making Higher Education applications are given one to one help within the department, in the form of: advice and guidance regarding their applications, written statements, interviews and portfolio preparation.

Graphic Communication:

Graphic communication brings Business and Art together whilst challenging students to create outcomes focused 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.

Textile Design:

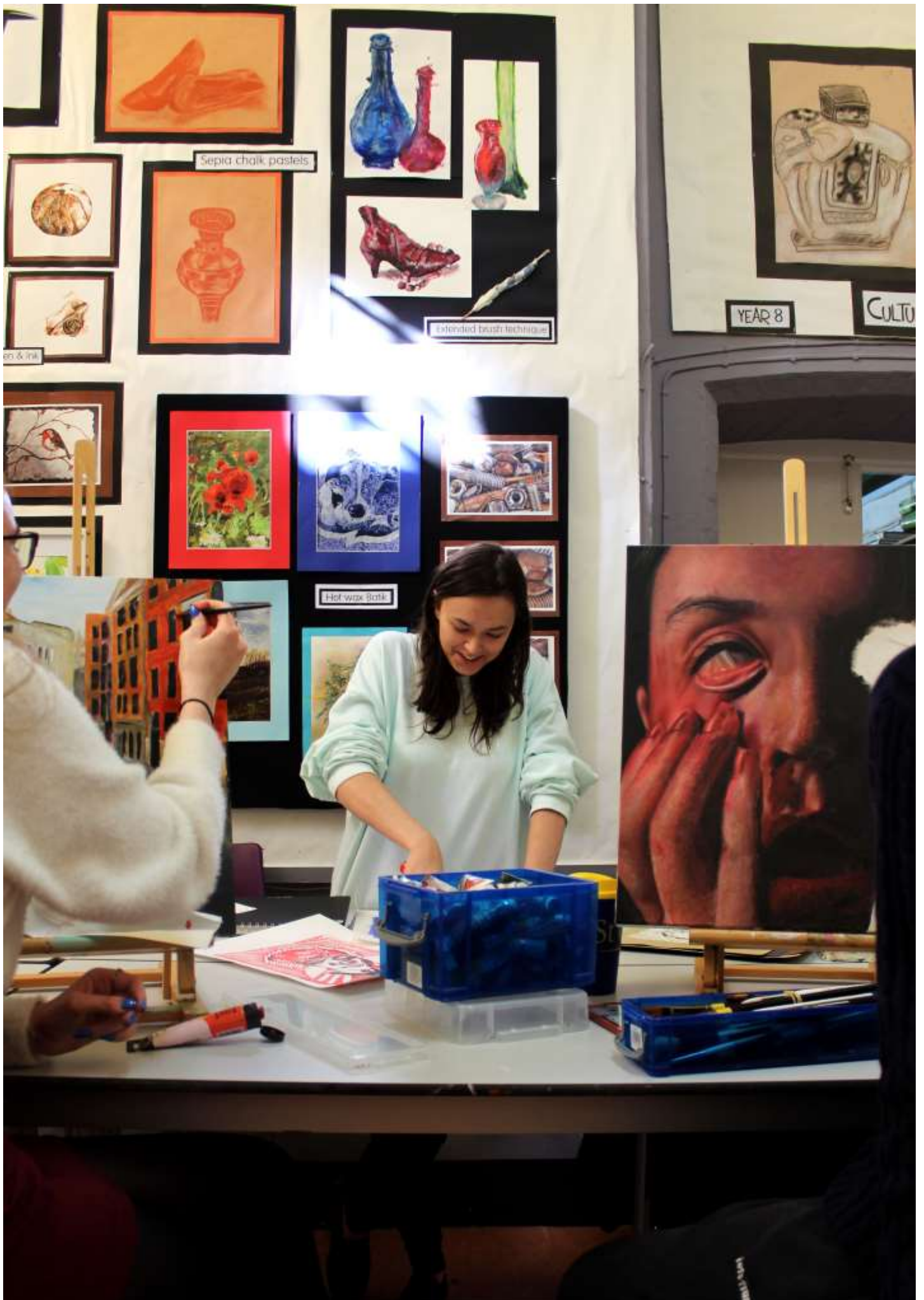
This course is designed to:

- offer students an exciting, commercially relevant and innovative insight into the field of contemporary and sustainable textiles
- provide an opportunity for students to develop their skills in a variety of specialist areas, all of which are supported by excellent facilities and technical expertise
- facilitate the development of personal responses to ideas, observations, experiences, environments and cultures in practical, critical and contextual forms
- encourage students to build on their own strengths and interests, using multi-media textiles as the spring board with an emphasis on Eco Textiles

Fashion Textiles as a subject embraces fashion, printed and constructed textiles, multi-media embroidery and sculpture. It **will give students a thorough grounding in a broad range of skills which play an important role in today's design world and** can aid them in accessing a wide variety of very exciting and varied career opportunities.

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.

Fine Art:	Photography & Moving Image:
<ul style="list-style-type: none"> • Easels and oil painting equipment • Kiln room and ceramic facilities • Printing press • Screen printing table 	<ul style="list-style-type: none"> • Studio equipment • Digital suite • Dark room • Digital and film SLR cameras • Adobe Creative Cloud Software • High resolution A2 inkjet printer
Graphic Communication:	Textiles:
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Sewing machines • Sublimation printer • Heat press • Overlocker • Digital embroidery machine • Digital suite including Photoshop and Illustrator • iPads including Procreate • Digital drawing pads

What areas of study could I explore within each course?

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

ART, CRAFT & DESIGN (continued)

Art and Design (Graphic Communication)	Art and Design (Textile Design)
<p>Possible areas of study include:</p> <ul style="list-style-type: none">• 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	<p>Possible areas of study include:</p> <ul style="list-style-type: none">• 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



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.



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

Course Content

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

The Nature of the Course

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

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

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

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

Assessment:

3 Papers – equally weighted and all 2 hours in length

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

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

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

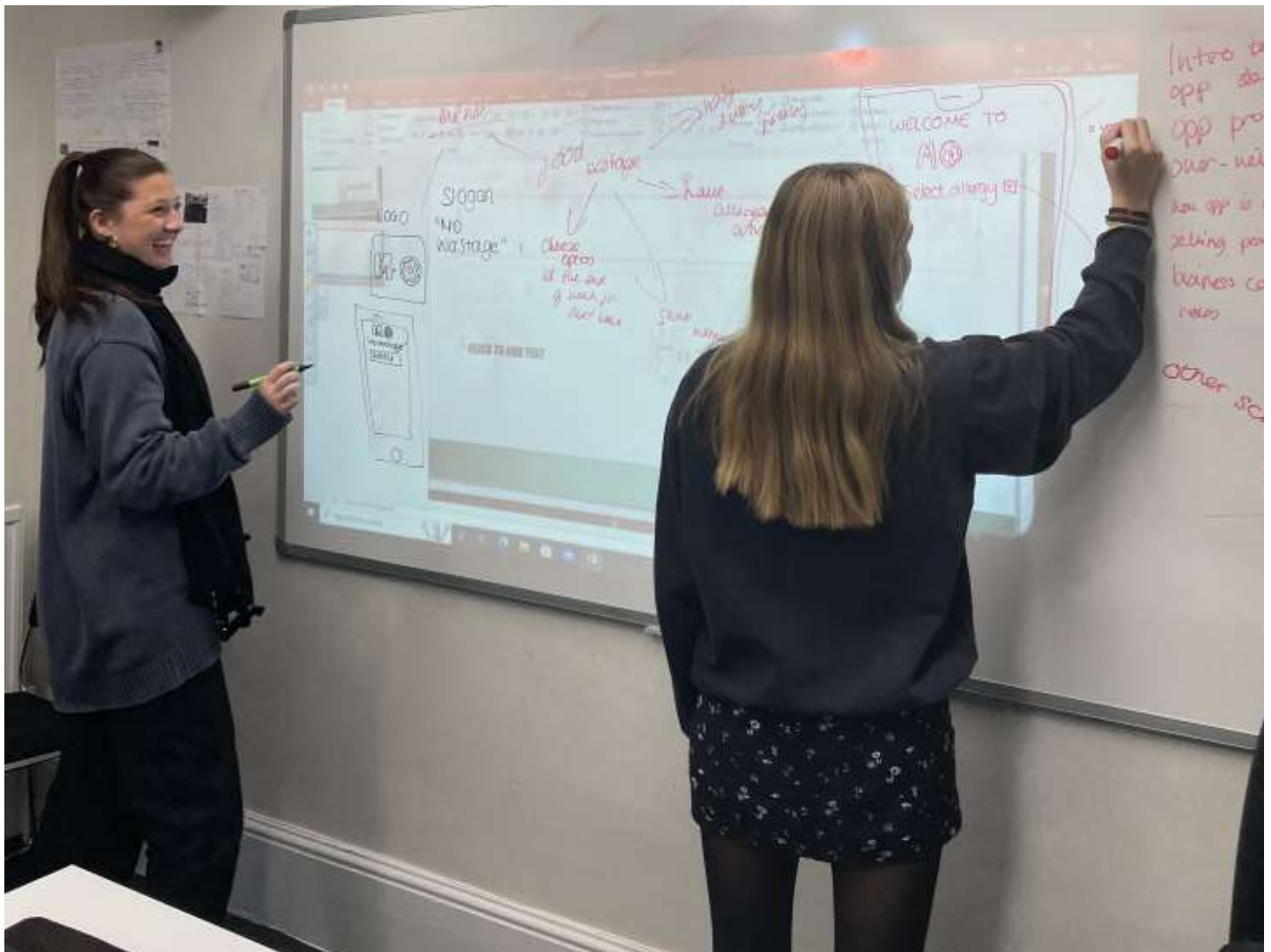
A secure grasp of numeracy and literacy is essential to thrive with these assessments

Enrichment Opportunities

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

Destinations of Business Studies students

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



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

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.

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.

CLASSICAL CIVILISATION

OCR Examination Board

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

The aims of the course are to:

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

The course consists of three units:

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

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

The Department runs a variety of activities designed to reinforce learning, including trips to Greece (2012), Sicily (2013), Pompeii (2014), Greece (2016), Sicily (2018) and Greece (2023). We believe in Classics as a living subject and are frequent museum and theatre-goers.

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

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



Greece Trip (2023)

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

The aim of the course is to produce students who feel confident in tackling set texts by ancient Greek authors. The course should also encourage students to think logically and independently in the translating of unseen passages. For all set texts, students are expected to have a thorough knowledge of content and style. Thus, the ability to discuss metaphors, similes and other literary techniques is as important as being able to provide straight translation.

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

A Level Greek students are an integral part of the Classics Department, which runs a variety of activities designed to reinforce learning, including trips to Pompeii (2014), Greece (2016), Sicily (2018) and Greece (2023). We believe in Classics as a living subject and are frequent museum and theatre-goers.



Greece Trip (2023)

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.

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

Final Assessment

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

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: <ul style="list-style-type: none">• Product Analysis: 30 marks• Up to 6 short answer questions based on visual stimulus of product(s). Section B: <ul style="list-style-type: none">• 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 DT: Product design could lead to the following degree courses/careers:

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



Mini Plant, Oxford trip – Industrial manufacturing



Visit to Progressive Technology Ltd – modern CNC manufacturing techniques.



Year 12 – side table: manufacturing in wood/metal.



Mini Plant, Oxford trip – Industrial manufacturing



Final NEA
Practical
Outcomes

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

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

Key Skills

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

Qualification at a Glance

There are two coursework components and one externally examined paper.

Component 1: Theatre Makers in Practice

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

Component 2: Devising

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

Component 3: Text in Performance

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

Facilities and results at St Gabriel's

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

What could I do next?

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

Leading from A Level Drama & Theatre Studies

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

Careers following study

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



Bugsy Malone (2023)



"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 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

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

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

Course Overview

Component 1: Physical Geography. 40% of qualification

Water and carbon cycles

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

Either Hazards or Ecosystems under stress

Component 2: Human Geography. 40% of qualification

Global systems and global governance

Changing places

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

Component 3: Geography Fieldwork Investigation. 20% of qualification

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

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

Where can Geography take you?

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

Areas of employment for geography graduates include:

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

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

- Cicero

Why study History?

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

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

What subjects go well with History?

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

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

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

What does one DO with History?

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

St Gabriel's has an excellent track record of securing top results for our students. Between 2019 and 2023, 100% of results have been at A*-B with 30% at A*. Historians have secured places to read History at Cambridge, Bristol, Leeds and Lancaster. Alongside the more obvious progression into subjects such as English, Law, Politics and PPE, recent A Level students have gone on to study Psychology, Biology, Medicine, French, Spanish and Mandarin. History is held in high regard by universities for the skill set gained as well as for creating students who have an interest in the world and their place within it.

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

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

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

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



Classics & Geography Trip to Sicily (2018)

Edexcel Examination Board

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

A Level Mathematics is also vital support for many A Levels that 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 or 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 the sciences, medicine, veterinary science, engineering, 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 the sciences, medicine, veterinary science, engineering, 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 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.

A Level or AS Further Mathematics could 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.

MATHEMATICS & FURTHER MATHEMATICS (continued)

A Level Mathematics

Programme of Study

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

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

MATHEMATICS & FURTHER MATHEMATICS (continued)

A Level Further Mathematics

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

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

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

AQA Examination Board

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

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

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

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

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

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

Content

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

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

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.

MODERN FOREIGN LANGUAGES: CHINESE (SPOKEN MANDARIN)

Edexcel Examination Board

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

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

There will be three papers:

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

Content

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

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

Theme 2: 中国文化 Chinese culture

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

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

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

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

Literature: 只叫风的鸽子 A Very Special Pigeon
城南旧事 My Memories of Old Beijing
故乡 My Old Home

Films: 请给我投票 Please Vote for Me
十七岁的单车 Beijing Bicycles
天水围的日与夜 The Way We Are

Wider skills

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

Speaking practice

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

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



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.

Why study Physics?

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

Pre-course Qualifications

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

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

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.

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

What options does Politics provide for subject choices at university?

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

Which careers are linked to studying Politics?

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

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

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 Psychopathology
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: <ul style="list-style-type: none"> • Relationships/Gender/Cognition & development • Schizophrenia/Eating behavior/Stress • Aggression/Forensic Psychology/Addiction

What options does Psychology provide for subject choices at university?

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

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.



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

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

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

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

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

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

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

Written Examination: 2 hours 33.33% of the qualification

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

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

Written Examination: 2 hours 33.33% of the qualification

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

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

Written Examination: 2 hours 33.33% of the qualification

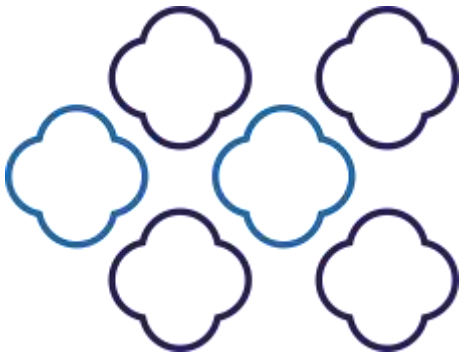
Options: Students take one of the following six options: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism

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

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

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





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