

St Gregory's *Catholic Science College*

# Sixth Form Course Booklet 2023 – 2024







# *Dear prospective Sixth Form students*

St Gregory's Catholic Sixth Form is a successful and vibrant community. In September 2022 we had a record number of applicants to the Sixth Form which now consists of well over 230 students who have chosen to study their A Level and Level 3 Vocational courses with us. The majority of our Year 11 students who have completed their GCSE's chose to return to St Gregory's as they know they will be provided with first class teaching, guidance and support. We also take a number of external students every year who would like the opportunity of studying in a Catholic School Sixth Form. We provide a well structured, caring and supportive environment for our sixth form students.

St Gregory's has very high expectations for all our post 16 students and we pride ourselves on excellent pastoral support to ensure our students achieve their 'maximum potential' and progress onto the best universities and apprenticeships they can.

In August 2022, we were delighted with the results our students achieved at KS5. At A Level, 41% of the grades our students achieved were A\*-A and 79% of the grades were A\*-B, with both of these figures well above the national average. We are pleased to say that the results our students achieved in August were record results for our 6th form, both in A Level and Vocational courses.

St Gregory's has a strong academic reputation. The curriculum is designed to meet the academic and vocational needs of students of all ability levels. There is an extensive intervention programme that supports students with their post 16 courses.

We provide a comprehensive and extra curricular programme to broaden our pupils' horizons and provide them with a high quality sixth form experience. In our most recent **Ofsted inspection, they noted the following:**

"Students make exceptionally strong progress on both academic and vocational courses".  
(Ofsted 2019)

If you have any queries in the meantime, please do not hesitate to contact me.

I hope you decide to join St Gregory's Sixth form in 2023 and I wish you every success for the future.

Yours sincerely

**Mr N Dannie**  
Assistant Headteacher

# Options after the Sixth Form

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## PROGRESS TO HIGHER EDUCATION

St Gregory's have very high expectations for all our students to reach their full potential. We believe that progressing to higher education should be the natural step for all Sixth Form students. We encourage and expect all students taking A Levels and Level 3 Vocational courses to progress to university. For those who do not wish to progress to higher education, the school employs a Careers Officer to help and support students with Apprenticeships.

The normal way to apply to university is through UCAS. An understanding of how the University process works will be introduced to Year 12 students at the beginning of the summer term. University visits take place, as well as university workshops run by UCL which cover the university admissions process, how to write a good personal statement and what university departments are looking for from prospective applicants.

## PROGRESSION TO RUSSELL GROUP UNIVERSITIES

We have an extensive programme of support for university applications as well as Medical and Oxbridge applications including Lumina, Sutton Trust and university summer schools.

Each of our students is fully supported. The large majority of our students tend to progress to university and around one quarter to the top twenty four Russell group of universities. Each student is fully supported in their application. We also send pupils to Higher Education workshops in Medicine and Law in preparation for the LNAT and Medical exams.

The school has strong connections with UCL, Kings, LSE, Brunel, Royal Holloway, Reading and Imperial College London. The majority of our year 13 students progress to university and we have a long established tradition of students attending universities which are celebrated every year in our annual prize night and also on the university honours board in the school hall.



# Expectations of Sixth Form Students

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## **Application to enroll in the Sixth Form implies acceptance of the regulations and requirements set out below:**

- All Sixth Formers are expected to attend and be punctual for school and for all of their timetabled lessons. (Universities & Employers often ask for comments on attendance and punctuality and a truthful response is given by tutors). Students should be in their form class for a prompt 08.30 start.
- Students who are not in school and whose parents have not notified the school will receive a daily text from the Sixth Form.
- Students who are absent for a lesson e.g. education visits must inform their Form Tutor and subject teacher. Medical appointments are discouraged during term time.
- Students may not leave the premises during lesson time but may do so during the lunch hour only after signing out at the 6th Form reception.
- Students will normally have a very full timetable (which includes General R.E) and attendance to all timetabled lessons is compulsory.
- Sixth Form 'Private study' in school will be spent under supervision in the Study Room and in the library. Attendance and punctuality are monitored at study periods (ability to organise private study and to work independently are usually commented upon in university and college references). All students must study in silence in the Study Room.
- Students must attend all Enrichment lessons.
- Students are placed in a tutor group and must register with their Form Tutors every morning
- The Sixth Form students are responsible for keeping all rooms clean and tidy in St Catherine of Siena's block. They are not allowed to eat or drink, with the exception of water, in any of the classrooms, Study Room or corridors.
- Students are not required to wear a uniform but are expected to follow the Sixth Form dress code which is smart casual. Sixth Form students must wear their I.D. badges prominently at all times within the school's grounds.
- As a privilege to Sixth Form students, mobile phones are allowed but **they must be switched off during all lessons and form time and must not be used in corridors and classrooms.**
- Students must respect the Catholic ethos of the school.
- Exemplary standards of behaviour are expected from Sixth Form students both in school and on the journey to and from school.

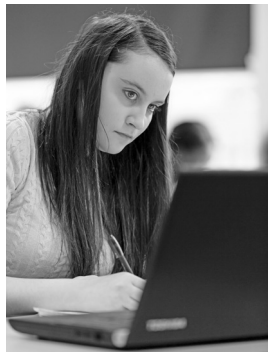
### ***None of the following items may be worn:***

- Bleached / faded / torn denim or trousers
- Track suits or jogging bottoms
- Shorts (Bermuda style / hot pants)
- Football shirts or t shirts with inappropriate logos
- Cropped inappropriate tops / skirts
- Hats, baseball caps or bandanas
- Face piercings

# Study Support

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Making effective use of their study time will be an integral part of the academic work you carry out during your time spent in the Sixth Form. The demands of the new Advanced Level Courses and Vocational courses are considerable. The depth and intensity of study will be found to be much greater than that required for GCSE. Unlike Year 11, when students experience a fully structured and timetabled school day, Sixth Form students will have a lighter timetable with private study periods for the first time. We have two dedicated members of staff who supervise private study but also act as mentors



to our students. Study supervisors run weekly sessions on study skills to support students with their revision techniques and overall organisation. During study time in school, you are expected to carry out a considerable amount of guided work, further reading and research to broaden your knowledge and understanding; it is no longer a case of just completing set work.

It will be necessary for students to spend several hours each evening on their sixth form work and they must be prepared to prioritise and balance their studies, their social life and any part-time employment they may have. They will need to be self-disciplined and to structure and manage both their study time at school and their work time at home both efficiently and effectively. Form Tutors will support and guide students on how to best manage their time.

## USE OF THE LIBRARY

Sixth Form students have access to the library throughout the day. The library has the following resources for Sixth Form students:

**Reference Material** – A wide range of reference material is kept in the library ranging from general encyclopaedias to more specialist reference books for particular subjects. University information can also be found in the library.

**Newspapers and magazines** – Newspapers and up to date subject magazines are kept in the library. It is important that all students read those relevant to their courses and personal interest on a regular basis in order to keep themselves informed of current issues.

The Sixth Form study room and library are equipped with new laptops for all Sixth Form students to use.

## CAREERS IN THE SIXTH FORM

There is a comprehensive careers programme for all Sixth Formers at St Gregory's. The emphasis is on individual advice and guidance with regular group sessions providing general information on a variety of topics.

All students are provided with a weekly careers bulletin that provides information on all upcoming relevant careers events and opportunities.

Each of our Sixth Form students will have full access to Unifrog, providing them with a wide range of careers information to support their decision making for their post 18 destinations.

### Some of the services available include:

- Support with University and College applications
- University Preparation Day
- Support with UCAS personal statements
- Careers Interview
- Each online access to Careers information via Unifrog
- Wide variety of career reference books and directories – Careers Office
- Booklets and leaflets available on University Courses and Summer Schools, (Common Room and C1/C2)
- Up-to-date information on Careers events and University Open days.
- Guidance and support with job applications and CV writing
- Work Experience in Year 12

# AS / A Level Fine Art & Photography

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## Art Department Pathway

All Y12 students will sit the AS Exam in Fine Art or Photography. The outcome of the AS will determine eligibility to continue into Y13.

All students will take part in subject specific workshops and practice projects from Sept to Dec of Y12. In January Y12 pupils will start the AS exam.

Y13 students will develop their AS Exam Portfolio into a Personal Study project worth 60% of A-Level grade.

Y13 students will complete OCR set-Task from February to May worth 40% of A-Level grade.

## Exam Board OCR

### Assessment Objective 1

Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

### Assessment Objective 2

Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

### Assessment Objective 3

Record ideas, observations and insights relevant to intentions and, where appropriate, make connections between visual and other elements

### Assessment Objective 4

Present a personal and meaningful response that realises intention and, where appropriate makes connections between visual and other elements.

# AS / A-Level Art Courses

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## FINE ART

### ENTRY REQUIREMENTS

To study Fine Art at AS/A Level, students should have at least a 6 or above in Art & Design and 5 GCSE Grade 5 or above. External candidates must bring a portfolio of their best work to show us at sign up day.

### AIMS

Studying Fine Art aims to give students a rounded exposure to different aspects of Fine Art, allowing them to display their abilities in a variety of artistic disciplines and demonstrate their understanding of these contexts.

### PHOTOGRAPHY ENTRY REQUIREMENTS

To study Photography at AS/A Level, students should have at least a 6 or above in **GCSE Art & Design** or **Photography** or a 7 or above in **Computer Science** and 5 GCSE Grade 5 or above. Any pupils who have not completed a Technology or Art GCSE may submit an application project as evidence. The project specifications are available from the Art Department. External candidates must bring a portfolio of their best work to show us at sign up day.

### AIMS

Studying Photography aims to give students a rounded exposure to different aspects of Photography, allowing them to display their abilities in a variety of disciplines and demonstrate their understanding of these contexts. This is a digital Photography course, using Photoshop for editing.

## EXAM BOARD REQUIRMENTS

Students are encouraged to visit galleries independently but will also attend the yearly visit to the Tate Modern and take part in additional gallery visits throughout the course.

## PROJECTS

### September – December Workshops –

Students will take part in subject specific workshops, to learn key techniques, such as drawing and painting, printmaking, photoshop tutorials, screen printing, etc. These skills can then be implemented throughout the rest of the chosen course

**Personal Study** – Students develop their AS project to become a personal response to chosen theme. Covering all assessment objectives with a written element of 1000-3000 word essay on their findings.

**Set Task** – Students choose a question from the exam papers and work through the assessment objectives to produce a realisation of the theme they chose. Students are given 6-8 weeks for the planning and preparation of an idea which is then realised as a final piece during a 15 hour exam (A Level) or 10 hour exam (AS Level).

**The courses are taught by Ms. Murphy, Mrs. Haines and Mr. Twyford**



# A Level Biology (Examination Board: AQA)

## PREFERRED ENTRY REQUIREMENTS for AS and A Level

Grade 77 at GCSE Combined Science (Pearson or AQA) or 677 at GCSE Biology Chemistry and Physics (ideally Grade 7 for Biology) Grade 6 in GCSE Mathematics Grade 6 in GCSE English language

## COURSE AIMS

During the course you will have opportunities to:

- Develop and demonstrate a deeper appreciation of the practical skills associated with Biology.
- Develop essential knowledge and understanding of different areas of biology and how they relate to each other
- Develop interest in, and enthusiasm for, biology including developing an interest in further study and careers in the subject.
- Appreciate how society makes decisions about biology related issues and how biology contributes to the success of the economy and society.

## COURSE CONTENT Year 1

Biological molecules

Cells

Organisms exchanging substances with their environment

Genetic information, variation and relationship between organisms

## COURSE CONTENT Year 2

Energy transfers in and between organisms

Organisms response to changes in their internal and external environments

Genetics, populations, evolution and ecosystems

The control of gene expression

## ASSESSMENT

Students studying Year 12 Biology will sit Paper 1 and 2 (external or internal examination) in May. Students studying A Level Biology will sit paper 1, 2 and 3 (terminal examination) at the end of year 13. In addition, all students will have to complete a list of required practical activities.

## WHY BIOLOGY?

In recent years many of our students have studied biology simply because of their interest in living things. Other students want to go on and study at University or enter a related career such as:

MEDICINE

DENTISTRY

PHARMACY

BIOCHEMISTRY

PHYSIOTHERAPY

NURSING

AGRICULTURE

RADIOGRAPHY

VETERINARY SURGEON

ZOOLOGY

OCCUPATIONAL THERAPY

TEACHING

We attempt to provide a relaxed and informal atmosphere in which students can develop a mature and questioning approach to the subject. There is a collection of reference books, in addition to the course text books, available for student loan so that essential reading around the subject can take place. We expect students to spend a minimum of four hours on private study in addition to timetabled lessons.

**A Level Biology will be taught by Dr. Hui, Miss Anandanayagam and Mr. Ahmed**

# A Level Business (EDEXCEL)

## THE COURSE

The A Level Business course will enable you to understand how and why business decisions are made and how businesses respond strategically to the changes they face and current issues that impact on business, such as the digital economy. It covers many areas of managing a business including marketing, production, finance and human resources. It will also introduce you to managing a business in a global context and focus on the global issues that impact on business.

The A Level in Business course is structured into four themes.

- Theme 1 – Marketing and People
- Theme 2 – Managing Business Activities
- Theme 3 – Business Behaviour and Strategy
- Theme 4 – Global Business

Students build knowledge and understanding of core business models and concepts in Themes 1 (Marketing and People) and 2 (Managing Business Activities), and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4 and analyse, evaluate and propose possible solutions.

## Entry Requirements

- Minimum of 4 GCSE grades at 6/5 and 2 GCSE grades at 4
- To include a 5 in GCSE Mathematics and English Language

## ADDITIONAL ACTIVITIES WITHIN THIS SUBJECT

If you want to begin to 'think' like an entrepreneur, you should read a book like 'Anyone Can Do It' by Duncan Bannatyne, and 'Common Sense Rules: What you really need to know about Business' by Deborah Meaden amongst a few. Business students also have the opportunity to participate in competitions such as the Investor Challenge, Young Enterprise Company Programme. An essential way to prepare for the A level business course is to regularly dip into the business news. A good place to start is the excellent BBC - Company News, The Guardian - Business News, The Independent - Business News and YouTube - Business.

The Business Studies department believes in the value of educational visits to support student's curriculum understanding. Planned visits are organised during the year.

## WHY STUDY THIS COURSE?

A-Level Business Studies will ensure you are effectively prepared for employment in any organisation and provide you with an understanding of how businesses operate. You will develop a range of transferable skills that will support your progression in higher education and employment.

In Year 1 – AS students will be taught Themes 1 and 2

Students are introduced to business through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions.

## Theme 1: Marketing and people Paper 1 – externally assessed

Students will develop an understanding of:

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

## Overview of content

Paper 1 will assess marketing and people, entrepreneurs and business start-up.

The questions in Sections A and B will be drawn from Theme 1 content. The question in Section C will also be drawn from Theme 2 content requiring students to make connections between marketing and people (Theme 1) and managing business activities (Theme 2).

Questions will be drawn from local, national and global contexts.

## Theme 2 – Managing Business Activities – Paper 2 - externally assessed

Students will develop an understanding of:

- raising finance
- financial planning
- managing finance
- resource management
- external influences

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# A Level Business (EDEXCEL) *(Continued)*

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## Overview of content

**Paper 2** will assess business finance and operations, and external influences on business.

The questions in Sections A and B will be drawn from Theme 2 content. The question in Section C will also be drawn from Theme 1 content requiring students to make connections between managing business activities (Theme 2) and marketing and people (Theme 1). Questions will be drawn from local, national and global contexts.

## Year 13 FINAL ASSESSMENT

In the second year of the course, you will take three external exams that assess content covered in the first and second year. These exams will determine your A level grade.

**Paper 1** will assess Markets, People and Global Business. Questions will be drawn from Themes 1 and 4.

**Paper 2** will assess Business Activities, Decisions and Strategy. Questions will be drawn from Themes 2 and 3

**Paper 3** will assess Investigating Business in a Competitive Environment. Assesses content across all four themes.

There is no coursework, though regular reading and viewing of quality news sources is highly beneficial and

is strongly encouraged.

## YOU SHOULD TAKE THIS COURSE IF:

You are interested in business and can see yourself one day working within a large organisation or indeed are interested in starting up and running your own business then this may well be the course for you.

## WHAT CAN I DO WITH AN A-LEVEL IN BUSINESS?

An A-level qualification in Business can lead to a variety of degree courses at university such as Accountancy and Finance, Business and Administration. It is also a useful qualification for students who intend to pursue a career in Banking and Finance, Accounting, Marketing, Law, Journalism, Management. It is a very useful starting point for careers in the business world.

**A Level Business will be taught by Mr Kafle and Miss McLaughlin**

# CTEC Level 3 Extended Certificates (1 'A' Level) and Diploma (2x 'A' Levels) in Business - (OCR)

## ENTRY REQUIREMENTS

The CTEC course is suitable for students with at least 5 GCSE's at grade 9-4. You will need to be prepared to undertake independent research and undertake extensive coursework.

## CTEC Extended Certificates (1 A-Level)

The CTEC Level 3 Diploma prepares learners for employment. It is equivalent to two GCE A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment.

The Diploma consists of 5 mandatory units (over 2 years).

2 units will be externally assessed by OCR in the form of controlled assessments and examinations.

### The course consists of the following units:

- Unit 1 The Business Environment
- Unit 3 Business Decisions
- Unit 4 Customers and Communication
- Unit 5 Marketing and Market Research
- Unit 16 Principles of Project Management

## CTEC Diploma in Business - Level 3

The CTEC Level 3 Diploma prepares learners for employment. It is equivalent to two GCE A Levels. Some learners may wish to gain the qualification in order to enter a specialist area of employment.

The Diploma consists of 10 mandatory units (over 2 years).

Four units will be externally assessed by OCR in the form of controlled assessments and examinations.

### The course consists of the following units: 6 Core Units:

- Unit 1 The Business Environment
- Unit 2 Working in Business
- Unit 3 Business decisions
- Unit 4 Customers and communication
- Unit 5 Marketing and Market Research
- Unit 6 Marketing Strategy
- Unit 7 Marketing Campaign
- Unit 15 Change Management
- Unit 16 Principles of Project Management
- Unit 22 Delivering a Business Project

## GENERAL COMMENTS and CAREER OPPORTUNITIES

Business CTEC National Diploma (OCR) Level 3 will give you knowledge and understanding of businesses - how they work, finances, managing people, marketing and the operations within a business. It aims to make students think about business in a critical manner exercising your judgement when commenting on business solutions.

Whatever career you decide to follow in the future, you will be part of a business, with the need to manage budgets and attract customers; every place of work follows the basic principles of business management.

Students wishing to continue their studies after school will find a wide range of Business courses offered at universities

**CTEC Level 3 Extended Certificate in  
Business will be taught by  
Mr Kafle, Miss McLaughlin and Mr Byrne**



# A Level Chemistry (AQA)

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## MINIMUM ENTRY REQUIREMENTS

Combined Science (Pearson) **77 (Higher)** or Biology, Chemistry and Physics **677(7 in Chemistry)**

**GCSE English Language grade 6 and GCSE Maths grade 7 (Higher)**

Concurrent enrolment with A Level maths is strongly recommended.

To complete the A Level course a minimum **C** grade at **AS Level** is required.

## COURSE AIMS AND OBJECTIVES

Some the aims of the AQA Advanced Level GCE in Chemistry are to develop;

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- Competence and confidence in a variety of practical, mathematical and problem solving skills
- A deep appreciation of the skills, knowledge and understanding of scientific methods
- Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- An understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

## COURSE CONTENT:-

### Year 1 A Level/ AS LEVEL

**Topics covered include:-** Atomic structure, Amount of substance, Bonding, Energetics, Kinetics, Equilibria, Redox, Periodicity, Group 2, Group 7, Alkanes, Alkenes, Halogenoalkanes, Alcohols and Organic analysis.

### Year 2 A LEVEL

**Topics covered include:-** Thermodynamics, Rate equations, Period 3, Transition metals, Aldehydes and ketones, Optical Isomerism, Carboxylic acids and their derivatives, Aromatic chemistry, Amino acids, proteins and DNA, Polymers, Amines, Organic synthesis, NMR and Chromatography.

## Year 1 ASSESSMENT

AS level External Assessment in May/June;

Paper 1 Inorganic and some physical chemistry  
50% of the AS grade

Paper 2 Organic and some physical chemistry  
50% of the AS grade

## Year 2 ASSESSMENT

External assessment in June;

Paper 1 Inorganic and some physical chemistry  
35% of the A level.

Paper 2 Organic and some physical chemistry  
35% of the A level.

Paper 3 all topics and practical questions  
30% of the A level

## Practical assessment

Practical competency will be assessed separately internally and students will be awarded a practical endorsement at the end of year 2..

## WHY CHEMISTRY?

Chemistry is an exciting, relevant albeit challenging science, which provides answers to everyday questions through a practical and problem solving approach.

A qualification in chemistry can lead to a wide variety of careers. It is a **must** if you are thinking of studying **Medicine** or **Chemistry** at University and is advantageous for the study of any science or engineering degree. A qualification in chemistry is highly valued and respected by both employers and Universities. It can help you gain entry into the top Universities

**A Level Chemistry will be taught by  
Mr Knights and Mrs Woodhouse**

# AQA AS and A Level Computer Science

For this qualification, learners must complete two exam papers.

This course is 80% exam based with 20% given to coursework modules to be completed in Y13.

**N.B Course theory cannot be taught without suitable computer facilities.**

The course is laid out like below:

Year	Paper	Unit No.	Unit Title
AS Level – Y12	Paper 1	1	Fundamentals of Programming
		2	Problem Solving
	Paper 2	3	Data Representation
		4	Hardware and Software
		5	Computer Organisation and Architecture
		6	Communications
A Level – Y13	Paper 1	7	Data Structures
		8	Algorithms
		9	Regular Languages
		10	The Internet
	Paper 2	11	Databases and Software Development
			OOP and Functional Programming

## Course Aims

All specifications in computer science must build on the knowledge; understanding and skills established at key stage 4 and encourage students to develop a broad range of the knowledge, understanding and skills of computing, as a basis for progression into further learning and/or employment.

AS and A-level specifications in computer science must encourage students to develop:

- an understanding of, and the ability to apply, the fundamental principles and concepts of computer science, including abstraction, decomposition, logic, algorithms and data representation
- the ability to analyse problems in computational terms through practical experience of solving such problems, including writing programs to do so
- the capacity for thinking creatively, innovatively, analytically, logically and critically
- the capacity to see relationships between different aspects of computer science
- mathematical skills related to:
  - Boolean algebra
  - comparison and complexity of algorithms (A-level only)
  - number representations and bases
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

## Assessment Objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A-level Computer Science specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- **AO1:** Demonstrate knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- **AO2:** Apply knowledge and understanding of the principles and concepts of computer science, including analysing problems in computational terms.
- **AO3:** Design, program and evaluate computer systems that solve problems, making reasoned judgements about these and presenting conclusions.

## Previous learning and prerequisites

We strongly recommend that students should have the skills and knowledge associated with a **GCSE Computer Science** course or equivalent.

# AQA AS and A Level Computer Science

## Assessment

### AS Level – Year 12

Paper 1
<b>What's assessed</b>
This paper tests a student's ability to program, as well as their theoretical knowledge of computer science from subject content 1 – 4 above.
<b>Assessed</b>
<ul style="list-style-type: none"><li>On-screen exam: 1 hour 45 minutes</li><li>50% of AS</li></ul>
<b>Questions</b>
Students answer a series of short questions and write / adapt / extend programs in an electronic answer document provided by us.
We will issue preliminary material, a skeleton program (available in each of the programming languages) and, where appropriate, test data, for use in the exam.



Paper 2
<b>What's assessed</b>
This paper tests a student's ability to answer questions from subject content 5 – 9 above.
<b>Assessed</b>
<ul style="list-style-type: none"><li>On-screen exam: 1 hour 30 minutes</li><li>50% of AS</li></ul>
<b>Questions</b>
A series of short-answer and extended-answer questions.

### A Level – Year 13

Paper 1
<b>What's assessed</b>
This paper tests a student's ability to program, as well as their theoretical knowledge of computer science from subject content 10 – 13 above and the skills required from section 22 above.
<b>Assessed</b>
<ul style="list-style-type: none"><li>On-screen exam: 2 hours 30 minutes</li><li>40% of A Level</li></ul>
<b>Questions</b>
Students answer a series of short questions and write / adapt / extend programs in an electronic answer document provided by us.
We will issue preliminary material, a skeleton program (available in each of the programming languages) and, where appropriate, test data, for use in the exam.



Paper 2
<b>What's assessed</b>
This paper tests a student's ability to answer questions from subject content 14 – 21 above.
<b>Assessed</b>
<ul style="list-style-type: none"><li>On-screen exam: 2 hours 30 minutes</li><li>40% of A Level</li></ul>
<b>Questions</b>
Compulsory short-answer and extended-answer questions.



Non - exam assessment
<b>What's assessed</b>
The non-exam assessment assesses the student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. Students will be expected to follow a systematic approach to problem solving, as shown in section 22 above.
<b>Assessed</b>
<ul style="list-style-type: none"><li>75 marks</li><li>20% of A Level</li></ul>

For more information please visit the AQA website:  
<https://www.aqa.org.uk/>

**The courses will be taught by Mr Sloan and Mr Khostwal**

# A Level Economics (EDEXCEL – ‘A’)

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## ENTRY REQUIREMENTS

It is not necessary to have taken GCSE in Economics, however you are required to meet the sixth form ‘A’ level entry – 5 GCSEs grades 9 to 6, a Grade 7 in English and a Grade 7 in Mathematics).

## SUBJECT CONTENT

### Theme 1:

#### Introduction to markets and market failure

This unit provides an introduction to the nature of economics and examines how the price mechanism allocates resources in markets. It analyses the nature of market failure, its causes and possible policy remedies. At the end of this unit, students should be able to apply supply and demand analysis to real-world situations; to understand why markets might not allocate resources efficiently and the methods of dealing with market failure, together with an evaluation of their effectiveness.

### Theme 2:

#### The UK economy- performance and policies

This unit introduces the key measures of economic performance and the main objectives and instruments of economic policy. Students should be able to use a basic AD/AS model to understand why demand and/or supply side policies may be seen as appropriate ways of managing an economy; predict the possible impact of such policies and to recognise the assumptions involved; argue for different approaches and identify criteria for success.

## Assessment:

### Paper 1

#### Introduction to markets and market failure

Questions drawn from Theme 1 80 marks, 1.5 hours  
50% of qualification.

**Section A:** multiple-choice and short-answer questions.

**Section B:** one data response question broken down into a number of parts, each including one extended open response question.

### Paper 2

#### The UK economy - performance and policies

Questions drawn from Theme 2 80 marks, 1.5 hours  
50% of qualification.

#### **Section A:**

multiple-choice and short-answer questions.

#### **Section B:**

one data response question broken down into a number of parts, each including one extended open response question.



# Year 13 A2 Economics (EDEXCEL)

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## SUBJECT CONTENT

### **Theme 3: Business behaviour and the labour market**

#### **Content Summary:**

This unit develops the content of Theme 1 and examines how the pricing and nature of competition between firms is affected by the number and size of market participants. At the end of this unit, students should be able to analyse the pricing and output decisions of firms in different contexts. They should also be capable of making an appraisal of government intervention aimed at promoting competitive markets.

### **Theme 4: A global perspective**

#### **Content summary:**

This unit develops the knowledge and skills gained in Theme 2 so that they can be applied in a global context. The application, analysis and evaluation of economic models are required, as well as an ability to assess policies that might be used to deal with economic problems. An awareness of trends and developments in the global economy over the last 10 years is also required.

#### **Paper 1**

Examination of 2 hours, consisting of multiple-choice and short answer questions, one data response question and one open response question out of a choice of two questions. This paper will assess microeconomics and questions will be drawn from Themes 1 and 3.

#### **Paper 2**

Examination of 2 hours, consisting of multiple-choice and short answer questions, one data response question and one open response question out of a choice of two questions. This paper will assess macroeconomics and questions will be drawn from Themes 2 and 4.

#### **Paper 3**

Examination of 2 hours, each section comprises one data response question broken down into a number of parts, including one extended open-response question out of a choice of two. This paper will assess content across 4 four themes

**A Level Economics will be taught by  
Mr Alexander and Mr Byrne**

# GCE AQA English Literature B

## Year 12 Level

### ENTRY REQUIREMENTS

Students must have achieved at least 5 GCSE grades 4 - 9 with at least grade 6 in English Language and English Literature

### GCE AQA ENGLISH LITERATURE B: A Level

#### A Level Outline:

Students follow AQA Specification B for English Literature. The new A Level course will be divided into three units, studied over two years. Assessment will be by externally assessed examinations (80%) and internally assessed coursework (20%):

#### UNIT 1: LITERARY GENRES:

##### Aspects of Tragedy

Candidates study three set texts, with a particular focus on the genres of drama and tragedy.

**Written Exam:** 2 hours 30 minutes; closed book (75 marks)

**Weighting:** 40% of A Level

**Texts:** One play by Shakespeare; then a second drama text and one further text, one of which must have been written before 1900.

The paper will be divided into three sections:

**Section A:** One passage-based question on set Shakespeare text – *Othello* (25 marks)

**Section B:** One essay question on set Shakespeare text – *Othello* (25 marks)

**Section C:** One essay question linking two texts – *Death of A Salesman* + *Keats* (25 marks)

#### UNIT 2: TEXTS AND GENRES:

##### Elements of Crime Writing

Candidates study three set texts, as well as one unseen passage in the exam, with a focus on crime and the genre of crime writing.

**Written exam:** 3 hours; open book (75 marks)

**Weighting:** 40% of A Level

**Texts:** One post-2000 prose text; then one poetry text and one further text, one of which must have been written before 1900.

The paper will be divided into three sections:

**Section A:** One compulsory question on an unseen passage (25 marks)

**Section B:** One essay question on set text – *Crabbe Browning and Wilde* (25 marks)

**Section C:** One essay question linking two texts – *When Will There Be Good News* and *Brighton Rock* (25 marks)

#### UNIT 3: THEORY AND INDEPENDENCE

This is the synoptic unit of the course. Candidates study three texts.

**Coursework:** Two pieces of 1200 – 1500 words (50 marks)

**Weighting:** 20% of A Level

**Texts:** Students study three texts: an anthology of pre-released critical material which they apply to one poetry text, and one prose text, each of their own choosing.

Each written piece must focus on a different literary text and link it to a different aspect of the critical anthology. At least one of the pieces must be a critical essay; the other may be a re-creative piece accompanied by a commentary.

**A Level English Literature will be taught by the English Department**

# French (Edexcel Pearson)

## ENTRY REQUIREMENTS

A GCSE grade 7 or above in French is required.

## COURSE AIMS

The aims and objectives of the qualification are to enable students to:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of language in speech and in writing, including through online media.
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken.
- Mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.
- Develop their capacity for critical and analytical thinking through the language.
- Develop as independent researchers through the language of study.

## COURSE CONTENT

There are three compulsory units in Year 12:

1. Listening, reading and translation
2. Written response to work, grammar and translation.
3. Speaking

There are three compulsory units for the A2 Level:

1. Listening, reading and translation
2. Written response to works and translation.
3. Speaking

## THEMES AND SUB-THEMES

There are 2 Themes in Year 12:

### Theme 1

Changes in French Society

- Changes in family structures;
- Education;
- The World of work.

### Theme 2

Political and artistic culture in the French-speaking world

- Music;
- The Media;
- Festivals and Traditions.

There are 2 additional Themes for the A2 Level:

### Theme 3

Immigration and the multicultural French society.

- Integration and multiculturalism;
- The rise of the Extreme Right.

### Theme 4

The Occupation and the Resistance.

**A Level French will be taught by the MFL Department**

# Geography (Edexcel)

## ENTRY REQUIREMENTS

In order to take Geography at A' Level it is vital that you gained a **grade 6** at **GCSE Geography**. Several topics covered in the course are developments of the work covered at GCSE, but others are new.

### Course Aims

- To know how forces influence our natural environment.
- To know how people affect the environment we all live in.
- To understand the economic forces that drives the world economy.
- To identify how the decisions about the use and management of resources are made.
- To gain an appreciation of current affairs and world problems.
- To be able to develop an ability to make links and connections across a variety of topics.
- To get experience of all six Keys Skills:
  - Communication, application of numbers, ICT, problem solving and working with others

## AS COURSE CONTENT AND EXAMINATIONS

### Paper 1

**Exam – 1hr 45 – 50% of the qualification**

- Topic 1: Tectonic Processes and Hazards - Tectonic processes, a study of the causes of tectonic hazards, the impact of tectonic activity on people, and responses to tectonic hazards.
- Topic 2: Landscape Systems, Processes and Change - An integrated study of processes, landforms and landscapes. A study of one landscape system and the physical and human processes influencing change over time and space - Option 2b: Coastal Landscapes and Change.
- Fieldwork: Physical geography

### Paper 2

**Exam – 2hr 15 30% of the qualification**

- Topic 3: Globalisation - A study of globalisation, its causes and consequences for different people and places.
- Topic 4: Shaping Places – A study of how and why places are shaped and changed, the meanings and identities attached to different places and the consequences for different people – Option 4a: Regenerating Places.
- Fieldwork: Human geography

## A LEVEL COURSE CONTENT AND EXAMINATIONS

### Paper 1

**Exam – 2hr 15 – 30% of the qualification**

- Tectonic Processes and Hazards
- Landscape Systems, Processes and Change
- The Water Cycle and Water Insecurity
- The Carbon Cycle and Energy Security

### Paper 2

**Exam – 2hr 15 – 30% of the qualification**

- Globalisation
- Shaping Places
- Superpowers
- Global Development and Connections

### Paper 3

**Exam – 2hr 15 – 20% of the qualification**

**Three synoptic themes within the compulsory content areas:**

- Players
- Attitudes and Actions
- Futures and Uncertainties

### Paper 4

**Non-examined – 20% of the qualification**

An investigation report relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification

## GENERAL COMMENTS INCLUDING CAREER OPPORTUNITIES

This course will appeal to those students who:

- Have an interest in and concern for the environment
- Are interested in current affairs
- Enjoy studying a subject that is relevant to their own lives and experiences
- Want the opportunity to carry out practical work outdoors as well as in the classroom
- Enjoy finding out their own answers – not just being taught
- Want to broaden their A level studies to cover both 'sciences' and 'humanities'
- Enjoy travel and finding out about new people, places, landscapes and events
- Want to keep their options open – Geography A level is an appropriate qualification for a very wide range of higher education or career choices

**Geography will be taught by Miss Lueiro, Ms Woulfe and Mr Kingsland.**



# History (Edexcel)

## ENTRY REQUIREMENTS

In order to take History at A Level it is vital that you gained a good grade at **GCSE History**. The depth study overlaps some key topics studied at GCSE level but others are new. What is important, is that students have a desire to learn inside and outside the classroom. Students that are willing to develop their own personal learning and communicate that effectively within the classroom.

## Course Aims

- The course has been formed to develop students' critical thinking skills and encourage evaluation of historical events, sources and people.
- The structure of this course enables students to make and understand links between: social, cultural and political change through evaluation of events, theories and individuals.
- This course challenges students to be able to understand the nature of historical evidence and the methods used in analysing, evaluating sources and making judgements.

## What is History good for?

History is a subject that has a mass of transferrable skills which are valued in many careers such as: banking, accountancy, law, journalism, government and politics, teaching, social services and many more.

## How will I be assessed?

### Yr 12/13 AS/A LEVEL EXAMINATION:

**Paper 1:** 2hr15 minutes (AS/A2)

**Paper 2:** 1hr30 minutes. (AS/A2)

**Paper 3:** One exam 2hr15 minutes. (A2)

**Coursework (Paper 4):** written assessment (A2)

## Course Content

**Unit 1 Breadth Study with Interpretations (1F) In search of the American Dream, 1917-1996.**

This unit comprises a study in breadth, in which students will learn about the dramatic political,

economic and social transformation of the USA in the 20th century, an era that saw the USA challenged by the consequences of political, economic and social inequalities at home and of its involvement in international conflict.

### **Unit 2 Depth Study (2F.1) India, 1914-48: the road to independence**

This option comprises a study in depth of the transition of the Indian sub-continent from a colony to independence. The gaining of Indian independence influenced both the nature of civil rights campaigning and the search for national self-determination throughout the world. Students will gain an in-depth understanding of the changing relationship between Britain and India from the outbreak of the First World War to the achievement of independence for the Indian sub-continent, and of the reasons for this, with particular reference to Indian nationalism.

### **Paper 3, Option 35.1: Britain: Losing and gaining an empire 1716-1914**

This option comprises two parts: the *Aspects in breadth* focus on long-term changes and contextualise the *Aspects in depth*, which focus in detail on key episodes. Together, the breadth and depth topics explore the development of the British Empire and the part played in this by the Royal Navy and merchant marine. Looking at social, economic and political issues, students will study a series of developments that started with an imperial catastrophe which threatened to reduce Britain once more to a European offshore island, but would then transform Britain's standing in the world so that by the end of the period it had the largest empire the world has known.

## Coursework Unit 4

The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue as part of an independently researched assignment.

Students are assessed on their analysis and evaluation of interpretations.

**A Level History will be taught by the History Department**

# 2016 Suite -Level 3 Cambridge Technical Extended Certificate in IT (360 GLH)

## ENTRY REQUIREMENTS

For this qualification, learners must achieve **five** units, **three** mandatory units and **two** optional units.

**N.B** Course cannot be taught without suitable computer facilities.

Key to units for this qualification:

M = Mandatory	Learners must achieve these units
O = Optional	Learners must achieve two of these units
E = External Assessment	OCR set and mark the exam
I = internal Assessment	St. Gregory's set and assess the exam and OCR moderate it

To achieve this qualification there's mandatory content (**M**) that all learners must have successfully mastered. The mandatory units are assessed using written examinations worth **70%** of the overall grade, with two optional (**O**) coursework units equating to the other **30%** of the overall grade.

Unit No.	Unit Title	Guided Learning Hours (GLH)	Unit Ref No. (URN)	How are they assessed?	Mandatory or Optional?
1	Fundamentals of IT	90	M/507/4999	E	M
2	Global Information	90	R/507/5000	E	M
3	Cyber Security	60	Y/507/5001	E	M
8	Project Management	60	F/507/5008	I	O
9	Product Development	60	A/507/5010	I	O
11	Systems analysis and design	60	J/507/5012	I	O
17	Internet of Everything	60	H/507/5020	I	O

## UNIT AIMS

### Unit 1: Fundamentals of IT

A sound understanding of IT technologies and practices is essential for IT professionals. Information learnt in this unit will provide a solid foundation in the fundamentals of hardware, networks, software, the ethical use of computers and how business uses IT.

After completing this unit, the knowledge, skills and understanding you have developed will underpin your study for the additional units. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as CompTIA A+, CompTIA Mobility+ and Cisco IT Essentials.

### Unit 2: Global Information

The purpose of this unit is to demonstrate the uses of information in the public domain, globally, in the cloud and across the internet, by individuals and organisations. You will discover that good management of both data and information is essential, and that it can give any organisation a competitive edge.

This unit will provide you with a greater understanding of how organisations use information sources both internally and externally and the types of information

you will encounter. The skills gained by completing this unit will give you knowledge of the functionality of information and how data is stored and processed by organisations. You will also learn about how individuals use information of various types.

This unit will help you to understand the legislation and regulation governing information that flows into and out of an organisation and the constraints and limitations that apply to it. You will also learn the relationship between data and information. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as VMWare.

### Unit 3: Cyber Security

This unit has been designed to enable you to gain knowledge and understanding of the range of threats, vulnerabilities and risks that impact on both individuals and organisations. You will learn about the solutions that can be used to prevent or deal with cyber security incidents resulting from these challenges. You will be able to apply your knowledge and understanding of cyber security issues and solutions by reviewing and making recommendations for ways to best protect digital systems and information.

Learning within this unit will also support the delivery of the Cisco Cyber Security and CompTIA A+, CompTIA Security+, CompTIA Mobility+ qualifications. The unit also makes reference to UK government cyber security initiatives, for example, the UK government's The UK Cyber Security Strategy, Cyber Essentials Scheme, 10 Steps Strategy, and Cyber Streetwise.

## Unit 8: Project Management

This unit will provide you with the opportunity to understand and use various project planning skills and techniques, thereby enabling you to become more effective in the workplace.

The key to any project being a success is the planning that takes place. Project management skills are essential transferrable skills that can be used for all IT related projects whether it's traditional methodologies or more recently adapted agile approaches within the IT development environment. These skills can be adapted and used even on the smallest 'tasks' during the planning and implementation stages.

Regardless of your job role, you will often be called upon to participate in projects for a variety of reasons; consequently this unit is optional within all four of the specialist pathways. This unit will assist you in developing your skills, knowledge and understanding of different project methodologies and the key factors that can influence the success or failure of a project. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as CompTIA Project+.

## Unit 9: Product Development

The purpose of this unit is to prepare you to undertake product development activities. You will learn about different product design methodologies and the role of the product development life cycle. In addition, you will discover the factors that influence product developments.

The key to any product development being a success is the analysis, client review, design, testing and final acceptance that takes place. The skills that you will learn can be applied to the development of any product, large or small. You will use product development skills and work through the product development life cycle.

Whether you are building a network, developing a website, developing a system for data analytics or creating an augmented or virtual reality resource, they are all products. It is therefore important that you understand the processes required for the development of products and that you can apply them to a variety of situations.

## Unit 11: Systems analysis and design

All organisations have information systems. This unit will provide you with the knowledge and skills to support the design of formal information systems. These systems provide useful reliable, validated information through the integration of data, hardware, software and humans into processes which enable the organisation to meet its internal goals and its external obligations.

IT technicians are involved in the implementation of systems that have been designed and in many instances assist in their design. Emerging technology practitioners also have to have a knowledge and understanding of how to analyse and design systems that are supported by emerging technologies such as virtual and augmented reality, mobile technologies and the Internet of Everything. In order to effectively develop systems for analysis, it's important to have an understanding of the role of the data analyst and the tasks that they carry out. Data analysts also benefit from having an overview of systems analysis and design in order to support the development of suitable systems on which to work.

## Unit 17: Internet of Everything

This unit is about the use of the internet and how it is impacting people and society. You will learn about the Internet of Everything (IoE) and how it is used. Using your knowledge you will carry out a feasibility study for a potential idea. You will pitch your idea to potential stakeholders and use their feedback to revise your proposal.

This unit is an optional unit in the Extended Certificate and all of the specialist pathways in the Diploma suite, as the Internet of Everything is everywhere. The Internet of Everything is expanding, appearing in all of the everyday devices found in homes, businesses and cities. Knowledge gained in the study of this unit will also help prepare you for relevant industry qualifications such as Cisco IoE.

For more information go to: <http://www.ocr.org.uk>

See the table below on how the grades achieved in this course are equivalent to other specifications

Grade equivalence		
IT Grade	UCAS Points	A-Level Grade
D*	56	A*
D	48	A
M	32	C
P	16	E
U	0	U

**OCR Level 3 Cambridge Technical  
Extended Certificate in IT will be  
taught by Mr Khostwal and Mr Sloan**

# Mathematics and Further Mathematics (Edexcel)

## A Level Linear Maths

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### ENTRY REQUIREMENTS

In order to study Mathematics in the Sixth Form, students will need to achieve at least a **Grade 7** in the **GCSE Mathematics** exam.

To study Further Mathematics, students will need to have achieved a **Grade 8** or **9** at **GCSE** level.

### Qualification Aims and Objectives

The aims and objectives of this qualification are to enable students to:

- understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study
- extend their range of mathematical skills and techniques
- understand mathematics as a connected body of knowledge, and how different areas of mathematics relate to each other
- apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- use their mathematical knowledge to make logical and reasoned decisions in solving problems both within pure mathematics and in a variety of contexts, and communicate the mathematical rationale for these decisions clearly
- use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- read and comprehend mathematical arguments including justifications of methods and formulae and communicate their understanding
- read and comprehend articles concerning applications of mathematics and communicate their understanding
- use technology such as calculators and computers effectively and recognise when their use may be inappropriate
- take increasing responsibility for their own learning and the evaluation of their own mathematical development

*continued over*



# Mathematics and Further Mathematics (Edexcel)

## A Level Linear Maths (Continued)

### COURSE CONTENT FOR MATHEMATICS

Paper 1: Pure Mathematics 1 Paper 2: Pure Mathematics 2
Each paper is: 2-hour written examination 33.33% of the qualification 100 marks
<b>Content overview</b> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Algebra and functions</li> <li>• Coordinate geometry in the <math>(x, y)</math> plane</li> <li>• Sequences and series</li> <li>• Trigonometry</li> <li>• Exponentials and logarithms</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Numerical methods</li> <li>• Vectors</li> </ul>

Paper 3: Statistics and Mechanics
2-hour written examination 33.33% of the qualification 100 marks
<b>Content overview</b> <b>Section A: Statistics</b> <ul style="list-style-type: none"> <li>• Statistical sampling</li> <li>• Data presentation and interpretation</li> <li>• Probability</li> <li>• Statistical distributions</li> <li>• Statistical hypothesis testing</li> </ul> <b>Section B: Mechanics</b> <ul style="list-style-type: none"> <li>• Quantities and units in mechanics</li> <li>• Kinematics</li> <li>• Forces and Newton's laws</li> <li>• Moments</li> </ul>

### COURSE CONTENT FOR FURTHER MATHEMATICS

Paper 1: Core Pure Mathematics 1 Paper 2: Core Pure Mathematics 2
Each paper is: 1 hour and 30 minutes written examination 25% of the qualification 75 marks
<b>Content overview</b> <ul style="list-style-type: none"> <li>• Proof</li> <li>• Complex numbers</li> <li>• Matrices</li> <li>• Further algebra and functions</li> <li>• Further calculus</li> <li>• Further vectors</li> <li>• Polar coordinates</li> <li>• Hyperbolic functions</li> <li>• Differential equations</li> </ul>

#### Paper 3B: Further Statistics 1

#### Paper 3C: Further Mechanics 1

Each paper is:  
1 hour and 30 minutes written examination  
25% of the qualification  
75 marks

#### Content overview

##### Further Statistics

- Probability distributions
- Hypothesis testing
- Central Limit Theorem

##### Further Mechanics

- Momentum and impulse
- Work, Energy & Power
- Elastic collisions

### CAREER OPPORTUNITIES

#### Future Options

Mathematics at A level is essential for any degree course in Mathematics, Engineering, Physical Sciences or Medicine. For other courses such as Computer Science, Economics and Operational Research, Mathematics is suitable if not desirable. Students who choose to read subjects such as Business Management, Psychology or Geography will benefit from having an advanced mathematical background.

#### Career Development

Mathematics is one of the most powerful A levels you can have. For careers in computing, accountancy, banking, economics, engineering, teaching, air traffic control, architecture, armed forces, meteorology and many more, having strong analytical and logical skills are vital. This is why Mathematics plays a significant role. People competent in this subject are some of the most valuable in industry.

#### Finding out more

Advice is readily available. Talk to your Mathematics teacher and ask their opinion. Contact with people already studying A-level Mathematics is important. Ask them why they chose the course, what they enjoy about it and how much work is required. The careers office is able to supply details of the A levels required to enter different university courses or professions.

**The majority of the Mathematics Department has experience of teaching A-level Mathematics.**

# GCE AQA A Level Media Studies

## Year 12 and 13 Outline:

Students follow the AQA specification for Media Studies.

This qualification is linear. Linear means that students will sit all of their exams and submit all of their non-exam assessment at the end of the 2 year course.

A Level Media Studies engages students in the in depth study of media products in relation to the four areas of a theoretical framework that has 4 key concepts:

- Media language
- Media representation
- Media industries
- Media audiences

## Assessment is by written exam and Non-Exam Assessment:

Examinations:

Media One:

### What is assessed?

Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms:

- advertising and marketing
- music video.

Section B will focus on Media Industries and Media Audiences.

Questions in this section can test any two of the following forms:

- radio
- newspapers
- film (industries only).

### How is it assessed?

Written exam: 2 hours

84 marks

35% of A Level

### Questions:

- A range of questions relating to an unseen source and Close Study Products.
- Two essay questions (20 marks), one of which is an extended response question.

## Media Two:

### What is assessed?

Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.

### How is it assessed?

Written exam: 2 hours

84 marks

35% of A Level

### Questions:

- One medium length unseen analysis question.
- Three essay questions (25 marks), one of which is an extended response question and one of which is a synoptic question.

Non-exam assessment: Creating a cross-media production:

### What is assessed?

- Application of knowledge and understanding of the theoretical framework.
- Ability to create media products.

### How is it assessed?

- A choice of one of six annually changing briefs, set by AQA.
- 60 marks
- 30% of A-level
- Assessed by teachers
- Moderated by AQA

### Tasks

Students produce:

- a statement of intent
- a cross-media production made for an intended audience.

**A Level Media Studies will be taught by the English Department**

# Level 3 Applied General Certificate in Music Technology

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This course is equivalent to one A Level. Students can study it with either A level or Vocational Courses.

## ENTRY REQUIREMENTS

Minimum of GCSE grade 4 in English & Math's. A keen interest in Music Technology is required. It is preferable that students have either studied Music GCSE or Music Technology Level 2 with a minimum grade of Pass / 4. Learners are expected to perform on an instrument of their choosing. A minimum of grade 3 is required (ABRSM/ LCM/ Trinity/ Rock School). Who is this qualification for?

The Level 3 Applied General Certificate in Music Technology enables learners to develop their skills, knowledge and understanding of working in the music technology sector. It is suitable for learners who are motivated by applied learning and learning through hands-on creative experiences related to the work of a performing musician and music technologist.

This Applied General qualification is equivalent in size to an A-level. It is aimed at post-16-year-olds studying a Key Stage 5 curriculum with an interest in creative music production and performance. The qualification has been designed to sit within the Study Programme, alongside A levels and other qualifications. It is appropriate for learners wishing to continue their education through applied learning, equipping them with transferable knowledge and skills whilst giving them the opportunity to respond to contextualised industry briefs. Learners would typically progress onto Higher Education courses following this qualification.

## What will you study as part of this qualification?

This qualification shows learners how to:

- Operate and effectively use a Digital Audio Workstation (DAW)
- Understand and experiment with musical elements in different musical styles
- Undertake recordings and successfully mix and master their audio
- Create sound for a range of multi-media purposes
- Manage sound for a live performance
- Explore revenue and marketing within the digital music business
- Reflect and build on their subject knowledge

## What could this qualification lead to?

This qualification fulfils entry requirements for a range of Higher Education courses, either by meeting entry requirements in their own right or by being accepted alongside and adding value to other qualifications at the same level. Degree courses could include: Music Technology; Live Sound Production; Music Production; Creative Music Production; Creative Music Technology; Music Technology and Audio Systems; Music Technology and Popular Music.

**The Level 3 Applied General Certificate in Music Technology will be taught by Mr Eccles Cannon**

# BTEC Level 3 Extended Certificate in Performing Arts (Edexcel) (1 'A' level)

## BTEC Level 3 Diploma in Performing Arts (Edexcel) 2 'A' Levels

### ENTRY REQUIREMENTS

A minimum of GCSE grade 4 is required in English & Maths. At least a GCSE grade 4 or Pass should be achieved in GCSE Drama/Performing Arts. In circumstances where the student has not completed a relevant GCSE qualification (GCSE Drama or Performing Arts Level 2), pupils will be required to audition before enrolment. This course consists of group activities. Therefore, a minimum number of students must be enrolled for this course to operate.

You will need to be prepared to undertake independent research and extensive coursework, including committing to extra-curricular practical rehearsals and exams

### COURSE AIMS

The BTEC National in Performing Arts will allow you to explore the multi-faceted world of performing arts by educating and training you in a range of skills, techniques and disciplines. The qualification will give you insight into the different careers paths that someone

interested in the performing arts may want to follow and can help you progress in an existing career or move on to further study. These aims are met through:

- Participation in practical workshops covering different disciplines and styles
- Working individually on research tasks and portfolios and on practical tasks
- Working as part of a group on practical tasks
- Theatre trips, visits and workshops

### COURSE CONTENT

The course now consists of more mandatory units in which students take exams for at selected times of the year. You will explore several practitioners throughout the year, while also developing new skills and techniques which will benefit you in your performances and aid several other units. For the diploma you will have more mandatory units and a choice of two optional units to complete.

### Extended Certificate (360 GLH)

#### 3 MANDATORY must be completed by the students

1. Investigating Practitioners' Work (90 GLH) Exam
2. Developing Skills and Techniques for Live Performance (90 GLH) Coursework
3. Group Performance Workshop (120 GLH) Exam

Learners will complete **one optional** unit from the selection below

18. Interpreting Classical Text for Performance
19. Acting Styles
20. Developing the Voice for Performance
21. Improvisation
22. Movement in Performance
28. Variety Performance

### Diploma (720 GLH)

#### 6 MANDATORY must be completed by the students

1. Investigating Practitioners' Work (90 GLH) Exam
3. Group Performance Workshop (120 GLH) Exam
5. Individual Performance Commission (120 GLH) Exam
2. Developing Skills and Techniques for Live Performance (90 GLH) Coursework
4. Performing Arts in the Community (90 GLH) Coursework
6. Final Live Performance to an Audience (90 GLH) Coursework

Learners will complete **two optional** units

16. Writing for Performance
18. Interpreting Classical Text for Performance
19. Acting Styles
20. Developing the Voice for Performance
21. Improvisation
22. Movement in Performance
27. Musical Theatre Techniques
28. Variety Performance
29. Storytelling

**This course will be taught by Ms Keely**

# A Level Physics

## COURSE REQUIREMENTS

Minimum **7 7** in Combined Science (Pearson)  
(**7 7 6** in GCSE Physics, Chemistry and Biology  
with a **7** in GCSE Physics)

**7** in GCSE Maths (Higher Paper)

**6** in GCSE English Language

Concurrent enrolment in A Level Maths is preferred

## COURSE AIMS

During the course you will have opportunities to: gain

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- A deep appreciation of the skills, knowledge and understanding of scientific methods
- Competence and confidence in a variety of practical, mathematical and problem solving skills
- Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- An understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

## COURSE CONTENT

Year 12 Knowledge – Theories and practical applications of the following:

Paper 1: Core Physics I– Mechanics and Electricity

Paper 2: Core Physics II– Materials, Waves and Particles  
Nature of Light

## A level – Theories and practical applications of the following:

Paper 1: Advanced Physics I– Mechanics, Electric Circuits, Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics

Paper 2: Advanced Physics II– Materials, Waves and Particles Nature of Light, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations

Paper 3: General and Practical Principles in Physics

## ASSESSMENT

**A level** – 3 external written papers, 2 worth 30% each and 1 worth 40% of the A level

## WHY PHYSICS?

Physics is both a theoretical and practical subject which will provide you with a sound basis for any career path that you may choose. It is a highly respected subject and is held in high esteem by employers. It is a must if you want to study a physical science or engineering at university and is advantageous for other subjects such as medicine or finance. It is a challenging A Level which you will find both stimulating and exhilarating as it will answer many questions about how the world works and provide you with many useful skills.

**A Level Physics will be taught by  
Mrs Northam – Head of Physics**



# Politics

Politics is a fascinating subject and one which is incredibly relevant to all of our lives. In Politics, students are encouraged to keep up with current affairs, debate key issues and analyse the role of different political institutions such as Parliament.

Students are encouraged to keep up with what is happening today through reading the news, listening to podcasts and watching videos about current affairs. The world we live in is polarised and politics plays a key role in how we live our lives.

**A Level Politics** is a two year course where students receive a final grade after sitting three papers at the end of year 12. It is really important that students have an interest in the world around them and a desire to keep up with current affairs so that this can be communicated effectively both in the classroom to the teacher and their peers, but also in their exams.

## Course Aims:

Students are encouraged to:

Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the UK and globally

Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes

Develop knowledge and an informed understanding of the influences and interests which have an impact on decisions in government and politics

Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups

Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgements

Develop an interest in, and engagement with, contemporary politics

## Why choose Politics?

Lively, relevant, controversial... there are many ways to describe A-level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose. A-level Politics is designed to encourage students to develop their critical thinking skills and enhance their ability to interpret, evaluate and comment on the nature of politics. Students acquire

knowledge of the structures of authority and power within the political system of the United Kingdom and are encouraged to think and debate more widely about how other political systems may differ. What a time to study Politics! Boris Johnson, once seen as a comic figure, now heads the government and leads the nation through one of the biggest crises in the last 70 years. One of the most prestigious degrees at university is PPE (Politics, Philosophy and Economics). Politics is a stepping stone to doing a very prestigious and academic degree.

## Year 12

### Paper 1: The Government and Politics of the UK.

This content that will come up on this paper is divided into ten sections. Each has a particular focus but their interrelationships must be understood to appreciate the complexities of the system. The areas studied are:

- The UK Constitution
- Parliament
- Prime minister and their cabinet
- The Supreme Court
- Democracy and Participation
- Elections and Referendums
- Devolution
- The EU
- Political Parties
- Pressure Groups

## Year 13

### Paper 2: Government and Politics of the USA and Comparative Politics.

Government and politics of the USA is divided into eight sections. Each has a particular focus but their interrelationships must be understood to appreciate the complexities of the system. The areas studied are:

- The US Constitution
- Congress
- President and their cabinet
- The Supreme Court
- Civil Rights

# Politics

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- Political Parties
- Elections
- Pressure Groups

## **Paper 3: Political Ideas**

Students study four ideologies and within those ideologies, they look at how each views different aspects of life: society, the economy, the role of the state and how they view human nature. The four ideologies are:

- Liberalism
- Conservatism
- Socialism
- Nationalism

## **How will I be assessed?**

### **A LEVEL EXAMINATION:**

**Paper 1:** Government and Politics of the UK: 2 hours (77 marks)

**Paper 2:** Government and Politics of the US and comparative politics: 2 hours ( 77 marks)

**Paper 3:** Political Ideas: 2 hours (77 marks)

For A2 students answer 5 questions in each paper. Students will answer three 9 mark questions that will ask them to 'explain and analyse' three aspects of a political institution or ideology. They will also have a 25 mark source question that will ask them to "analyse, evaluate and compare" the arguments in the source. They will also answer a purely knowledge based 25 marker that asks them to "analyse and evaluate" a statement.

**A Level Politics will be taught by  
Mr Anderson**

# Product Design A Level (AQA)

If you enjoy designing and making things, whether they're childrens toys, furniture or models, an A level in Product Design could provide you with a stimulating and enjoyable experience which will broaden your understanding of the work of designers and manufacturers.

The course aims to encourage independent learning, creativity and innovation.

Lessons will be a mixture of teacher demonstrations, theory, designing activity, practical investigations and project work in the workshop.

## ENTRY REQUIREMENTS

**A GCSE Grade 6 or above in Design and Technology.**

## A-Level outline

Two Examinations at the end of year 2 worth 50% of the overall A-Level- with questions based on materials and components, design and market influences and manufacturing systems and processes.

### Non Exam assessment (NEA) 50%

Students will design and make a product and produce a related portfolio.

## NEA – Specification requirements

- All students will be designing, making and evaluating a prototype
- At A-level students must identify and choose their own context making sure they have the opportunity to challenge themselves
- Portfolios must be no longer than the equivalent of 45 pages at A-level

- Take risks and show originality
- Think creatively and innovatively using flair and imagination
- Make sure work is individual and not following the teachers set approach.
- Constantly use feedback from clients, users, peers and expert practitioners.

### A – level prototype examples



**A Level Product Design will be taught by Mr Costigan**

# Psychology AQA – AS and A-level Psychology (7181, 7182)

## ‘The study of the mind and human behaviour’

### ENTRY REQUIREMENTS

To study Psychology at A level, students should have a GCSE grade 5 in English Language, Science and Mathematics, (preferably grade 6 in English Language).

### COURSE AIMS

Among the many benefits, this specification is designed to encourage candidates to:

- Develop a sound understanding of methods and approaches in psychology in the context of the topic areas.
- Demonstrate the ability to utilise scientific methodology in the context of psychology.
- Develop candidates’ critical thinking skills in the context of psychology.
- In year 12 candidates will develop a broad knowledge and understanding of the core areas of psychology (social, cognitive, developmental, and biological).
- In year 13 the specification offers a range of topic-based options, which bring together explanations from different psychological perspectives and engage students in issues and debates in Psychology.

### COURSE CONTENT

The course follows a linear structure.

The following topics will be covered over the two year course:

#### Year 1

- **Paper 1** – Social influence including conformity and obedience, Memory and Forgetting including police interviewing techniques and eye witness testimony, Attachments in infancy including institutionalised children and maternal deprivation.
- **Paper 2** – Approaches in Psychology including the biological and behavioural approach, Biopsychology including the fight or flight response and ways of studying the brain, Psychopathology including depression and phobias and Research methods.

Students will be assessed in two 1½ exams consisting of short and extended responses.

#### Year 2

Students that continue onto the A level course will sit three exams at the end of the two year course, each exam is 2 hours in length. Students are assessed

through multiple choice questions plus short and extended responses.

The A level Course covers Scientific Method, Issues and Debates, Relationships, Schizophrenia and Aggression.

- **Issues and Debates** in Psychological research – gender and culture bias, holism and freewill
- **Relationships** – Relationship formation and maintenance theories, as well as virtual and parasocial relationships
- **Schizophrenia** – classification of the disorder and biological and psychological explanations and therapies
- **Aggression** – social learning theory and deindividuation, prison violence and genetic and neural explanations

### GENERAL COMMENTS INCLUDING CAREER OPPORTUNITIES

*Psychology is one of the most popular subject choices at A-level as the course combines well with most A-Levels; the course gives you experience of scientific & research skills, mathematics and essay writing, so it can complement a range of subjects.*

*People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.*

*If you are interested in studying Psychology at degree and post-graduate level in order to become a psychologist, you can work in a huge range of areas including: Sports, Education, Clinical, Counselling, Forensic, Occupational, Neuropsychology, etc.*

1. AQA Psychology for A Level Year 1 & AS - Student Book - By Rob Liddle, Cara Flanagan, Dave Berry, and Matt Jarvis - ISBN 13: 9781908682406
2. AQA Psychology for A Level Year 2 - Student Book - By Cara Flanagan, Dave Berry, Matt Jarvis, and Rob Liddle - ISBN 13: 9781908682413

**A Level Psychology will be taught by Mrs N Waithe**

# Religious Studies (Edexcel)

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## ENTRY REQUIREMENTS

Students need to have at least a **B** grade in **GCSE Religious Studies**, a **B** grade in **English Language** and an open, enquiring mind.

Entry into A Level Religious Studies is at the discretion of the Head of Religious Education

## COURSE AIMS

The aims of the course are to be able to learn about a wide range of philosophical and theological issues and to be able to gain skills so as to look at issues in a critical and analytical way. The course challenges beliefs that may have been held for many years by students and looks at some of the different philosophers' views about how to go about answering some of the biggest questions we have in life. Students will be able to look at the ethical background to arguments and try to understand why we act in the way that we do. There is also the opportunity to study elements of the New Testament, looking titles of Jesus, Kingdom of God, signs and much more. As the course progresses you will learn that Religious Studies is a subject which is full of ideas and themes that interconnect with each other.

## COURSE CONTENT

1. Philosophy of Religion
2. Religion and Ethics
3. New Testament studies

In Philosophy – Philosophical issues, Nature and influence of religious experience, problems of evil and suffering, Philosophical language, works of scholars and influences of development.

In Religion and Ethics– significant concepts in issues and debates, the study of at least three ethical theories, application of the theories, ethical language, Deontology, Virtue ethics and the works of scholars and medical ethics.

In New Testament studies – Contexts of the New Testament, texts and interpretation of the Person of Jesus, Purpose and Authorship, Ways of interpreting the scripture and scientific and historical-critical challenges.

## GENERAL COMMENTS INCLUDING CAREER OPPORTUNITIES

This course offers students opportunities to debate some of the ultimate questions that we face in life, an experience of some of the greatest minds' ideas and to analytically critique each of these. This is an important qualification to have which is highly respected by employers and universities alike. If you are looking for a career in Law, Medicine, Social Work, Teaching and any other job that involves working with people then Religious Studies is the subject to take.

**AS Level is taught by Mrs Briody & Miss O'Connell**

**A2 Level is taught by Mrs Briody & Miss McCarthy**



# Sociology (OCR) A Level

## COURSE AIMS

**The OCR A Level specification in Sociology enables our students to:**

1. Promote an understanding of one's position in Society and to enable students to develop a critical, rigorous and analytical approach to Sociology and the world around them, how groups in society inter-relate and to look and explore reasons why modern society is the way it is i.e. increase in certain types of crime, changes in family relationships and different cultural values and norms.
2. Develop an interest and enthusiasm for Sociology.
3. Focus on contemporary society. It is designed to foster the development of critical and reflective thinking with a respect for social diversity; and to encourage an awareness of the importance of social structure and social action in explaining social issues.
4. Recognise that their sociological knowledge, understanding and skills help them to develop an understanding of the interrelationships between individuals, groups, institutions and societies.
5. Analyse critically the nature and sources of information and to base reasoned judgements and arguments on evidence.
6. Organise and communicate their knowledge and understanding in different and creative ways, and reach substantiated judgements.
7. Appreciate the significance of theoretical and conceptual issues in sociological debate.
8. Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process.
9. Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society.
10. Develop a lifelong interest in social issues.

## Overview of A level in Sociology

- Students must complete all components (01-03) for full A level

Content overview	Assessment Overview	
Year 12 Section A: Introducing socialisation, culture and identity  Section B: Youth and Subcultures	Socialisation, culture and identity (01)  90 marks  1 hour 30 minutes written paper	30% of total A Level
Year 12 Section A: Research methods and researching social inequalities	Researching and understanding social inequalities (02)	35% of total A Level
Section B: Understanding social inequalities (02)	105 Marks  2 hours 15 minutes	
Year 13 Globalisation and the digital social world Debates explored through a detailed study of Crime and deviance	Debates in contemporary society (03)  105 marks  2 hours 15 minutes	35% of total A Level

*continued over*

# Sociology (OCR) A Level *(Continued)*

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## **Year 12 Paper 1 Section A**

### **Socialisation, culture and identity**

This component introduces students to the key themes of Socialisation, Culture and Identity and develops these themes through exploring youth subcultures.

1. What is culture?
2. What is socialisation?
3. What is identity?

## **Year 12 Paper 1 Section B:**

### **Youth Subcultures**

This option focuses on youth as an important period in the socialisation process when individuals are developing a sense of identity within their peer groups. It allows students to explore different types of youth subcultures and the roles they may play in society.

1. How and why are youth subcultures formed?
2. Why do young people participate in deviant subcultures

## **Year 12 Paper 2 -Section A**

### **Research methods and researching social inequalities**

In this section, students are introduced to a range of methods and sources of data as well as the factors influencing the design of sociological research and the relationship between theory and methods. Students are encouraged to consider the practical, ethical and theoretical issues arising in sociological research and to apply knowledge of research methods to the particular context of social inequalities.

## **Year 12 Paper 2 – Section B:**

### **Understanding social inequalities**

Within this section, students will have the opportunity to develop knowledge and understanding of contemporary patterns and trends of social inequality. Learners are able to engage in theoretical debate, explore conceptual issues and develop skills of analysis and evaluation of sociological research and evidence.

## **Key Questions:**

- What is the relationship between theory and methods?
- Which methods are used in sociological research?
- What are the main patterns and trends in social inequality and difference?
- How can patterns and trends in social inequality and difference be explained?

**Sociology is taught by Mrs Cooney,  
Mrs Esposito and Miss McGrath**

# Pro Deo ~ For God the Best and the Greatest ~

## We are:

- Called to be and do our very best in all things, for the greater glory of God.
- Rooted in Faith, Hope and Love.
- Learning to Love, Listen and Live.
- Growing in Wisdom and Knowledge.
- Growing in Commitment and Perseverance.
- Becoming Understanding and Forgiving.
- Becoming Caring and Compassionate.
- Called to Listen and Respond to God's Word.
- Called to be Holy.
- Called to Build our Lives on the Truth.



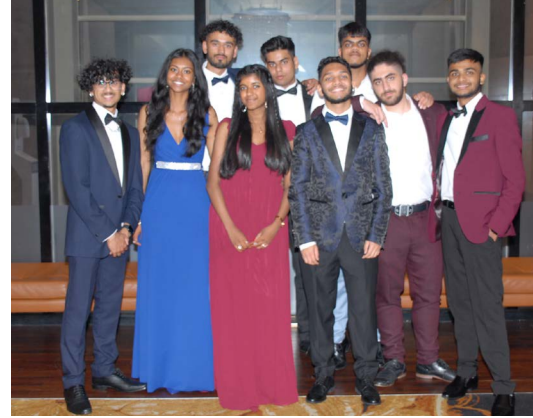
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*"Be who God meant you to be  
and you will set the world on fire."*  
St. Catherine of Siena

*"I can do all things in Christ who strengthens me."*  
Philippians 4:13

## St Gregory's Catholic Science College ~ Our Mission





**St Gregory's Catholic Science College**  
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