



St Peter's

SIXTH FORM

Discover your potential

Prospectus 2025-2026



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“We are incredibly proud of the students in St Peter’s Sixth Form and their achievements. As a growing and successful Sixth Form, we have consistently been the highest attaining post-16 provider in the Guildford region.”



As you explore this prospectus, you will discover that the results speak for themselves and that many of our students have gone on to attend some of the best universities in the country, or achieved their career aspirations. Our goal is for you to be the best candidate applying for any job or course, anywhere in the world.

We pride ourselves on striving for excellence in our learning and the delivery of the curriculum, promoting and encouraging opportunities that are aspirational for all students, and fostering relationships that are inclusive and genuine. We have an enrichment and mentor programme that will develop you holistically by focusing on people skills, employability and teamwork. Every week, there are enrichment activities designed to help you develop new skills as well as sport, exercise classes and the use of the local gym and swimming pools. We are a Sixth Form in which you will be able to discover your potential.

Our curriculum offers a variety of subjects and we are always available to offer guidance on the best pathway for you to succeed. As you begin to study your three chosen subjects, you will be supported by a brilliant teaching and pastoral team, who will help you in your studies, advise upon your future choices and encourage you through a pivotal time in your life. Our Sixth Form is set across two buildings, this includes three study spaces with access to computers and a quiet work environment.

At the heart of our Sixth Form is a caring and friendly community, in which new students to St Peter’s are able to settle in quickly. During your lessons, you will enjoy positive interaction with expert teachers who are passionate about their subjects and will go beyond the extra mile to support and encourage you. Teachers will support and empower you to embrace effective study skills, positive mental fitness, engage in current debate to prepare you well for your future choice of destination after Sixth Form. We are genuinely excited about your future and look forward to you becoming a valuable part of our community. St Peter’s is a place where you can flourish, hone your talents and discover your potential.

Mrs Natalia Rana-Brown
Head of Sixth Form

“Sixth Form has exceeded our expectations; it has been the best experience of school we have had yet.”



We did not think twice about joining St Peter’s Sixth Form. Having been part of the school for the past six years, we are proud to say that St. Peter’s has exceeded our expectations in every way. The passionate teaching, unwavering support and strong Catholic ethos has fostered a loving community and a proven track record of incredible results. This sense of community has only deepened in Sixth Form, drawing us even closer together. It has equipped us with the skills and confidence to pursue our future endeavors. With added responsibilities, smaller classes and more interaction with peers, it has allowed us to express our individuality, deepen our interests, make new connections and allowed us to become more independent.

As a completely new student, transitioning from a different secondary school, I was initially nervous about the change. But, upon attending open days and my induction day, I really got a feel for the support and kindness of both the Sixth Form team and current pupils. Not only was I attracted to the incredible academic achievements of past sixth formers here at St Peter’s, but I was also very inclined to choose this Sixth Form as a result of the community feel.

St Peter’s is a school of opportunity, dedicated to opening pathways that enhance our future success. In our Sixth Form, we are offered a wide range of exceptional enrichment opportunities, which enable us to engage in a diverse array of activities. Whether it’s through sports like basketball and martial arts, learning new skills such as British Sign Language, or participating in community service through volunteering at Boxgrove Primary School, we have countless avenues to explore and grow.

Our work experience and career guidance programs are unparalleled. Esteemed experts such as Mr Martin, Mrs Warren, Mrs Calvert, Mrs Hulse and Mrs Lim are always on hand to provide us with personalised support. They assist with everything from helping us to craft flawless university applications and conducting one-on-one university guidance sessions to finding valuable work experience contacts and helping students achieve the coveted Employability Award. This award, typically completed at universities, sets our Sixth Form apart from other institutions.

The Sixth Form team at St Peter’s is exceptionally supportive, striking the perfect balance between independence and providing necessary assistance. They give us the autonomy to be self-organised while remaining vigilant and ready to step in if someone is struggling or falling behind. This structured support system is crucial for achieving outstanding academic results.

Beyond academics, we participate in a wide range of events, including sponsored walks, car washes and themed dress-up weeks, among many others. These activities not only provide a break from our academic work but also build a sense of community and camaraderie among students.

We look forward to welcoming every one of you to our Sixth Form to build this school community even further!

Mia Donelan and Theo Williams
Sixth Form Head Students

I found the move to this school to be a breath of fresh air and felt fully integrated into the community within weeks of joining in September. I am so glad I chose St Peter’s Sixth Form as I believe this school really strives to provide so many opportunities for each and every student.

Annie Suchet
Sixth Form Deputy Head Student

WHY CHOOSE ST PETER'S?

A LEVEL PASS RATE IN 2024:



46% A*-A
73% A*-B
90% A*-C




Café open all day serving hot & cold food

Student teacher ratios designed to maximise student potential



AIR CON IN STUDY SPACES

EXTRACURRICULAR CHOICES BUILT INTO YOUR TIMETABLE



Award winning careers support



PURPOSE BUILT SIXTH FORM BUILDINGS

Modern café facilities open to students all day



Excellent relationships with staff



Student leadership opportunities



50%

ON AVERAGE OF STUDENTS GO ON TO RUSSELL GROUP UNIVERSITIES



Free Wi-Fi, Free Parking, Hybrid Study Environments (silent and collaborative)

Ofsted **OUTSTANDING**

Gym membership to Guildford Spectrum (including holidays)



Our Sixth Form day starts at 8.45am with tutor time daily. There are five lesson slots through the day, but you can expect to have one to two study periods each day.

Making choices

Our students have an excellent record of success. We offer varied pathways for the students to find courses, which help them achieve their aspirations. We will work with each student to ensure they choose the right subjects, related to their academic strengths and career path, and continue to advise them to optimise their chances of success.

At St Peter's, students can choose from an extensive range of A Levels, a combination of A Levels and AAQs, and the Extended Project Qualification. At the back of this prospectus you will find our individual subject information.

A Levels

Students starting at St Peter's Sixth Form will choose three subjects to be studied throughout the two years, leading to a final examination at the end of the course. This is in line with the government reform, where A Levels are studied in a linear fashion.



Some Year 12 students who wish to progress in to medicine, engineering or aspire to study at Oxbridge, may choose to take four subjects in Maths and the Sciences, with Further Maths.

Vocational Courses

AAQs are more practical, work-related courses and are equivalent to an A Level. Assessments consist of a mixture of coursework and exams. Each course is nationally recognised and offers an excellent route of progression to either higher education, employment or apprenticeships.

Students are offered the opportunity to study all AAQ courses or a combination of AAQs and A Levels. The emphasis is on finding the right course where students will be successful and happy.



At St Peter's we are committed to your development as a person and not just your academic study.

- Every student has a tutor who they see daily who holds one-to-one check-ins with them half termly.
- Every year group has a Head of Year who is committed to each student in their year group finding their potential.
- We have an extensive Pastoral Support Team including counsellors, Emotional Literacy Support and more.
- We also have an Academic Support Team for those needing help with organisation or time management.
- We have a member of staff dedicated to providing support for the transition from Sixth Form life to adult life.

Enrichment

You have a choice of 30+ activities across the year based on our categories of service, personal development and well-being. Examples include martial arts, yoga, learning BSL, coding or voluntary work. All students complete a half term of service to the community.

Relationships & Sex Education

RSE takes place throughout the year in tutor time and theology. In Year 12 and Year 13, RSE days are held to support students staying safe in the modern world. Examples of topics covered are healthy relationships, addiction, gambling and online safety.

Equality, Diversity & Inclusion

EDI is celebrated within the St Peter's community through termly assemblies and monthly bulletin slides promoting different diversity days and raising awareness of diversity issues.

Tutor Time

Our daily tutor programme includes opportunities for well-being, development of inter-personal skills and time to explore the Gospel values of our school. The Pastoral Curriculum on Thursdays helps to develop a worldly awareness in all students.

Careers & Skills

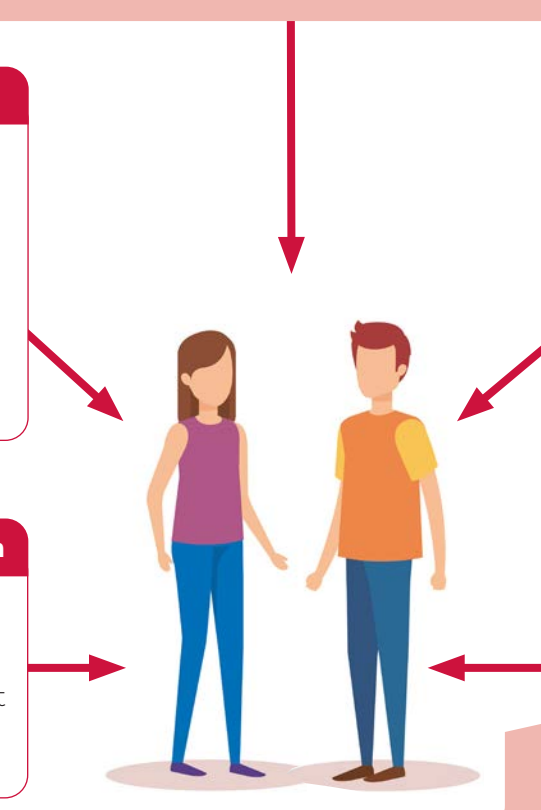
All Year 12 students have a one-to-one appointment with our Careers Lead. All students follow a programme of weekly careers and skills sessions that help them work towards our Employability Award sponsored by Gordon's Partnership Solicitors. This is a hybrid of online lessons and one-to-one workshops to reflect the modern job market. This includes the opportunity to attend networking events and receive feedback on group presentations.

Theology

All students attend weekly theology sessions that help them understand the world and engage in ethical debate. Examples of topics include exploring the problem of evil, the relationship between religion and science and exploring social justice issues.

Transitioning into adult world

We have a staff member dedicated to helping you transition into adult life. Whether this be completing your UCAS applications, degree apprenticeship searches or advising on a gap year, we can support you however you need. Information evenings are held for parents that include this advice in Year 12 and Year 13.



LEARNING SUPPORT

Some of the students and families transferring to the Sixth Form are already known to the Learning Support Department and we pride ourselves on the continuity of care and support that they receive.

For new students entering Sixth Form, we will contact previous schools to establish if students have already received support and/or exam access arrangements. To ensure we are providing the correct support for our new students, we will offer a quick screening test to identify any areas of need that have not already been determined.

The Sixth Form Heads of Year meet our Special Educational Needs Co-ordinator fortnightly to ensure that the correct support is in place for the year group.

Support for Key Stage 5 include:

- In-class support
- One-to-one individual support in areas such as organisation
- Small group study skill sessions
- Assessment for exam concessions
- Co-ordination with Surrey Choices Employability to provide work experience and volunteering opportunities for some of our learners with SEN



One element that sets us apart from other institutions is that we have Teaching Assistants who are linked to the Sixth Form. This means they are able to specialise in supporting a student in the courses we offer.



"I really enjoy working with the Sixth Formers, whether one-to-one or in lessons. By building a positive rapport and trust, it is a privilege to then be able to help support them with their specific needs throughout these important years."

Nikki Bowen
KS5 Teaching Assistant



ENRICHMENT

Every Sixth Form student participates in enrichment on a Wednesday afternoon. The activities that you select are grouped in to three categories: wellbeing, personal development and service. During the course of your Sixth Form journey, you should select activities from each of the categories, with it being compulsory to complete at least one half term of service.

We have a choice of over 30 activities and we are also entering more sports leagues with local Sixth Forms every year.

If you want to achieve your Gold Duke of Edinburgh award, we also prepare for this during enrichment. The programme is spread across Year 12 and Year 13.



Examples of enrichment activities are as follows:

Yoga

Badminton

Python Coding

Martial Arts

Table Tennis

Football

Being a teaching assistant

Volunteering at care homes

Learning British Sign Language

Duke of Edinburgh

Basketball

First Aid Training



Each year, we provide a wide range of trips and activities. Below are some examples of trips that run with different departments.



Sport: Skiing in Austria and USA



Geography: Iceland



History: Churchill War Rooms and Imperial War Museum, London



Food: Harrods, London

Art: St Ives, Cornwall

MFL: France and Spain

RE: Auschwitz, Krakow, Lourdes and Rome



Getting to St Peter's



Bus: Many of our students travel to St Peter's by bus from a wide area as we do not have a catchment area. Stagecoach provides four routes that serve St Peter's directly. You can view the routes and timetables as well as buy passes online by visiting their website at www.stagecoachbus.com/stpeters or telephone them on 0345 121 0190. Alternatively, there is a local bus service that you can use.



Car: Once you have passed your driving test, you can park on-site for free.



Bike: There are cycle sheds on-site where you can padlock your bike and keep it safe.



Train: The local train station is on London Road and is approximately a 25 minute walk to St Peter's.

Catering Facilities

Sixth Formers have the option to purchase food and drinks from their own café in The Key which offers a selection of hot drinks, salads, sushi, wraps and pizzas, which is different from the main school. Students can also enjoy fantastic food from the Dining Hall or the outside Pod whether it be a two course hot meal or something from the 'grab and go' selection which are all now using a barcode system to help speed up the queues.

The menus are full of variety and all dishes are prepared every day using quality, fresh, healthy and seasonal ingredients that are responsibly sourced.

The menu follows a similar weekly pattern, so you know what to expect, providing over 35 choices each day in



addition to the ever-popular chef specials, fortnightly themed events and loyalty schemes.

The Street Vibes range and global street food tours the world. It's always changing; from Korean fried chicken, Chinese bao buns, to Greek souvlaki, there's always something new to try! There is a salad bar bursting with flavour from traditional garden salads through to composite salads with a wide variety of grains, proteins, and dressings.

What meal deals are available?

Meal deals are also available which includes the very popular Blue Dot where students can choose any four items (usually 80p each) displaying a blue dot sticker. Items include selected rolls, sandwiches, drinks, cakes and tray bakes, fruit bags, and more! The Blue Dot meal deal is also available to students who have a Free School Meal allowance.



HOW TO APPLY



Our Sixth Form Open Evening for the next academic year is on **26th September 2024 7-9pm**. You do not need to sign up. We will also hold an Open Morning on the 16th October, please keep an eye out on our website to sign up for this event.

On our website, there is a link to the online application. There will also be an explanation of how this works at our Open Evening including when the deadlines are.

What happens next?



You will have submitted your application by **December 2024**.



You will be invited for an interview with a member of the Sixth Form Team.



You will receive a letter confirming your subjects and place at the Sixth Form.



Induction Day takes place where you will meet your classmates and teachers.



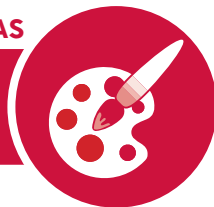
You will be in school a day earlier than the rest of the school to meet your Form Tutor and the Sixth Form Team.



There will also be a Parents' Partnership Evening where all parents/carers are invited to meet the Head of Year, Head of Sixth Form and Headteacher. Key information is shared on this day.

ENTRY REQUIREMENTS

| A-Level Subject | Exam Board | All students require 5 grade 5s including the following... |
|--|------------|---|
| Art | Eduqas | 5 Art. Contact Mr Hartley if you did not take Art GCSE |
| Biology | Edexcel | 7-7 in Combined Science or 7 in Biology, 6 Maths |
| Business Studies | AQA | 5 Maths, 5 English Literature or English Language |
| Chemistry | AQA | 7-7 in Combined Science or 7 Chemistry, 5 Maths |
| Classics | OCR | 5 in both English Literature and English Language |
| Computer Science | AQA | 6 Computer Science, 6 Maths |
| Drama and Theatre Studies | Edexcel | 5 English Literature or English Language |
| Economics | Edexcel | 6 Maths and 5 English Literature or English Language |
| English Language | AQA | 6 English Literature and English Language |
| English Literature | AQA | 6 English Literature and English Language |
| Fashion and Textiles | AQA | 5 Textiles or Art (if studied), 5 English Literature and English Language |
| French | AQA | 6 French |
| Further Mathematics | Edexcel | 8 Maths. Studied Additional Maths (exam not required) |
| Geography | Edexcel | 6 Geography, 5 English Literature or English Language |
| History | OCR | 6 History, 6 English Literature or English Language |
| Mathematics | Edexcel | 7 Maths |
| Media | OCR | Grade 5 in GCSE English Language or English Literature is required |
| Music | Edexcel | 6 Music, level/grade 6 performance, read and compose music and basic keyboard skills |
| Photography | Eduqas | 5 Art is desired |
| Physical Education | OCR | 6 Science, 6 PE |
| Physics | AQA | 7-7 in Combined Science or 7 in Physics. A Level Maths must also be a chosen A Level subject. |
| Politics | AQA | 6 English Literature and English Language |
| Product Design | AQA | 5 Design and Technology, GCSE in Design and Technology is not essential, therefore students must complete summer work |
| Psychology | AQA | 6 English and Science (Biology and Chemistry), 5 Maths |
| Religious Studies: Philosophy & Ethics | AQA | 6 RE, 5 English Literature or English Language |
| Sociology | AQA | 5 English Literature or English Language |
| Spanish | AQA | 6 Spanish |
| Vocational Options | | |
| Applied Science | | 5 Combined Science or additional Science, 5 Maths, 5 English Literature or English Language |
| Health and Social Care | | 5 grade 5s overall |



“Art at St Peter’s has given me the confidence to work as part of a team, make decisions for myself and realise my future.”

(Lauren – now studying Theatre Design at Wimbledon College of Art)

WHY STUDY ART?

If you enjoy asking ‘why and how’ then Art is for you. An opportunity to use a wide range of media and materials in unusual and creative ways is key to your success. You will explore a wide range of media, including painting, drawing, printmaking, sculpture and installation. All students are encouraged to develop highly personal, ambitious outcomes, which explore their own interests and ideas.

FUTURE ACADEMIC AND CAREER PATHWAYS

The course provides an excellent foundation for a career – students often enrol onto a specialist foundation course followed by a degree. Career pathways include animation, architecture, fine art, costume design, model making, illustration, landscape design, jewellery, signwriting, product design, film and painting to name but a few.



COURSE CONTENT AND ASSESSMENT

Students will be studying the Eduqas syllabus.

Year 12

Develop an understanding for Art, using a variety of media and materials (2D and 3D) to create work in response to a range of different starting points.

Year 13

Develop two units of work:

Component 1: 60% (Coursework) Personal Investigation. A self-led study exploring a theme or subject decided by the student. Students are encouraged to use artists, visit galleries and record from life prior to the completion of an outcome.

Component 2: 40% (Externally Set Task) Students select a starting point from an exam paper, using this they create a portfolio of work in preparation for a timed exam.

EXTRACURRICULAR OPPORTUNITIES

- Regular visits to local and national galleries
- European/UK study visit
- Priority access for our Art students to continue with and expand current work and practice

COURSE REQUIREMENTS

Grade 5 in GCSE Art and Design, however, we do encourage students who have not done GCSE Art to speak with us individually. A drawing task will be set to assess your suitability. The ability to draw from observation and record accurately is essential. Students studying Art need to be able to work independently and communicate effectively, utilising a creative workspace at home and in class. Students must be able to research the work of artists and make critical written and practical responses.

VINNIE

WHAT SUBJECTS DO YOU STUDY?

Psychology, Maths, Art

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter’s

WHY SHOULD SOMEONE PICK ST PETER’S?

St Peter’s Sixth Form has a very supportive and encouraging environment and the teachers are always patient when you are struggling. The team have always reassured me after bringing up any issues or problems I have. Additionally, I appreciate how friendly the Sixth Form community is and how everyone is caring and kind to one another.

WHAT ARE YOUR FUTURE ASPIRATIONS?

in the future I aspire to go to university and study architecture or interior design.



BIOLOGY

“Studying Biology has allowed me to develop my practical skills that will be useful for my time at university studying dentistry.” (Farah)

WHY STUDY BIOLOGY

Biology is the study of life and systems, from the giant to the molecular. You will appreciate how principles work together in a variety of contexts, be it looking at how protein structure contributes to disease mechanisms or how the removal of an insect species from an ecosystem can lead to catastrophic consequences. Life as we know it is changing constantly, diseases need treatments, ecosystems need to adapt to climate change and the global population needs feeding. Throughout the course, you will learn about ideas which could lead to you making life changing contributions to our planet. Biology is an excellent facilitating subject and amongst a broad and diverse base of knowledge you will develop mathematical, planning, analysis and writing skills which will be useful in any future career.

FUTURE ACADEMIC AND CAREER PATHWAYS

Past students have gone on to study medicine, veterinary science, physiotherapy and related courses; others have opted for natural sciences or zoology, with others specialising in neuroscience and psychology. Since Biology is a facilitating subject, it is well regarded by top universities as part of an applicant's portfolio for a degree in any subject.

COURSE CONTENT

Students will be studying the Edexcel Biology A syllabus.

Year 12

The first year covers topics such as cardiovascular disease and the genetics of cystic fibrosis. You will delve deep into the building blocks of life looking at the biochemistry of protein structure and mechanisms of nucleic acid replication which provide a firm foundation from which to progress into the second year of the course. Mammalian reproduction and genetic diversity are studied in the latter part of the year with a focus on the cell cycle and cancer development, as well as natural selection and a focus on plant science.

Year 13

Students use their knowledge from the first year and apply it to forensic techniques used to determine time of death as well as immunology with a focus on the pathologies of HIV and TB. Photosynthesis and evolution are explored and a trip to Whitmoor Common further



develops the students' ecological skills. Respiration and muscle structure and function are covered in detail and the structure of the brain and nervous system control is also studied, along with the implications behind genetic modification and visual development.

Offering a context based approach, students learn about these topics by directly relating it to real-world scenarios.

ASSESSMENT

The course is assessed across three exams each worth 33.33% of the total A Level:

Paper 1: The Natural Environment and Species Survival

Paper 2: Energy, Exercise and Coordination

Paper 3: General and Practical Applications of Biology

Practical skills are developed through 18 core practicals which are assessed throughout the two years and culminate in a Practical Endorsement Certificate.

EXTRACURRICULAR OPPORTUNITIES

- Opportunity to do a personal research project on Whitmoor Common
- Trip to London to attend 'Science Live' Lectures from famous biologists
- International and Intermediate Biology Olympiad competitions

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Biology as a separate science and a minimum grade 6 in Mathematics, as you must be confidently numerate in using mathematics at Level 2 or above – 10% of the marks are for your mathematical skills.

MATTHEW

WHAT SUBJECTS DO YOU STUDY?

Biology, Chemistry, Maths and Further Maths

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

TESTIMONIAL ABOUT ST PETER'S

Teachers are passionate, experienced and willing to dedicate their time to ensure that you fully understand and enjoy their subjects, both during and outside of lessons. When it came to applying to university, dedicated staff were on hand to read and give quality feedback on personal statement drafts and to help prepare for interviews.

WHAT ARE YOUR FUTURE ASPIRATIONS?

University of Liverpool to study medicine

BUSINESS STUDIES



“The extracurricular activities really helped me to understand the context of my learning. Being part of the Business Champions Team not only helped me to gain confidence competing in different schools on different challenges, it also helped me to practically apply what I had learnt in lessons. The use of a broad variety of case studies in different industries gave me an insight into the real world of business and supported my decision to follow a degree in Business and Finance.” (Eleanor)

WHY STUDY BUSINESS STUDIES?

Business Studies will enable you to develop critical understanding of organisations, behaviour and the process of decision making. You will develop the ability to organise information, ideas and arguments clearly and logically through case studies.

FUTURE ACADEMIC AND CAREER PATHWAYS

Possible career choices with A Level Business Studies include management, marketing, finance, accounting, banking, retailing, manufacturing and government.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

- What is business?
- Managers, leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

Year 13

- Analysing the strategic position of a business
- Choosing strategic direction
- Strategic methods: how to pursue strategies
- Managing strategic change

The 10-unit content requires students to develop their ability to acquire a range of important and transferable skills including data, numerical, analytical and evaluative.

They will be required to research and make judgements on their findings.

The content covers the four main functional areas of business: human resource management, finance, marketing and operations in the context of the external environment and the factors that influence it.

ASSESSMENT

Paper 1

Section A has 15 multiple choice questions (MCQs) worth 15 marks

Section B has short answer questions worth 35 marks

Section C has two essay questions (choice of one from two) worth 25 marks

Section D has two essay questions (choice of one from two) worth 25 marks

Paper 2

Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions

Paper 3

One compulsory case study followed by approximately six questions

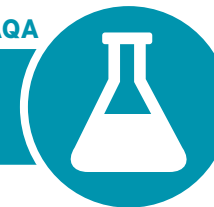
EXTRACURRICULAR OPPORTUNITIES

- All business students participate in the Xavier Inter-school Apprentice Challenge.

COURSE REQUIREMENTS

Minimum of grade 5 in GCSE Mathematics and grade 5 in English Literature or English Language.

CHEMISTRY



“Chemistry is an incredibly engaging subject with a wide array of topics and a variety of exciting practical experiments.” (Jo)

WHY STUDY CHEMISTRY?

Chemistry is the study of substances, what they are made of, how they interact with each other and the role they play in living things. Studying A Level Chemistry will develop useful skills that can be applied outside the subject discipline - these include problem-solving, numeracy, analysis, practical skills and the development of a broad scientific understanding.

FUTURE ACADEMIC AND CAREER PATHWAYS

An A Level in Chemistry is recognised by universities as a rigorous and academic subject that is essential to accessing careers in medicine, dentistry, chemical engineering and forensic science to name but a few. Furthermore, the respect given to Chemistry and the skills it develops and demonstrates can take you almost anywhere.

COURSE CONTENT

Students will be studying the AQA syllabus.

The following is a brief summary of the course which is split into three areas:

Physical Chemistry: atomic structure, explaining the properties of materials and exploring why and how particles interact.

Organic Chemistry: the chemistry of carbon containing compounds. Carbon is essential for life due to its versatility - this topic explores its varied chemistry and how it can be manipulated by chemical engineers and biological systems.

Inorganic Chemistry: the chemistry of materials that do not involve carbon. This topic investigates the Periodic Table including trends, particular elements and their compounds.

Year 12

Physical: Atomic Structure, Bonding, Oxidation and Reduction, Chemistry calculations

Organic: Alkanes, Halogenoalkanes, Alkenes, Alcohols

Inorganic: Periodicity, Group 2, Group 7

Year 13

Physical: Thermodynamics, Equilibria, Electrode Potentials, Acids and Bases

Organic: Carbonyls, Benzene, Amines, Biochemistry

Inorganic: Period 3, Transition Metals

ASSESSMENT

Three exams comprising a mix of short and long answers (up to 10 marks, not essays).

Each exam is 2 hours long with a weighting of 35%, 35% and 30%.

12 required core practical activities which could be asked about in the exam questions.

EXTRACURRICULAR OPPORTUNITIES

- External lectures
- Cambridge Chemistry Challenge
- Royal Society of Chemistry Analytical Chemistry Challenge
- Summer schools
- Headstart taster courses
- Chemistry Olympiad

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Chemistry as a separate science and a minimum grade 5 in Mathematics, as you must be confidently numerate in using mathematics at Level 2 or above (GCSE higher tier) - 20% of the marks are for your mathematical skills.



CLASSICS



“Studying the ancient world gave me an insight into another culture, a world of mythology and monsters, of gods and heroes.” (Zoe)

WHY STUDY CLASSICS?

The texts and histories of the Classical era have been instrumental in the development of the modern world.

The Classics A Level is a rewarding and stimulating course that provides new insight into the foundational texts of the western canon.

FUTURE ACADEMIC AND CAREER PATHWAYS

The rich and varied lessons will encourage candidates to develop the critical and evaluative skills which will enable them to go on to higher education to study a range of courses. In particular, the subject works well as a facilitator for English Literature, History, or Philosophy courses.

COURSE CONTENT

Students will be studying the OCR syllabus.

Year 12

Component 1: The World of the Hero
Homer's Odyssey

Component 2: Culture and the Arts: The Invention of the Barbarian

A study of an aspect of the cultural life of the ancient world, including history, material culture and Greek tragedies

Year 13

Component 1: The World of the Hero
Virgil's Aeneid

Component 2: Beliefs and Ideas: Politics of the Late Republic

A study of an aspect of classical thought.



ASSESSMENT

Assessment is through three terminal exams:

The World of the Hero (40%)
Culture and the Arts (30%)
Beliefs and Ideas (30%)

EXTRACURRICULAR OPPORTUNITIES

- External lecture sessions provided by leading subject experts in the field.

COURSE REQUIREMENTS

Minimum of grade 5 in both GCSE English Literature and English Language. A good GCSE grade in History is useful but not required.

MINI

WHAT SUBJECTS DO YOU STUDY?

History, Classics, Sociology

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

Smaller class sizes mean that you know everyone so there's more of a sense of community.

WHAT ARE YOUR FUTURE ASPIRATIONS?

History degree, postgraduate degree, job as a historian (maybe I'll replace Lucy Worsley!)

COMPUTER SCIENCE



“A Level Computer Science will not only give you the ability to code, it will teach you how to think about everyday problems in a clearer way, allowing you to tackle them more easily.” (Mike)

WHY STUDY COMPUTER SCIENCE?

The continued rapid development in computing and technology is changing the way that we live our lives in the 21st century, from both a professional and social perspective. We face a future where Internet-enabled devices will be found throughout our homes, driverless vehicles will travel down roads, and nanotechnology will combat illness and disease. It is vitally important that we have not only users of IT but those who are sufficiently skilled and knowledgeable to program computers, especially if we are to meet the technological demands of society.

A Level Computer Science will provide you with a wide range of skills and knowledge, building upon the learning at GCSE, both in terms of the theory and programming aspects. This subject would be ideal for those students considering a career in a computer-related field.

FUTURE ACADEMIC AND CAREER PATHWAYS

Computer Science is a rigorous course that will benefit students regardless of the academic or career pathway they choose. Many of the top British universities offer degrees in Computer Science and given the importance of the subject to various job sectors, there will be numerous career opportunities in the future, many of which probably do not even exist yet!

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

Students study: Procedural Programming, Data Structures part 1, Algorithms part 1, Theory of Computation part 1, Data Representation, Computer Systems, Computer Organisation and Architecture and Consequence of Uses of Computing.

In Year 13

Students study: Object Orientated Programming, Data Structures part 2, Algorithms part 2, Theory of Computation part 2, Communication and Networking, Databases, Big Data, Functional Programming and Systematic Approach to Problem Solving. Students will also use time during Year 13 to complete the Non-Examined Assessment (NEA) component.

ASSESSMENT

Paper 1: On-screen exam, 2 hours and 30 minutes, 100 marks and 40% of A Level. You will be examined on your ability to program in Python, respond to a pre-release material and your knowledge of Data structures Algorithms and Theory of Computation.

Paper 2: Written exam, 2 hours and 30 minutes, 100 marks and 40% of A Level. You will be examined on your theoretical knowledge of Data representation, Computer systems, Computer organisation and architecture, Consequence of uses of computing, Communication and networking, Databases, Big data and Functional programming.

NEA: Approximately 50 hours, 75 marks, 20% of A Level. You will use your knowledge and skills to solve or investigate a practical problem of your choice.

EXTRACURRICULAR OPPORTUNITIES

- Learning a second programming language
- Supporting KS3 or KS4 students with studies

COURSE REQUIREMENTS

Ideally students should achieve a grade 6 in GCSE Computer Science and GCSE Maths. Note: Students who have not studied GCSE Computer Science may be able to study A level Computer Science but need to talk to the Head of Department and Head of Sixth Form about demonstrating proficiency in the subject.



DRAMA & THEATRE STUDIES



“Drama gives you the chance to create plays that express who you are and what you believe in, and work creatively with your peers. The texts that we study in Drama A Level shock and inspire us.” (Maria)

WHY STUDY DRAMA AND THEATRE STUDIES?

An A Level in Drama will give you skills that will benefit you for the rest of your life. You will be able to develop your love of watching and performing theatre so that you can analyse and evaluate the aspects that make up a successful production. Drama helps you to understand human behaviour and motivation, and will develop your insight and observation. You will hone your skills in performing, creating a range of characterisations and study several major drama practitioners. You can choose to perform or to design in a number of studio productions.

FUTURE ACADEMIC AND CAREER PATHWAYS

It can lead to a career in theatre, film, television, journalism, marketing, public relations or events. Universities and employers love to see you have studied this A Level because you will stand out as different and creative.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Year 12

Introduction to Brecht and his techniques, Introduction to Naturalism and acting technique, Kneehigh Theatre Company case study, Exploration of That Face by Polly Stenham and Devising Theatre module (40% of A Level).

Year 13

Develop a Director's Concept for Woyzeck, using Brecht's ideology. Practically explore That Face from an acting and designing perspective. Rehearse and perform for Text in Performance (20% of A Level). Theatre Makers in practice exam.

ASSESSMENT

Component 1: Devising (40% of the qualification – 80 marks)

You will devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. This will be assessed by your teacher and externally moderated. You will complete a portfolio which can be 2500–3000 written words or recorded/verbal evidence between 12–14 minutes or a combination.



Component 2: Text in Performance Acting Exam (20% of the qualification – 60 marks)

A group performance of one key extract from a performance text and a monologue or duologue performance/design realisation from one key extract from a different performance text. This will be externally assessed by a visiting examiner. The group performance is worth 36 marks. The monologue or duologue is worth 24 marks.

Component 3: Theatre Makers in Practice

Written examination: 2 hours 30 minutes (40% of the qualification – 80 marks)

Section A is a live theatre evaluation – choice of performance. Section B focuses on the practical exploration and study of a complete play text – focusing on how this can be realised for performance. Section C focuses on practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimaged for a contemporary audience.

EXTRACURRICULAR OPPORTUNITIES

- Theatre trips to London, Brighton, Newbury and Stratford-upon-Avon
- Extracurricular plays
- Workshops with practitioners and theatre groups

COURSE REQUIREMENTS

Minimum grade 5 in GCSE English Literature and English Language. It is not required that students have taken Drama at GCSE.

ECONOMICS



“I love how Economics is so relevant to everyday life and what goes on in the world around us. After every lesson, we see the theory we have learnt being put into practice on the news and it is great to be able to understand what is being discussed. When applying to university, Economics was highly recommended as an A Level to take.” (Sam)

WHY STUDY ECONOMICS?

Economics provides you with the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It also enables you to understand the decisions of households, firms and governments. Economics offers a way of thinking about the world that enables us to make the best of what we have. As it is a social science, Economics is closely related to other subjects such as Sociology, History, Business Studies, Geography and Politics.

FUTURE ACADEMIC AND CAREER PATHWAYS

Studying Economics opens the door to many fields, as illustrated by the many courses that past Economics students have gone on to study at university including Business Economics, International Relations and Politics, Accounting and Finance, Marketing Management, Fashion Buying and Merchandising, Business Management, Law with Business Studies and International Hospitality Management.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

A wide range of economic topics will be studied. These are split into four themes covered over the two year course. They include aspects such as an introduction to markets and market failure, the UK Economy – performance and



policies, business behaviour and the labour market. The final theme, a global perspective, focuses on macroeconomic concepts such as international economics, poverty and inequality, emerging and developing economies and the financial sector.

Year 12

Microeconomics - Introduction to markets and market failure: nature of economics, how markets work, market failure, government intervention.

Macroeconomics - The UK economy – performance and policies: measures of economic performance, aggregate demand, aggregate supply, national income, economic growth, macroeconomic objectives and policy

Year 13

Microeconomics - Business behaviour and the labour market: business growth, business objectives, revenues, costs and profits, market structures, labour market, government intervention.

Macroeconomics - A global perspective: international economics, poverty and inequality, emerging and developing economies, the financial sector, role of the state in the macroeconomy.

ASSESSMENT

- Paper 1:** Markets and business behaviour 35%
- Paper 2:** The national and global economy 35%
- Paper 3:** Microeconomics and macroeconomics 30%

EXTRACURRICULAR OPPORTUNITIES

- Economic inter-school debate

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Mathematics and grade 5 in GCSE English Literature or English Language.



ENGLISH LANGUAGE



“ I’m truly glad to have picked A Level English Language. It has made me a much more confident essay writer. We discuss issues from accent discrimination to sexism within the language.” (Abbey)

WHY STUDY ENGLISH LANGUAGE?

A Level English Language is an interesting and rewarding course, covering both the theoretical aspects of language and practical language use. It is a fascinating subject as it encompasses the study of a wide range of texts, both spoken and written. It also gives students the chance to be creative, producing texts for real life situations. Any career that involves communicating will be enhanced by the study of A Level English Language.

The specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. The course explores the study of English Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language in use.

Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to the course.

FUTURE ACADEMIC AND CAREER PATHWAYS

English Language can lead to university degrees ranging from Creative Writing, Law, English Literature, Media and Film Studies, Humanities, Sociology, Speech Therapy, Psychology, Criminology, History, Philosophy and many more. Careers using the English Language A Level include journalism, marketing and public relations, law, speech therapy, civil service and education.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

Language frameworks and theorists for age and identity, gender and sexuality, occupation and social groupings. The study of different modes of communication and representation of groups through the media and online platforms. Mini investigations into areas that directly relate to your life.

Year 13

The history of the English Language and why it changes looking at technology and the impact on our language use. The study of how children learn to speak, read and write. Independent investigation into an area of their own interest and the creation of an original piece of writing.

ASSESSMENT

Paper 1: Language, the Individual and Society 40%

Paper 2: Language, Diversity and Change 40%

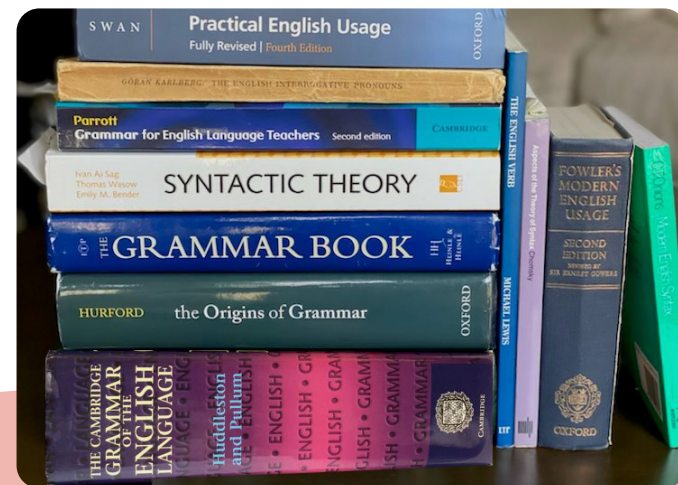
Non-examination Assessment – Language in Action 20%

EXTRACURRICULAR OPPORTUNITIES

- Study days in London
- Visits to observe language acquisition
- British Library visits
- Creative writing workshops

COURSE REQUIREMENTS

Grade 6 in GCSE English Language and English Literature is required. The most important skill is the ability to write accurately and coherently. It is also important to be able to read texts closely and to use a variety of new terms and expressions in describing the ways writers and speakers are using language.



KATE

WHAT SUBJECTS DO YOU STUDY?

English Language, Sociology, Health and Social Care

WHAT WAS YOUR PREVIOUS SCHOOL?

Home educated

WHY SHOULD SOMEONE PICK ST PETER'S?

My favourite aspect of St Peter's Sixth Form is the incredibly welcoming environment, especially as an external student, and the high levels of educational support inside and outside of our regular lessons. We are given a wide range of opportunities to develop both our academic and non-academic skills to support our future aspirations.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I hope to study Law at university, but I am currently exploring which area interests me.



“I have really enjoyed the opportunity to explore a diverse range of Literature. The teachers at St Peter’s encourage you to push the boundaries of your knowledge and form your opinions of the text studied.” (Nadia)

WHY STUDY ENGLISH LITERATURE?

A challenging and exciting subject, English Literature offers a range of opportunities for students to develop their literary skills. Through the study of novels, plays and poems students explore conventions of genre. Students have the opportunity to critically analyse, evaluate writers’ intentions and reflect on a range of contemporary and historical issues.

This specification encourages students to understand how narrative works, to look at genre and to learn about critical approaches to texts. Students discover how central narrative is to the way literary texts work and they are introduced to the different aspects of genre. Encouraging wide and independent reading, the course also considers different types of critical approach and how texts can reflect cultural meanings.

FUTURE ACADEMIC AND CAREER PATHWAYS

Journalism, teaching, publishing, advertising and PR, marketing, law, business and arts administration.

COURSE CONTENT

Students will be studying the AQA English Literature B syllabus.

Year 12

Paper 1: Literary Genres (40% of the A Level). Students study three texts: one Shakespeare play, a second drama text and one further text. Students study the genre of tragedy. The paper for this component is closed book and therefore students are not permitted to take a copy of their set texts into the exam.

Year 13

Paper 2: Texts and Genres (40% of the A Level). Students study the modern genre of crime writing. These genres, which are heavily influenced by culture, are continually evolving. Students study three texts: one post-2000 prose text, one poetry and one further text, one of which must be written pre-1900. They also respond to an unseen passage in the exam. The paper for this component is open book and therefore students may take a copy of their set texts into the exam.



Non-examination Assessment: Theory and Independence (20% of the A Level). Students have the opportunity to work independently writing about two different literary texts. This is generally started in the summer term of Year 12 and completed in the first term of Year 13. One of the texts must be a poetry text and the other must be prose. Each text must be linked to a different section of the AQA Critical anthology. Theories include Feminism, Marxism, Eco-critical, Post-Colonial, Narrative and the Canon.

ASSESSMENT

- 40% Paper 1: Literary Genres
- 40% Paper 2: Texts and Genres
- 20% NEA: Theory and Independence

EXTRACURRICULAR OPPORTUNITIES

- Trips to the theatre
- Study days in London
- Cinema adaptations
- Stratford-upon-Avon residential

COURSE REQUIREMENTS

Grade 6 in GCSE English Language and Literature is required. The most important skill is the ability to write accurately and coherently. It is also important to be able to read texts closely and to use a variety of literary terms and expressions.



“I have really enjoyed designing and making the garment for my non examination assessment. I selected a theme that I am passionate about and am very proud of my finished work.” (Olivia)

WHY STUDY FASHION AND TEXTILES?

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing products of their choice. Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

FUTURE ACADEMIC AND CAREER PATHWAYS

Students who study Fashion and Textiles can go on to further study at university. This could lead in to these careers: clothing/textile technologist, colour technologist, interior and spatial designer, fashion designer, textile designer, printmaker, product designer, retail buyer, stylist, visual merchandiser.

COURSE CONTENT

Students will be studying the AQA syllabus.

The course has a practical focus, with a significant proportion of the lesson time spent completing practical work, designing, testing and investigating different products. This is supported by the in-depth theory work completed both in class and in the student’s own time.

ASSESSMENT

Paper 1: Core technical principles, 2 hours and 30 minutes, written exam (30% of A Level)

Paper 2: Designing and making principles, 1 hour and 30 minutes, written exam (20% of A Level)

Non-examination Assessment – practical application of technical principles, designing and making principles and specialist knowledge – 45 hours to create a substantial design and make task (50%)

EXTRACURRICULAR OPPORTUNITIES

Students who have completed this course in the past have enjoyed trips to the Victoria and Albert Museum to investigate fashion and trends in the current time and through the ages.

COURSE REQUIREMENTS

Ideally, students will have attained a grade 5 in GCSE Textiles or Art, English and Science. However, if students have not completed a Textiles or Art GCSE it may still be possible for them to take the A Level if they are prepared to complete some summer work before the start of the course. An enjoyment of fashion and interest in textiles and clothing is a key element. As 50% of the course is portfolio based students need to be self-motivated and manage their time effectively. Students need to be able to think laterally and apply their knowledge in new situations.



FRENCH



“Studying this subject at A Level has been an all-round enriching experience and I can certainly call myself a life-long learner of French. I have learnt so much about the social and political themes as well as the culture and truly feel that I know what makes the French so French!” (Keziah)

WHY STUDY FRENCH?

Whatever plans you may have for the future, knowledge of another language is a valuable life skill, which can create many new and exciting opportunities, for example travel, as well as appreciating cultural differences in the world today. By the end of the French course, you will be able to successfully communicate with over 200 million French speakers around the world and potentially use this ability as an advantage in the international job market. French works well with any subject due to the wide range of topics covered in the course content. Not only will you learn about France itself, you will also acquire essential communication skills and will gain a greater appreciation for French literature and cinema.

FUTURE ACADEMIC AND CAREER PATHWAYS

By studying French, you will have chosen a subject that is highly regarded by all universities in the country and it will certainly open a multitude of career paths for you in the future.



COURSE CONTENT

Students will be studying the AQA syllabus.

In addition to studying French film and literature (taken from the exam specification) students will study a range of topics that will enable them to form their own political views, appreciate cultural differences and challenge some of the injustices that exist in the world today.

Year 12 topics include: charity work, national heritage, the importance of family, cybersociety and contemporary film and music.

Year 13 topics include: immigration, young people and political engagement, diversity, life for the marginalised in society and the treatment of criminals.

ASSESSMENT

Paper 1: Listening/Reading/Writing, 2 hours and 30 minutes, 100 marks, 50% of A Level

Paper 2: Writing about one film and one book that you have studied, 2 hours, 80 marks, 20% of A Level

Paper 3: Oral exam: Discussion of topic card followed by discussion of independent research project, 21-23 minutes, 60 marks, 30% of A Level

EXTRACURRICULAR OPPORTUNITIES

- Sixth Form trip to Paris
- Language ambassadors to assist in learning clubs for Years 7-9
- Trips to the French Institute, London
- Participate in university led MFL competitions e.g. poetry competition, translation challenge

COURSE REQUIREMENTS

Minimum of a grade 6 in GCSE French.

ALFIE

WHAT SUBJECTS DO YOU STUDY?

History, French, Economics

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

St Peter's can provide a wonderful community of kind-hearted fellow students which means you will have no trouble making friends. My favourite part is the enrichment programme every Wednesday as it really helps break up the week and provides a fun opportunity to learn a new skill/sport and learn it with your friends as well!

WHAT ARE YOUR FUTURE ASPIRATIONS?

I hope to study History with Economics at university. Beyond that it would be my dream to travel the world and find a job I enjoy.



“The fast learning pace creates an intellectually stimulating environment in a smaller class.” (Nareh)

WHY STUDY FURTHER MATHEMATICS?

Are you deeply passionate about Mathematics? Do you enjoy a chance to explore challenging mathematical concepts? Further Mathematics enables students to distinguish themselves as able mathematicians in the employment market.

FUTURE ACADEMIC AND CAREER PATHWAYS

It equips you with logical and analytical skills that are highly sought after in many sectors of the economy such as business, engineering and the civil service. Mathematics degrees and Mathematics related degrees (such as Engineering, Sciences, Computing and Economics) will benefit enormously from studying Further Mathematics. Some Russell Group university courses will expect Further Mathematics to have been studied at A Level.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

In **Years 12** and **13**, the A Level in Further Mathematics covers:

- Core Pure Mathematics 1
- Core Pure Mathematics 2

As well as two additional modules from:

- Further Pure Maths
- Further Statistics
- Further Mechanics
- Decision Mathematics

ASSESSMENT

Core Pure Mathematics Papers 1 and 2: two written calculator papers, 1 hour and 30 minutes, 75 marks each (Edexcel 9FMO/01 and 9FMO/02)

Further Mechanics 1 and Decision Mathematics 1 (are the chosen options): two written calculator papers, 1 hour and 30 minutes, 75 marks (Edexcel 9FMO)

EXTRACURRICULAR OPPORTUNITIES

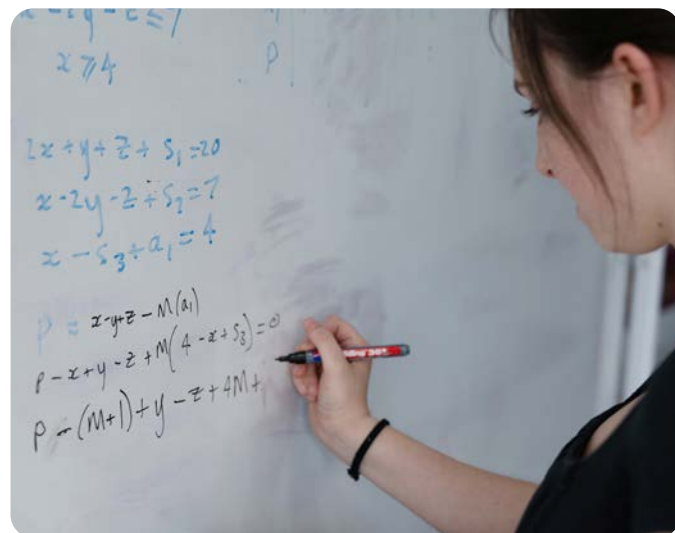
- Mathematics Inspiration Lectures
- UK Senior Mathematics Challenge
- National Cipher Challenge
- AMSP Team Mathematics Challenge

COURSE REQUIREMENTS

Grade 8 in GCSE Mathematics.

An A Level in Further Mathematics is taught following on from an A Level in Mathematics, it is not a standalone course.

To have studied the Level 3 Additional Maths course in Year 11 (exam not required).



“I enjoy the structure of the Geography lessons which focus a lot on group discussion and participation coupled with a good variety of activities; this makes the subject very engaging.” (Georgia)

WHY STUDY GEOGRAPHY?

Whether it is the devastation caused by a natural disaster on the other side of the world or the impact of government cutbacks on their local community, geographers have a keen interest in the world around them. In A Level Geography there are plenty of opportunities to study how our planet is changing and the story behind these changes.

The A Level course allows students to continue to develop their knowledge of places, processes and environments at a range of scales. Compared with GCSE, A Level Geography places a greater emphasis on understanding the complexity of global issues, therefore, an interest in how and why decisions are made is important. The course contains elements of physical, social, economic and cultural geography, which will help students to have a better understanding of the opportunities and challenges facing decision makers.

Throughout the course, students will develop an impressive range of cartographic, investigative, ICT, graphical and data interpretation skills providing an excellent grounding for employment or further study.

FUTURE ACADEMIC AND CAREER PATHWAYS

Geography is a well-regarded “enabling” subject. At university you can study for BA or BSc (Hons) degree; usually those students who have Maths or Science A Levels take the BSc pathway. There are many careers which benefit from the study of Geography: geographical information systems, resource management, landscape design, town planning, civil engineering and environmental consultancy are just a few examples.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

Year 12

- Dynamic Landscapes: Tectonic Processes and Hazards and Coastal Landscapes and Change
- Dynamic Places: Globalisation and Regenerating Places



Year 13

- Physical Systems and Sustainability: The Water Cycle and Water Insecurity, The Carbon Cycle and Energy Insecurity and Climate Change Futures
- Human Systems and Geopolitics: Superpowers, Migration, Identity and Sovereignty

ASSESSMENT

At the end of Year 13, students will sit three exams. The first two exams, both contributing 30% to the final grade, will test students’ knowledge and understanding of the course content. A third exam is synoptic in nature. Contributing 20% to the final grade, students will be asked to consider a geographical issue. Students will also complete a piece of independent coursework, which will contribute a further 20% to the final grade. Practical fieldwork is a compulsory element of the course; at least four days fieldwork must be undertaken. The field trip in the summer of Year 12 prepares students for their independent coursework, which is completed in Year 13.

EXTRACURRICULAR OPPORTUNITIES

The school runs a field trip to Iceland every two years and A Level students are invited to participate.

COURSE REQUIREMENTS

Grade 6 in GCSE Geography and grade 5 in GCSE English Literature or English Language.

PHOEBE

WHAT SUBJECTS DO YOU STUDY?

English Literature, History, Maths

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

My favourite aspect of the Sixth Form is the incredible levels of educational support offered. There are always opportunities for one-to-one learning and super curricular activities to help us curate an excellent university application with the necessary skills.

WHAT ARE YOUR FUTURE ASPIRATIONS?

History and Politics degree, followed by a Law conversion course.



HISTORY

“History has always been a passion for me. Having achieved a good GCSE grade at St Peter’s, I wanted to continue. My teachers are also passionate about the subject and keep the subject interesting and consequently makes it feel easier to study.” (Drew)

WHY STUDY HISTORY?

“History is the foundation stone of all civilised learning” History teaches us to ask two very important questions: why and how? Our A Level History specification provides a fantastic curriculum to ignite and engage the passions and interests of our students. This is key to sharpening your critical thinking abilities, which combine the following skills: research, analysis, evaluation, essay writing, communication, problem-solving, articulating arguments, debating, spotting and analysing trends over time.

FUTURE ACADEMIC AND CAREER PATHWAYS

With analytical, writing, debating and detective skills, you will be primed for a huge range of careers in history and beyond. Areas you could go into include: law, politics, the public sector, business, marketing, journalism, economics, teaching, academia, insurance, banking, social research, archaeology and curation (museums, galleries, archives and libraries).

COURSE CONTENT

Students will be studying the OCR History syllabus.

Year 12

Unit 1: Britain 1930-97 (enquiry topic Churchill)

Churchill’s view of events 1929-1940
Churchill as wartime Prime Minister
Churchill and international diplomacy 1939-1951
In the period students study:
Conservative domination 1951-1964
Labour and Conservative government 1964-1979
Thatcher and the end of consensus 1979-1997
Britain’s foreign policy and position in the world 1951-1997

Unit 2: The American Revolution 1740-1796

The development of British hegemony in America
Causes of the American Revolution
The American Revolution 1774-1783
The early Republic 1783-1796

Year 13

Unit 3: Russia and its rulers (1885 - 1964)

Nature of government
The impact of dictatorial regimes on the economy and society
Impact of war and revolution on the development of the Russian Empire and the USSR
USSR’s treatment of satellite states and nationalities

Unit 4: Topic-based essay

Students are required to complete a 3000 to 4000 word essay

ASSESSMENT

Unit 1: 1 hour and 30 minutes, 50 marks, 25% of A Level
Unit 2: 1 hour, 30 marks, 15% of A Level
Unit 3: 2 hours and 30 minutes, 80 marks, 40% of A Level
Unit 4: Non-examination Assessment, 40 marks, 20% of A Level

EXTRACURRICULAR OPPORTUNITIES

We take students to London for the day to visit the Imperial War Museum and Churchill War Rooms. We also collaborate with the Lessons From Auschwitz Project to send a small group to visit Auschwitz every year.

COURSE REQUIREMENTS

Grade 6 in GCSE History and grade 6 in GCSE English Literature or English Language is required.



MATHEMATICS



“Mathematics is a subject that complements many other A Level subjects and it opens doors to further education opportunities.” (Fay)

WHY STUDY MATHEMATICS?

Mathematics is a very popular subject choice in the Sixth Form. It is a challenging subject, which offers a great deal of enjoyment and satisfaction. Students learn to extend their own thinking within a logical framework and they develop persistence and resilience, as harder problems often require several attempts before a way in is identified. Specifically, students acquire the confidence to deal with information given in algebraic, numerical or graphical form and to produce written work, which is logical and concise.

FUTURE ACADEMIC AND CAREER PATHWAYS

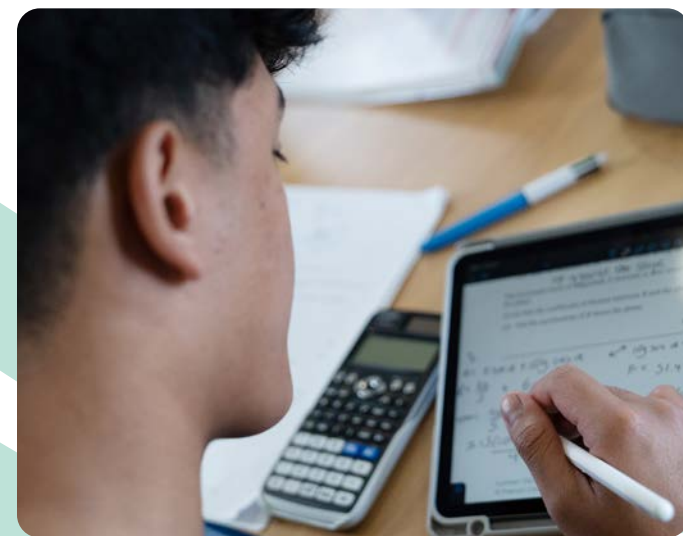
Many universities require students to have a good grade in A Level Mathematics as an entry requirement for courses such as Economics, Engineering, Mathematics and Science.

COURSE CONTENT

Students will be studying the Edexcel syllabus.

In **Year 12**, the A Level in Mathematics covers :

- Number and algebra
- Trigonometry
- Calculus
- Vectors
- Applied maths



In **Year 13**, the A Level in Mathematics covers:

- Proof
- Sequences and series
- Further calculus
- Applied maths

ASSESSMENT

Pure Mathematics (Edexcel 9MA0/01 and 9MA0/02): two written calculator papers, 2 hours, 100 marks each

Statistics and Mechanics (Edexcel 9MA0/03): one written calculator paper, 2 hours, 100 marks

EXTRACURRICULAR OPPORTUNITIES

- Mathematics Inspiration Lectures
- Assisting the lower school Challenge Club
- National Cipher Challenge
- AMSP Team Mathematics Challenge

COURSE REQUIREMENTS

Minimum of a grade 7 in GCSE Mathematics. Some students who achieve a very strong 6 may qualify, although these students will be reviewed on an individual basis. All students who apply to study an A Level in Mathematics need to have a very strong grasp of algebraic concepts taught at GCSE, an excellent work ethic and be self-motivated as the step up from GCSE to A Level is significant.

GRACE

WHAT SUBJECTS DO YOU STUDY?

History, English Literature and Maths

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

I think someone should go to St. Peter's Sixth Form because the teaching and resources have been invaluable to my success. I have felt so supported by my teachers through my years here.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I aspire to go to university to study History.



WHY STUDY MEDIA STUDIES?

Media Studies is an interesting and rewarding course, covering both the theoretical aspects of media and the practical application of a full range of media texts. Media students are interested in how and why the media is so influential; we study how the media industry works and how it influences us on a daily basis.

Through learning about a full range of media forms from newspapers to music videos and from film to radio, we explore how different groups are represented and how the media influences us. Students get the chance to create their own media product based on what has most interested them. This NEA might be key for students wishing to pursue a future career in media or communication including journalism, advertising or PR as they create a real-world product for a specified audience.

FUTURE ACADEMIC AND CAREER PATHWAYS

Media Studies as a subject works well alongside IT, English, Sociology, Psychology, Business or any creative subject. Many students choose to study a media-related subject at university, and former students are currently employed in production and post-production companies, as cinematographers, in digital marketing and games design to name a few. Careers using the Media Studies A Level include digital marketing, graphic design, games design, web design, social media and journalism as well as roles such as director, editor and cinematographer.

COURSE CONTENT

Students will be studying the OCR syllabus.

In **Year 12**, the students will study various aspects of media, including:

- Contemporary news in the UK (newspapers and online news websites)
- Media language and representation in magazines, advertising and music videos
- Media industries and audiences in radio and film
- Making Media (NEA)

Our current set products are:

- Contemporary news: The Daily Mail and The Guardian including online and social media
- Media language and representation: The Big Issue, Shelter/Dove/River Island adverts, Emile Sandé's "Heaven" and David Guetta's "Titanium"
- Media industries and audiences: Radio 1, Snow White (1937) and Shang-Chi and the Legend of the Ten Rings (2021), Animal Crossing
- Long-form television drama: Stranger Things and Deutschland 83

In **Year 13**, the students will study various aspects of

media, including:

- Media industries and audiences in video games
- Long-form television drama (both English and non-English dramas)

Our current set products are:

- Media industries and audiences: Radio 1, Snow White (1937) and Shang-Chi and the Legend of the Ten Rings (2021), Animal Crossing
- Long-form television drama: Stranger Things and Deutschland 83

While the Media Theoretical Framework underpins all of the various principles and concepts studied, to provide students with the opportunity to develop their knowledge and understanding, there are plenty of practical activities and projects which allow students to improve their creative IT skills including the use of Photoshop, PremierPro and the full Adobe suite which the students will have access to at school and at home.

ASSESSMENT

Paper 1: Media Messages, written exam, 2 hours, 70 marks, 35% of A Level. You will be examined on your knowledge and understanding of contemporary news and media language and representation

Paper 2: Evolving Media, written exam, 2 hours, 70 marks, 35% of A Level. You will be examined on your knowledge and understanding of media industries and audiences as well as long-form TV drama.

Non-examination Assessment: Approximately 30 hours, 60 marks, 30% of A Level. You will use your knowledge and skills to create a cross-media product in response to a brief set by the exam board. This will include a website and one of the following: a magazine, a music video, a TV show opening sequence or a radio show opening sequence.

EXTRACURRICULAR OPPORTUNITIES

- Cinema screenings
- Oscar awards
- BFI study days
- BBC newsroom

COURSE REQUIREMENTS

Grade 5 in GCSE English Language or English Literature is required. The most important skill is the ability to analyse media products whether they are video games, magazines or film. A love of media is essential and a willingness to watch TV dramas, music videos, play video games etc as part of your independent study is needed to be successful in this course.



"St Peter's Music Department promotes a community-based philosophy that one can immediately feel at home in and a part of." (Mia)

WHY STUDY MUSIC?

Studying Music at A Level gives you the power to engage with music more deeply as a performer, composer and listener. It extends and develops your ability to communicate as a musician and also builds your confidence as a person. Moreover, it is an academic subject which counts towards any college and university course.

FUTURE ACADEMIC AND CAREER PATHWAYS

Many believe A Level Music will not be taken seriously by colleges and universities. This is not the case. Music is a rigorous academic subject which sets students up well for university study and universities are aware of this. Music is highly mathematical in nature, and so Music and Maths complement each other well, as do Music and Languages – after all, music is a language in its own right. In fact, Music goes well with pretty much any subject and enhances your grades in other subjects. Although there is a creative element to A Level Music, the theoretical and analytical study of music history, harmony and tonality is sufficiently rigorous.

Studying Music is therefore a smart choice even if you do not want to be a musician! It can open doors to a variety of education and employment pathways in professions such as medicine, law, accountancy. It provides a range of transferable skills that will secure a good foundation in whatever pathway you choose. Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production including music for gaming and the wider creative industry.

Students who have studied Music at St Peter's have gone on to study a range of different subjects including Biochemistry at King's College, Maths at Exeter, Economics at Bath, Music at Cambridge, Architecture at Portsmouth, Classics at Durham and Philosophy at Royal Holloway.

COURSE CONTENT

Music A Level is a two-year course and students will be studying the Edexcel syllabus.

In **Year 12** you will study composition techniques through the analysis of the set works and set tasks. You will work towards the completion of free coursework composition one so that the focus is on the set brief composition in **Year 13**.

Over the two years you will study 13 set works. Throughout the two years you will work on your recital pieces with a trial recital in Year 12.

ASSESSMENT

30% Performance: students work towards an eight minute recital that can combine solo and ensemble playing.

30% Composing: students either compose to a given brief or complete a free composition. They also complete a technical study such as a Bach chorale.

40% Appraising: students develop an understanding of musical analysis through the study of 13 set works, including Film Music, Western Classical Music and Popular Music and Jazz. The exam combines both listening and essay questions.

EXTRACURRICULAR OPPORTUNITIES

- Termly visits to concerts and recitals
- Extensive extracurricular music clubs
- Onsite concerts and shows
- Music tours abroad

COURSE REQUIREMENTS

- Ability to read and compose music
- Minimum level 6 in GCSE Music
- Minimum level/grade 6 performance by end of Year 12
- Working knowledge of grade 5 theory or above
- Basic keyboard skills



PHOTOGRAPHY



WHY STUDY PHOTOGRAPHY?

Our aim in A Level Photography is to expose students to the creative possibilities of digital art using the medium of photography. The course is available to all students at St Peter's who wish to study the subject, regardless of prior knowledge and previous GCSE choices. Students are encouraged to undertake extensive artist contextual research and to create personal responses inspired both by other famous photographers, past and present.

The facilities available to photography students include a dedicated computer suite for editing shots and for mastering Photoshop as well as our art room studio spaces. Throughout the course, students will document their work in large sketchpads and Tech books. They will also have the opportunity to display their final pieces work in a Year 13 end of course exhibition.

All students must have their own DSLR camera. They will require relevant software on home computers or be committed to additional studio time after college hours to use our dedicated computer suite. In addition to this they will need to undertake regular field work (location shoots) to fulfil the course criteria. Students will be required to purchase photographic paper and foam board throughout the course.

FUTURE ACADEMIC AND CAREER PATHWAYS

There are a number of post A Level Photography, Arts related routes, that students might wish to follow. These include: fashion journalism, fine art photography, cinematography (Film/TV), photojournalism, underwater/marine photography, wedding/portrait photography.

This is by no means a comprehensive list of the paths a photographer can take in the 21st century. There are creative opportunities for image-makers to work in almost every creative industry.

COURSE CONTENT

Students will be studying the Eduqas syllabus.

Year 12

In Year 12, you will develop an understanding of the camera and its many functions, undertake photo shoots, respond to a working brief and edit and manipulate your images using a variety of methods (both physical and digital).

Year 13

You will develop your portfolio based upon a Personal Investigation. For this unit of coursework, you will

continue to explore areas of photography and digital design that are highly personal to your own interests. You will also need to write a 1000–3000 word essay.

In the spring term, you will respond to an Externally Set Task (exam unit) exploring ideas, processes and techniques relating to the starting point chosen.

Both components will make up a large part of the portfolio needed to progress onto academic courses or into a photography based job sector.

ASSESSMENT

Component 1 (60%): Personal Investigation. An in-depth study, set by the student focusing on a particular theme or interest, supported by written material. Internally assessed and externally moderated.

Component 2 (40%): Externally set assignment which is published on 1st February. Students select a starting point from an exam paper, using this they create a portfolio of work in preparation for a timed exam. Internally assessed and externally moderated.

EXTRACURRICULAR OPPORTUNITIES

- Visits to local and national galleries
- European/UK study visit
- Visiting photographer

COURSE REQUIREMENTS

Grade 5 in GCSE Art and Design, however, we do encourage students who have not done GCSE Art to contact us directly.

A DSLR camera (nb: The London camera exchange shop in Tunsgate square, Guildford sells fully refurbished cameras at a reasonable price).



PHYSICAL EDUCATION



“Studying A Level PE has further developed my interest in sport and exercise. It has helped me gain a deeper understanding of the sport I play and influenced my decision to pursue the subject at higher education and potentially as a career.” (Robyn)

WHY STUDY PHYSICAL EDUCATION?

A Level Physical Education builds upon the GCSE material, allowing study of key topics and themes to a higher level. The course is designed to develop critical thinking and analytical skills through links to both their own and elite performance. The examined theoretical components provide the knowledge and understanding which underpins the non-exam assessment.

FUTURE ACADEMIC AND CAREER PATHWAYS

A Level Physical Education is an excellent foundation for a university degree in sports science, sports management, healthcare, or exercise health. Physical Education can also complement further study in Biology, Human Biology, Physics, Psychology, Nutrition, Sociology, Nursing and many more. It can present a range of career opportunities including sports development, sports coaching, physiotherapy, personal training, nutritionist, sports journalism or teaching. The transferable skills learnt through the study of Physical Education, such as reasoning and independent study are advantageous in any career path you choose to take.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

Component 1: Applied Anatomy and Physiology

Component 2: Skill Acquisition

Component 3: Sport and Society – the History of Sport

Year 13

Component 1: Exercise Physiology and Biomechanics

Component 2: Sports Psychology

Component 3: Sport and Society – Modern Sport



ASSESSMENT

70% of the course is assessed theoretically in two exams.

30% of the course is practically assessed by examining the student's ability to perform in one practical activity, and through a written response. This component requires students to analyse and evaluate weaknesses in their sporting performance, including an action plan to enhance future performance success.

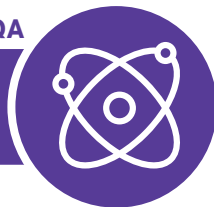
EXTRACURRICULAR OPPORTUNITIES

- Competitive football, rugby and netball teams
- Leadership opportunities for grassroots sport
- Full enrichment activity programme

COURSE REQUIREMENTS

Minimum grade 6 GCSE in Science and grade 6 GCSE in PE. A passionate and committed approach to the subject and a drive to study beyond the curriculum.

PHYSICS



“Competing in UKROC really launched my interest to a new trajectory.” (Matt)

WHY STUDY PHYSICS?

Physics is recognised as a challenging subject and teaches problem solving skills which can be used in any career. Physics is a numerate subject but you also need to be able to express key concepts both orally and in writing. You will learn both Classical Physics (including mechanics, waves and electricity) and Modern Physics (including particle physics, quantum physics and relativity).

FUTURE ACADEMIC AND CAREER PATHWAYS

It is a desirable qualification for students considering Physics, Mathematics or Engineering at university, however, it is also useful for those considering careers in the finance, technology and medical sectors.

COURSE CONTENT

Students will be studying the AQA syllabus.

At A Level, you will expand on the key concepts of Physics learnt at GCSE (forces, energy, waves, radioactivity, electricity and magnetism) and start to see how these ideas work together and grasp the universal principles that apply from the smallest atom to the largest galaxy.

There are eight core units of which five are studied in Year 12. These are measurements and their errors, particles and radiation, waves, mechanics and materials and electricity. In Year 13, units include further mechanics and thermal physics, fields and their consequences and nuclear physics, along with an option unit which will be chosen from astrophysics, medical physics, engineering physics, turning points in physics and electronics. During the course, you will have the opportunity to model, build and launch a self-powered model rocket to compete in the UKROC regional competition.

ASSESSMENT

Paper 1: Particles and radiation, waves, mechanics and materials, electricity, further mechanics - written exam, 2 hours, 85 marks, 34% of A Level

Paper 2: Thermal physics, fields and their consequences, nuclear physics - written exam, 2 hours, 85 marks, 34% of A Level

Paper 3: Section A: compulsory section: practical skills and data analysis. Section B: option unit - written exam, 2 hours, 80 marks, 32% of A Level

EXTRACURRICULAR OPPORTUNITIES

- Year 12 UKROC rocketry competition
- Science Live lectures
- Institute of Physics membership

COURSE REQUIREMENTS

Minimum grade 7-7 in GCSE Combined Science or grade 7 in Physics as a separate science and a minimum grade 5 in GCSE Mathematics and note that the expectation is that you will study Mathematics at A Level.



POLITICS



“The Politics course will help shape your view of modern politics. You will develop analytical skills, public speaking and truly understand your own mind and views.” (Georgina)

WHY STUDY POLITICS?

Politics provides you with a wide array of skills that are highly valued by universities and employers alike such as critical thinking and the ability to communicate an argument effectively both verbally and through written work. This A Level is suited to anyone who is interested in current affairs, enjoys debating or just wants to better understand the choices made by our governments today.

FUTURE ACADEMIC AND CAREER PATHWAYS

Possible career pathways for Politics students include the Civil Service, business development management, charity work, market research, public relations, diplomacy, journalism and stocks.

COURSE CONTENT

Students will be studying the AQA syllabus.

Paper 1: Government and Politics of the UK
Paper 2: Government and Politics of the USA
Paper 3: Political ideologies and theories

ASSESSMENT

Three exams all comprising medium length 'explain' and essay style questions. Each exam is 2 hours long and are worth 33% of the A Level.

EXTRACURRICULAR OPPORTUNITIES

- External conference
- Debating activities

COURSE REQUIREMENTS

Grade 6 or higher in English Literature or English Language.



PRODUCT DESIGN



“I loved the Product Design course at St Peter’s, I was able to learn all about product design and to develop my knowledge of materials and processes. The high point was definitely my non examination assessment – I was able to choose an idea and then went on to create a portfolio of work and a professional looking prototype. I am sure it was this portfolio that helped secure my place at university when I went for my interview. I am now pursuing my dream and studying product design at degree level.” (Amy)

WHY STUDY PRODUCT DESIGN?

Product Design is an exciting and challenging course that offers you the opportunity to study, design, develop and make innovative solutions for everyday products. You will study a combination of Resistant Materials, Systems and Control and Graphics. You will study everyday products and what influences design. Using this information as inspiration you will design your own products. Through making and modelling you will develop your practical skills. You will design using a range of new technologies including computer-aided design and manufacture.

FUTURE ACADEMIC AND CAREER PATHWAYS

Product Design is a suitable option for those wishing to pursue careers in design, architecture, fashion, electronics, engineering and interior design.

COURSE CONTENT

Students will be studying the AQA syllabus.

In **Year 12** students begin work on the theory content that they need to know for their two exam papers at the end of Year 13. These exam papers add up to 50% of a student’s A Level grade. The exam content covers a large range of different topics including materials and their properties; sustainability; design and engineering principles; how modern industry uses technology to function and produce; as well as study of existing designers and their work.

Our aim is for Year 12 students to complete all theory topics in the first year in order to devote more time in Year 13 to revision and the coursework element. The NEA (non-exam assessment), which is the coursework element of their course, makes up 50% of their A Level grade and carries through into Year 13. The NEA is a design and make challenge in which the students can study and design within a topic area of their choice.

The final outcome is to produce a product they have designed and built in order to test their final idea.

In **Year 13** the students mainly focus on the NEA task. This takes a large amount of work in developing and prototyping ideas. The students work through the NEA from September of Year 13 through to April. At two points in Year 13, students sit mock exams in the subject to work on their exam skills ready for their final exams in June of Year 13. Intertwined with NEA work is revision and exam technique work to prepare them for this.

ASSESSMENT

Paper 1: Technical principles – written exam, 2 hours and 30 minutes, 30% of A Level. A mixture of short and extended answer questions.

Paper 2: Designing and making principles – written exam, 1 hour and 30 minutes, 20% of A Level. A mixture of short and extended answer questions.

Non-examination Assessment: A substantial design and make project is 50% of A Level.

EXTRACURRICULAR OPPORTUNITIES

Students will have the opportunity to visit the Design Museum and the Victoria & Albert Museum to consider past and present designs and the design process. The studying of the work of other designers and designs is a key element to studying product design.

COURSE REQUIREMENTS

Ideally, students will have attained a grade 5 in GCSE Design and Technology. However, if students have not completed a Design Technology GCSE, it may still be possible for them to take the A Level if they are prepared to complete some summer work before the start of the course. Students need to be able to think laterally and apply their knowledge in new situations.

MOLLIE

WHAT SUBJECTS DO YOU STUDY?

Product Design, English Literature and Psychology

WHAT WAS YOUR PREVIOUS SCHOOL?

St Catherine’s, Bramley

WHY SHOULD SOMEONE PICK ST PETER’S?

It has the breadth of a curriculum that you would get at a college whilst still having the wraparound pastoral care and structure of a school and a normal working day. I enjoy having allocated study periods to get work done so that I can enjoy my hobbies outside of school and having the opportunity to experience different activities such as self-defence during enrichment.

WHAT ARE YOUR FUTURE ASPIRATIONS?

Although I’m still undecided about what I would like to do in the future, I am considering either studying Psychology at university, a degree apprenticeship or going into the armed forces.



WHAT SUBJECTS DO YOU STUDY?

English Literature, History and Psychology

WHAT WAS YOUR PREVIOUS SCHOOL?

King Edward's School

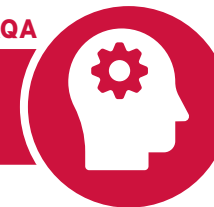
WHY SHOULD SOMEONE PICK ST PETER'S?

Everyone at St Peter's is always ready to help, very friendly people and different styles of learning are accommodated.

WHAT ARE YOUR FUTURE ASPIRATIONS?

Going to university.

PSYCHOLOGY



"It is my most interesting and fun subject! I am fascinated by the range of topics, such as schizophrenia and memory, which really encourages you to unpick how different aspects of the brain work and influence behaviour. You realise you are becoming a 'mini-psychologist' when aspects of behaviour in the real world are noticed which you didn't before, plus being able to explain it too!"

(Paige, Harry and Trish)

WHY STUDY PSYCHOLOGY?

Psychology is the scientific study of the human mind and behaviour. You will develop an understanding of the world around you by looking at a variety of perspectives on behaviour, for example, the development of gender, the process of memory and forgetting, and the origins of aggression. In addition to subject-based skills and knowledge, students of psychology also acquire a number of transferable skills e.g. IT literacy, data handling and analysis, independent and team research, report writing and learning to work ethically and professionally with people – all highly valued in a range of fields. The emphasis of the course is on applying knowledge, understanding and developing the skills of analysis, evaluation and critical thinking.

FUTURE ACADEMIC AND CAREER PATHWAYS

Those who train in psychology can go on to work in a variety of professions such as forensic, clinical or sport and exercise psychology or work as professional psychologists in the National Health Service, the Civil Service, education and industry. Psychology also provides a very useful basis for a wide range of other careers such as human resources, business, education and youth work.

COURSE CONTENT

Students will be studying the AQA syllabus.

In **Year 12**, two of the three units will be covered, these being: **Introductory topics in psychology: Social influence, Memory, Attachment and Psychopathology**

In this unit, students will learn about obedience and conformity; formation of memory and forgetting; the reliability of eye witness testimony; the development of attachments; explanations and treatment for different mental health conditions.

Psychology in context: Approaches in psychology, Biopsychology and Research methods

In this unit, students will learn about various paradigms

of explaining and investigating behaviour; brain structure and function; biological rhythms; how we conduct and analyse psychological research.

In **Year 13** the final unit is covered: **Issues and options in psychology.**

In this unit, students will consider the 'big' debates in psychology as well as learning about typical, atypical and antisocial behaviour such as gender, schizophrenia and aggression.

ASSESSMENT

Unit 1: Social influence, memory, attachment, psychopathology

Unit 2: Approaches in psychology, biopsychology, research methods

Unit 3: Issues and debates, typical, atypical and antisocial behaviour

This will be assessed through three, 2 hour exams – one for each unit taken at the end of Year 13. Each paper is worth one third of the overall course grade. There are a range of multiple choice, short and longer answer essay style questions.

COURSE REQUIREMENTS

To access A Level Psychology, you are advised to have achieved at least a grade 6 in GCSE Science, grade 5 in GCSE Mathematics and grade 6 in GCSE English Language or English Literature.





“We have some amazing discussions and the teachers prepare us well for the exams by giving us a structure to aid our writing. I have also really enjoyed the debate and thinking at a deeper level, as a result I want to study Religious Studies at university.” (wiii)

WHY STUDY RELIGIOUS STUDIES: PHILOSOPHY & ETHICS?

You will develop a passion for discussing moral issues and investigating topics which affect the society within which we live. Some of the skills you develop are transferable to other subjects, such as the ability to analyse and think critically, and the ability to discuss the strengths and weaknesses of an argument.

FUTURE ACADEMIC AND CAREER PATHWAYS

This is unanimously recognised by Russell Group universities as an academic and challenging subject. It is useful for studying Theology, Philosophy, Medicine, Law, History, Languages, Art, Architecture and others at university. It will support careers in teaching, journalism, business, pharmaceuticals, medicine, scientific research, corporate roles, youth and social work and law.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

- Philosophy of religion - arguments for the existence of God; evil and suffering; religious experience
- Ethics and religion - normative ethical theories (natural moral law, situation ethics, Aristotle's virtue ethics); application of ethical theories



- Christianity - sources of wisdom and authority; God; self, death and afterlife; good conduct and key moral principles; expressions of religious identity

Year 13

- Philosophy of religion - religious language; miracles; self, death and afterlife
- Ethics and religion - meta-ethics: the meaning of right and wrong; free will and moral responsibility; conscience; Bentham and Kant
- Christianity - religion, gender and sexuality; religion and science; religion and secularisation; migration and religious pluralism

Throughout both Year 12 and Year 13 students will be prepared for the Dialogues aspect of the course (examined in Paper 2), which covered the dialogue between Christianity and philosophy and the dialogue between Christianity and ethics.

ASSESSMENT

The course is assessed through two exams (each paper is three hours long). Paper 1 covers Philosophy of religion and ethics. Paper 2 covers Christianity and dialogues.

EXTRACURRICULAR OPPORTUNITIES

- Conferences
- Lectures
- Trip to Auschwitz or Dachau

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Religious Studies and a grade 6 in GCSE English Language or English Literature. Students should enjoy reading, challenging their own and others' ideas and discovering new ways of thinking. They need to be able to discuss and share their opinions with the class. Students are required to think critically and express an alternative view to their own. Students should have good essay writing skills as examinations consist solely of essay questions.

REECE

WHAT SUBJECTS DO YOU STUDY?

Biology, Chemistry and Religious Studies

WHAT WAS YOUR PREVIOUS SCHOOL?

Tormead

WHY SHOULD SOMEONE PICK ST PETER'S?

I was nervous about joining a new Sixth Form. However, everyone has been very welcoming and I quickly made friends. I am now on the Head Student team too! The support has been brilliant. I am really happy with the support I receive for my subjects and the progress I have made has allowed me to be really ambitious with the universities I am applying to.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I am going to university to study medicine.

SOCIOLOGY



“Doing Sociology has given me a new perspective on everything. It’s exciting because you get to see different outlooks and opinions that you wouldn’t necessarily consider before.” (Josie)

WHY STUDY SOCIOLOGY?

Sociology is the study of society. In A Level Sociology, students study relationships and institutions e.g. the family and education, and gain a deeper understanding of how and why people behave the way that they do. You should consider studying Sociology if you are interested in people or if you have previously enjoyed studying History, Citizenship or Religious Studies.

FUTURE ACADEMIC AND CAREER PATHWAYS

Sociology is a challenging subject and is accepted as such by universities and employers. Having an A Level in Sociology is valued in a wide range of different professions including criminology, social policy, human resources, social research, marketing, politics and the police.

COURSE CONTENT

Students will be studying the AQA syllabus.

Year 12

Students study the sociology of education, research methods, families and households. Over the course of the year, you will explore topics such as why girls tend to outperform boys in education and how families are changing in response to changes in society, exploring reasons why there is an increase in divorce and single-parent families.

Year 13

Students study crime and deviance and beliefs in society. This includes studying competing theories of why people commit crime and what is happening to religious beliefs in society, including the rise of fundamentalism and the decline in Christianity in Britain.

ASSESSMENT

The course is assessed through three exams, 2 hours each, at the end of Year 13.

Paper 1: Education with theory and methods.

Paper 2: Topics in Sociology (families and households and beliefs in society).

Paper 3: Crime and deviance with theory and methods. Most of the marks in the exam come from essays and these are a mixture of short essays and longer essays.

EXTRACURRICULAR OPPORTUNITIES

A-level Sociology Student Conference: sociologists discuss their research in criminology, sexism, environmentalism and other social issues.

COURSE REQUIREMENTS

Minimum of grade 5 in GCSE English Literature or English Language.



SPANISH



“Studying a language at A Level has not only developed my confidence in communicating in a foreign language but also has enabled me to appreciate and challenge social, political and cultural differences that exist in the world.” (Megan)

WHY STUDY SPANISH?

Whatever plans you may have for the future, knowledge of another language is a valuable life skill, which can create many new and exciting opportunities, for example travel, as well as appreciating cultural differences in the world today.

Spanish works well with any subject due to the wide range of topics that is covered in the course content. Not only will you learn about Spain itself, but you will also acquire essential communication skills and will gain a greater appreciation for Spanish literature and cinema. By studying Spanish, you will have chosen a subject that is highly regarded by all universities in the country and it will certainly open a multitude of career paths for you in the future.

FUTURE ACADEMIC AND CAREER PATHWAYS

By the end of the Spanish course, you will be able to successfully communicate with over 400 million Spanish speakers around the world and potentially use this ability as an advantage in the international job market. The subject is versatile and combines well with most subjects and is certainly a highly desirable A Level to have on your CV.

COURSE CONTENT

Students will be studying the AQA syllabus.

In addition to studying Spanish film and literature (taken from the exam specification) students will study a range of topics that explore social and political trends in Spanish speaking society.

Year 12 topics include: modern and traditional values, cyberspace, equal rights, modern day idols, regional identity and cultural heritage.

Year 13 topics include: immigration, integration, racism, youth of today, monarchies and dictatorships and popular movements in Spain.



ASSESSMENT

Paper 1: Listening/Reading/Writing – 2 hours and 30 minutes, 100 marks, 50% of A Level

Paper 2: Writing – 2 hours, 80 marks, 20% of A Level. Produce two essays; one on the novel and one on the film that you have studied

Paper 3: Oral exam: Discussion of topic card followed by discussion of independent research project, 21-23 minutes, 60 marks, 30% of A Level

EXTRACURRICULAR OPPORTUNITIES

- Language Ambassadors to assist in learning clubs for Years 7-9
- Spanish exchange trip to Granada
- Flamenco dancing workshop
- Participate in university led MFL competitions e.g. poetry competition, translation challenge

COURSE REQUIREMENTS

Minimum of grade 6 in GCSE Spanish.

JAMES

WHAT SUBJECTS DO YOU STUDY?

Sociology, Applied Science, Health and Social Care

WHAT WAS YOUR PREVIOUS SCHOOL?

St Peter's

WHY SHOULD SOMEONE PICK ST PETER'S?

St Peter's Sixth Form is a welcoming school with excellent teachers. There are also great opportunities outside of lessons, with events like RAG week and programmes like Gold DoFe which provide exciting opportunities outside of lessons.

WHAT ARE YOUR FUTURE ASPIRATIONS?

I aspire to go on to do a university course in mental health nursing and afterwards I would like to work in the NHS to help people who are suffering from mental health disorders.

AAQ



APPLIED SCIENCE

“Studying Applied Science has helped me gain a place to study Primary Education at St Mary’s – the teachers have been really helpful throughout the course and have always supported me through the assessments.” (Bridie)

WHY STUDY BTEC IN APPLIED SCIENCE?

For anyone who sees their future career in science, the Level 3 Extended Certificate in Applied Science is an excellent starting point. It covers a wide range of topics across Biology, Chemistry and Physics and will allow you to acquire a high level of practical laboratory skills from which the theory is then drawn.

This course is very practical with plenty of opportunities to implement the theory that you learn. It is mainly coursework based, which means that you have a very clear understanding of your progress throughout the course, to help you plan and achieve your next steps. Taught by subject specialists, with laboratory experience, you will learn by completing laboratory-based practical assignments, supported self-study assignments, presentations and discussions that are based on real workplace situations, activities and demands. The course covers a wide range of subjects including physiology and industrial applications, as well as using statistical and mathematical tools required for science.

FUTURE ACADEMIC AND CAREER PATHWAYS

Applied Science is a course highly respected by many of the UK's leading universities. University of Manchester, University of Surrey, Kingston University, University College Birmingham and Harper Adam University are just a few of the universities which recognise Applied Science qualifications as fulfilling entry requirements to a range of higher education courses.

COURSE CONTENT

This course content is subject to change as the exam board update their specifications.

Year 12

Unit 1 – Principles and Applications of Science I:
Chemistry: Periodicity and properties of elements
Biology: Structure and functions of cells and tissues
Physics: Waves in Communication.

Unit 2 – Practical Scientific Procedures and Techniques : Introduction to standard laboratory equipment and techniques (titration, colorimetry, calorimetry, chromatography, calibration procedures and laboratory safety). Be able to use instruments/sensors for scientific investigations.

Year 13

Unit 3 - Science Investigation Skills : Demonstrate knowledge and understanding of scientific concepts, procedures, processes and techniques. Interpret and analyze qualitative and quantitative scientific information. Evaluate practical investigative procedures. Be able to make connections between different scientific concepts, procedures and techniques to write a plan for a practical investigation.

Unit 8 - Physiology of Human Body Systems: Understand the impact of disorders of the musculoskeletal system and their associated corrective treatments. Understand the impact of disorder on the physiology of the lymphatic system and the associated corrective treatment.

ASSESSMENT

The two main forms of assessment are two external written exams and an internally marked assignment. During the second academic year of your studies, you will complete an internal assignment which will be decided based on your future education/career choices, this will give you a fantastic opportunity to develop the skills which are most relevant to you.

COURSE REQUIREMENTS

You should have a minimum of five GCSEs at grade 5 or above - these GCSEs must include Mathematics and English Language and at least a grade 5-5 is required for GCSE Combined Science.



“Studying Health and Social Care at St Peter’s was really interesting and enjoyable. Choosing the focus of my coursework meant that I was writing about topics that really interested me. I was able to follow a pre-midwifery work shadow placement at RSCH which I feel has contributed to my offer to study midwifery at university.” (Hannah)

WHY STUDY HEALTH AND SOCIAL CARE?

The Extended Certificate is for students who are interested in learning about the health and social care sector alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in health and social care-related subjects. It is often studied in conjunction with Science, Sociology, Psychology, English and Art.

It is designed to be taken as part of a programme of study that includes A Levels.

FUTURE ACADEMIC AND CAREER PATHWAYS

This qualification can lead to progression to the following degrees: BSC Nursing, BSC Social Work, BSC Subjects Allied to Health, BSC Paramedic Science, BA Education, BSC Criminology along with many other routes in people facing careers.

The course is equivalent to one A Level and contains four units, three of which are mandatory and two are external examinations.

COURSE CONTENT

The qualification has three mandatory units covering the following topics:

- Human Lifespan and Development – PIES and factors affecting growth and development, interventions and the different professionals providing care and treatment.
- Human Biology and Health – Human body structure and systems, students have a choice from four optional units covering the following topics:

Health, Social Policy and Wellbeing – Public health policy and its influences, including health-related organisations/groups and a range of strategic factors.

Promoting Health Education – Health education, its purpose and use of different approaches and models to achieve positive health outcomes.



Safe Environments in Health and Social Care – Appropriate provisions in services relevant to different needs; governance relating to safe environment.

Health Science – Types of infections and their potential impact on a local, national and international scale.

EXTRACURRICULAR OPPORTUNITIES

- Visits can lead to volunteering opportunities which look great on a CV or university application
- Experience is essential for employment in the health and social care sector
- All students are given the opportunity to gain an ‘Emergency First Aid at Work’ Level 2 qualification
- All students are given an opportunity to apply for work shadowing programmes for nursing and midwifery at RSCH



“My university offer was dropped by one grade as a result of being successful with the EPQ.” (Peter)

WHY STUDY THE EXTENDED PROJECT QUALIFICATION (EPQ)?

The EPQ is currently offered to students in Year 13 who have shown the potential to manage the extra workload and have developed successful independent study skills.

This is a chance to pursue a real interest or passion and demonstrate your learning beyond the classroom. The aim of the project is to encourage intellectual curiosity and develop independent learning skills that universities wish to see in their applicants. It also allows you to produce a detailed piece of work that can be submitted to a university as part of your application if work is requested.

Frequently, universities have been willing to modify offers for students studying for an EPQ. This can mean reducing the offer by a grade; elsewhere, where a student is applying for a competitive course, it can provide a tie-breaker.

As a content-free qualification, you have a free choice of subjects to work on (certain projects require you to consider ethical or safety issues before they can be approved). Instead of a teacher, you will be assigned a project supervisor who will provide guidance and support over the course of the process. From beginning to end, the project itself is entirely managed and created by you. It offers a taste of the independence and self-management that will be expected of students at university, regardless of the course of study. As such, it provides an invaluable bridge between the two different environments of school and higher education. The final piece of work can take the format of a field study, artefact, performance or research dissertation. You are assessed not just on your final piece but also the process you go through to complete it, as well as your ability to critique your own work honestly and insightfully.

FUTURE ACADEMIC AND CAREER PATHWAYS

The EPQ is useful for virtually all higher education pathways, teaching many of the research skills necessary in the first year of a degree. According to research from the University of Southampton, having an EPQ correlates with higher assessment scores at university level.

COURSE CONTENT

There is no specific course content as students establish their own research base independently. However, your supervisor will give you extensive guidance about how to research effectively, evaluate sources and write up your findings.

ASSESSMENT

Managing your time and organisation: 20%
Using resources to research your project: 20%
Developing and realising your project: 40%
Evaluation and review: 20%

EXTRACURRICULAR OPPORTUNITIES

N/A

COURSE REQUIREMENTS

The EPQ can be adapted for students of all abilities, so there are no specific course requirements. However, students should note that all EPQs, regardless of subject, involve a certain amount of extended writing.



The information given in this prospectus is intended as a general guide to St Peter's Sixth Form. All the information contained in this prospectus was believed to be correct and accurate at the time of it going to press on 13.09.2024. The course booklet does not form part of a contract. It is therefore important that you check www.st-petersschool.co.uk for updates or contact the Sixth Form using the contact details contained within this document.