

A photograph of four students in school uniforms standing in front of a school building. On the left is a young man in a dark suit and blue tie, smiling. Next to him is a young woman in a black blazer and white top, also smiling. To her right is another young man in a dark suit and blue tie, looking towards the camera. On the far right is a young woman in a black blazer, smiling and holding a large blue folder. The background shows a school building with a green wall and a brick wall.

S. Peter's Collegiate School

A Church of England Academy

Sixth  
Form 2019-20

SUBJECT  
HANDBOOK



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## S. PETER'S COLLEGIATE

# Sixth Form 2019-20

### A very warm welcome to the Sixth Form at S. Peter's Collegiate School

S. Peter's welcomes all students and we value our diverse and cohesive community. Whether you have a Christian faith, another faith or no faith - all are welcome at S. Peter's. Offering academic excellence within a supportive, friendly and caring environment we have a superb team of talented, highly qualified and experienced staff committed to providing inspiring and innovative teaching.

An academic and stimulating environment ensures our students continue to secure places at some of the country's top universities. Our curriculum is enhanced by expert careers guidance, mentoring, work experience, a life skills programme and a wide variety of enrichment and extra-curricular activities. At S. Peter's we support, guide, stretch and challenge our students to achieve their full academic and personal potential.





# SIXTH FORM

## Ethos

Founded in 1844, S. Peter's is a Church of England school with a long and proud history. Our community is built on the Christian teachings found in the Gospels and the values of love, forgiveness, trust, courage, respect and tolerance underpin all that we do.

St. Peter's Collegiate Church is our spiritual home and we hold regular services there throughout the year. At S. Peter's we welcome every individual's unique contribution, regardless of age, gender, ability, sexual orientation, background or religion.

## Sixth Form Curriculum

Students can choose from 39 different A level and BTEC Courses.

A level subjects on offer include the full range of facilitating subjects such as Maths, Further Maths, English Literature, Physics, Biology, Chemistry, Geography, History, French, Spanish and German, as well as many other specialist courses including Music, Law, Psychology, Sociology, Engineering, Performing Arts, Dance, Electronics, RE, Film Studies, Computer Science and many more.

Students follow a pathway through the Sixth Form with a Programme of Study matched to their needs and aspirations. Most follow a traditional pathway of three A Levels whilst some will follow a mixed pathway to include BTEC courses. Many students choose a more challenging route taking additional courses such as the Extended Project Qualification (EPQ).

## Results

**We congratulate our 2018 students on their superb exam results.**

- 96% Pass Rate for all A Level & BTEC Courses
- One third of all grades achieved were A\* - B
- Nearly two thirds of all grades achieved were A\* - C





## SIXTH FORM



### Assessment Mentoring & Intervention

We regularly report on students progress and provide detailed assessment information enabling students and parents to understand where they are currently and how they can progress further.

We intervene quickly to support progress and use a variety of strategies to support and help our students. All students are valued equally and, if you find you need some extra support academically or personally, we make sure you get it quickly.

### 6+ Programme

Our strong track record of sending students to Oxbridge and Russell Group Universities continues and our top achieving students are placed on our 6+ programme. This programme challenges and inspires our most able and ambitious students through activities including personal coaching, mentoring, interview coaching, personal statement classes, subject masterclasses, debating and university visits.

We ensure our students are prepared and able to compete with the best nationally and internationally. S. Peter's has strong links with Oriel College Oxford, Girton College Cambridge, Birmingham and Wolverhampton Universities as well as many other universities around the country.

### Extra-Curricular

Musicals, plays, Duke of Edinburgh's Award, volunteering, charitable work, Christian Union, debating society, LAMDA, student newspaper, National Citizenship Service, student mentoring, football, cricket, basketball, swimming, gym, badminton (and many other sports), Big Band, Concert Band, and Chamber Choir are some of the many activities and opportunities available to our students each week.

Regular overseas visits include the Geography trip to Iceland 2018, Music Department Concert Tour to New York & Boston 2016, Skiing in Italy 2016, History Department visit to Normandy & Ypres 2017, PE Department tour to Lake Garda in Italy 2018. Many of our sports teams and musical ensembles regularly compete and achieve international recognition.





# SIXTH FORM

## Moving On

The majority of our students move on to study at university. However, an increasing number are now securing advanced apprenticeships. In recent years we have had a number of students study at Oxford and Cambridge Universities as well as Durham, Bristol, Cardiff, Birmingham and many more.

The apprenticeship sector is exciting and fast growing and students from S. Peter's are now studying and earning with companies and organisations such as Amazon, HS2 and Network Rail. Whatever the aim and whatever the level, we have a full programme of guidance and support to help all students achieve their goals.

## Destinations

- 70% of students went on to study at university
- 20% secured apprenticeships
- 10% of students went into employment or are taking a gap year before university

## Financial Support

If you find that financial circumstances are a barrier to you studying then we will help you access financial support. The government Bursary Fund supports 16 to 19 year olds who face financial difficulties and those who most need help are supported with the costs of staying in education.

At S. Peter's we are able to award discretionary bursaries to individual students. These awards are intended to help students stay in education by removing the financial barriers they may otherwise face. Awards can be made to help students with costs in the following areas:

- Transport
- Meals
- Books
- Equipment

For further information about the 16-19 Bursary Fund and to see if you may be eligible please visit the school website.



## Admissions

If you are interested in studying at S. Peter's please complete our online application form. The form is available on our school website at [www.speters.org.uk](http://www.speters.org.uk)

To succeed on A level or BTEC courses you will need to demonstrate a minimum standard of academic ability. Our general entry requirement is an average level of 4 or higher across your GCSE subjects. Each subject also has its own individual entry requirements.

Applications are welcome at anytime of the year and, if you are applying at a time outside of the usual application process (and the online form is not available), please contact us at [6thform@speters.org.uk](mailto:6thform@speters.org.uk)

If you have any other further queries or questions please contact us at [6thform@speters.org.uk](mailto:6thform@speters.org.uk)



# PATHWAYS TO SUCCESS

Our Sixth Form offers three main pathways. We know from experience that you will need at least five GCSEs at level 4 or above, including English and Maths, to be successful on most traditional A Level courses.

We also know from experience that you will need GCSEs at level 6 or above to be successful in some A Level courses. For some of you, our successful vocational courses will be the best route to success.

There will be a programme of information and guidance activities in school to help you choose the pathway which will bring you success.

You should base your decisions on your predicted grades, your career ambitions and what you enjoy doing. (The running of some courses may be subject to minimum student numbers).

## Pathway 1 (Challenge)

Most GCSE Grades:  
9, 8, & 7s

### Programme of Study

2 years study in Sixth Form  
3 A level or BTEC Courses

Facilitating Subjects -  
Sciences & Maths

#### Work Experience

- Computer Science
- Further Maths
  - Physics
  - Chemistry
  - Biology

You can also select Pathway 2  
(Traditional Courses)

### Progression

High Grades at A Level  
(BBB or more)  
Competitive place at  
Russell Group  
University/Oxford  
or Cambridge  
Level 4 Apprenticeship

## Pathway 2 (Traditional)

Most GCSE Grades:  
7s, 6s & one or two 5s  
English & Maths at Level 4 +

### Programme of Study

2 years study in Sixth Form  
3 A level or BTEC Courses

(subject to individual entry  
requirements)

#### Work Experience

You can also select  
Pathway 3 (Mixed) courses  
and possibly some

Pathway 1 (Challenge) courses

- Art • Business Studies
- Classical Civilisation (online)
- Economics Electronics
- Engineering Technical Award
- English Language & Literature
- English Literature • Film Studies
  - Geography • History
  - Law (online) • Maths
  - Music • Physical Education
  - Philosophy (online)
  - Photography • Politics
  - Product Design
- Psychology • Religious Studies
- Sociology • Textiles

### Progression

University or  
Level 4 Apprenticeship

## Pathway 3 (Mixed)

Most GCSE Grades:  
mainly 4s or higher  
English & Maths at Level 4 +

### Programme of Study

2 years study in Sixth Form  
Combination of  
A Levels and BTEC Courses  
or just BTECs

GCSE English & Maths resits  
where necessary

#### Work Experience or Work Placement

- Performing Arts BTEC (Acting)
- Performing Arts BTEC (Dance)
  - Science Applied BTEC
    - Sport BTEC
  - Health & Social BTEC
    - ICT BTEC
- Business Studies BTEC

With careful guidance, you may  
choose some courses from  
Pathway 2, in subjects where  
you have shown a particularly  
ability or talent

### Progression

University Level 3/4  
Apprenticeship Foundation  
Year Degree Course

Extended Project (EPQ)

## Course

A level Art and Design

## Exam Board

AQA

## Entry requirements

Candidates will need to show evidence of academic or personal creative pursuit, such as a good pass in Art or Photography GCSE or a portfolio of art and/or design work.

## Why study Art?

We are a highly successful department, ranking well above national average for results with a good record of students receiving offers from their first choices at the top universities in the creative field. The art department have high expectations of all learners and tailor studies to individuals.

By studying Art, Craft and Design A level at S. Peter's you will learn the technical and creative skills required to explore personal, historical, local and global themes through 2D, 3D, photographic and moving image processes.

## Course content

During the course you will explore:

- Composition
- Drawing practices
- Painting
- Sculpture and 3D Design
- Digital image manipulation
- Ceramics and pottery
- Printmaking
- Filmmaking & Photography

## Assessment

Your best work from workshops, visits, classes and independent study will be presented in a portfolio of evidence along with a written assignment (3000 words). One project will be set by the exam board, providing choice for the starting point; all other projects are teacher or student led. Work is mainly presented in A2 sketchbooks or on larger media.

## Progression after Sixth Form

Many students continue to university to study the following degrees: Fine Art, Painting, Graphic Design, Graphic Communication, Visual Communication, Illustration, Architecture, Photography, Product Design, Fashion Design, Set/ Stage Design, Editorial Design, Ceramicist/ Potter, Gallery Educator, History of Art, Make- Up Designer, Media, Film, Broadcasting. Foundation in Art and Design.

## Career opportunities

Degree in: Fine Art, Painting, Graphic Design, Graphic Communication, Visual Communication, Illustration, Architecture, Photography, Product Design, Fashion Design, Set/ Stage Design, Editorial Design, Ceramicist/ Potter, Gallery Educator, History of Art, Make- Up Designer, Media, Film, Broadcasting. Foundation in Art and Design.

## Other information

Student testimonials:

"The independent approach to learning meant I learnt how to learn and how to find things out for myself, which has helped me to do well at university."

"Studying a creative subject helped me to balance my other A Level subjects"

"The Art Department really pushed and motivated me over the last two years to get the grades I wanted."

### S. Peter's students say...

*"S. Peter's has an amazing art department, I looked at other schools and S. Peter's was the best. Creative subjects are valued equally at S. Peter's which really appealed to me and was the main reason for me continuing into the S. Peter's Sixth Form. I think I will do very well here."*

**For more information contact Head of Department:**

Mrs E. McEwan - emcewan@speters.org.uk



## Course

A level Biology

## Exam Board

OCR Biology A level GCE

## Entry requirements

GCSE Separate Biology Grade 6 or GCSE Combined.

Science Grades 6 and 6.

GCSE Maths Grade 5 essential.

GCSE English Grade 5 desirable.

## Why study Biology?

A level Biology will give you an exciting insight into the contemporary world of biology. It covers the key concepts of biology and practical skills are integrated throughout the course. This combination of academic challenge and practical focus makes the prospect of studying A level Biology highly appealing. You will study the core principles of biology and learn about the impact of biological research and how it links to everyday life. The course builds on the concepts and skills that will have been developed in the new GCSE Biology specifications. It presents biology as exciting, relevant and challenging.

## Course content

Content is divided into six teaching modules:

### Module 1 - Development of practical skills in biology

(This module underpins the whole of the specification and covers the practical skills that students should develop throughout the course).

### Module 2 - Foundations in biology

(Cells, biological molecules, enzymes)

### Module 3 - Exchange and transport

(Exchange surfaces, transport in animals and plants)

### Module 4 - Biodiversity, evolution and disease

(Communicable diseases, the immune system, biodiversity, classification, evolution)

### Module 5 - Communication, homeostasis and energy

(Hormones, the nervous system, excretion, animal and plant responses, photosynthesis, respiration)

### Module 6 - Genetics, evolution and ecosystems

(Cellular control, inheritance, manipulating genomes, cloning and biotechnology, ecosystems)

## Assessment

The A level award is assessed by three examination papers:

### Paper 1 - Biological processes

(100 marks total - 2hr 15 mins - weighting: 37%)

### Paper 2 - Biological diversity

(100 marks total - 2hr 15 mins - weighting: 37%)

### Paper 3 - Unified Biology

(70 marks total - 1hr 30 mins - weighting: 26%)

## Progression after Sixth Form

The A level Biology course is designed to provide a suitable preparation for degree courses including; biological sciences, biochemistry, medicine, veterinary sciences, pharmacology, forensic science, microbiology, genetics, molecular biology, biotechnology, ecology, environmental sciences and sport sciences.

## Career opportunities

Biology related careers include; research scientist, forensic scientist, doctor, nurse, physiotherapist, pharmacologist, agriculture, ecologist, sports scientist, nutritionist, biochemical engineer, environmental engineer, patent attorney, scientific journalism, teacher.

## Other information

An A level Biology field course is conducted in North Wales in July of Year 12. The content of the course is aimed at facilitating the understanding of Module 6 and at developing the practical and analytical skills required in Module 1. For these reasons it is considered an integral part of the course.

## For more information contact Head of Department:

Mr S. Drury - sdrury@speters.org.uk



### S. Peter's students say...

*“You learn constantly, and it's so interesting. After every lesson I want to go away and find out more. It's a subject that motivates me and makes me want to learn.”*

# BUSINESS STUDIES

## Course

A level Business Studies

## Exam Board

AQA

## Entry requirements

Grade 5/6 in Maths.

Grade 4/5 in English.

Students who did not take GCSE Business may still be considered.

## Why study Business Studies?

Are you curious about the world around you? Do you wish to know more about how businesses operate? Studying Business can open up a range of careers in industries such as Education and Legal Services.

## Course content

There are ten units assessed over the two year course.

1. What is a business?
2. Managers, leadership and decision making.
3. Decision making to improve marketing performance.
4. Decision making to improve operational performance.
5. Decision making to improve financial performance.
6. Decision making to improve human resource performance.
7. Analysing the strategic position of a business.
8. Choosing strategic direction.
9. Strategic methods: how to pursue strategies.
10. Managing strategic change.

## Assessment

Units 1- 6 are tested through two external examinations in the first year of study. Units 7-10 are tested through two external examinations in the second year of study, with an additional paper with topics from both years of the course.

## Progression after Sixth Form

Many Business Studies students advance to further study at university in related fields such as Law, Business Management, Accountancy and Economics. Some students use the transferable skills gained to advance to a higher level apprenticeship.

## Career opportunities

There are a range of careers that students could use their Business Studies qualification towards.

Examples of these are:

Accountancy / Actuarial Science

Marketing and advertising

Business Analyst

Human Resources

Law



**For more information contact Head of Department:**

Mrs M. Spencer - [mspencer@speters.org.uk](mailto:mspencer@speters.org.uk)



# CHEMISTRY

## Course

A level Chemistry

## Exam Board

OCR Chemistry A

## Entry requirements

Combined Science grades 6 and 6. Separate Science Chemistry grade 6. GCSE Maths grade 5 essential, GCSE English grade 5 desirable.

## Why study Chemistry?

A level Chemistry will help you to develop the skills needed to explain the properties of materials and to explain how substances react. This course suits logical thinkers and builds on the concepts that have been studied in the new GCSE Chemistry specifications. It covers the key concepts in chemistry and practical skills are integrated throughout the course.

## Course content

Content is divided into six teaching modules:

### Module 1 - Development of practical skills in chemistry.

This module underpins the whole of the specification and covers the practical skills that students should develop throughout the course.

### Module 2 - Foundations in chemistry.

Atomic structure, bonding, amount of substance, acids and redox.

### Module 3 - Periodic table and energy.

Periodic table and periodicity, group two and group seven elements, enthalpy changes and reaction rates.

### Module 4 - Core organic chemistry.

Hydrocarbons, alkanes and alkenes, alcohols, haloalkanes, synthesis and analytical techniques.

### Module 5 - Physical chemistry and transition elements.

Kinetics, equilibria, pH, enthalpy, entropy and electrode potentials.

### Module 6 - Organic chemistry and analysis.

Aromatic compounds, carboxylic acids and esters, amines, amides, polymers and analysis.

## Assessment

The A level award is assessed by three examination papers:

**Paper 1 - Periodic table, elements and physical chemistry**  
(100 marks total - 2hrs 15 mins - weighting 37%)

**Paper 2 - Synthesis and analytical techniques**  
(100 marks total - 2hrs 15 mins - weighting 37%)

**Paper 3 - Unified chemistry**  
(70 marks total - 1hr 30 mins - weighting 26%)

## Progression after Sixth Form

The A level Chemistry course is designed to provide a suitable preparation for degree courses including: Chemistry, Chemical Engineering, Materials Science, Forensic Science, Medicine, Veterinary Sciences, Dentistry and Pharmacology.

## Career opportunities

Chemistry related careers include: Chemical Engineer, Doctor, Dentist, Forensic Scientist, Polymer Scientist, Teacher, Patent Lawyer, Scientific Journalist and Material Scientist.

### S. Peter's students say...

*‘Chemistry challenges, stretches and pushes me. I find it difficult but I enjoy the challenge and feel as though the teachers do all they can to support me.’*

**For more information contact Head of Department:**

Mr R. Hughes - rhughes@speters.org.uk





# CLASSICAL CIVILISATION

## Course

A level Classical Civilisation (Online)

## Exam Board

OCR specification

## Entry requirements

Maths & English Level 5

Grade 5 or more in a humanity subject

## Why study Classical Civilisation?

‘Classical Civilisation encourages you to think outside the box about what you want to do with the rest of your life, and expands your academic boundaries. I always wanted to study Physics at university, but it was Classical Civilisation that introduced me to the idea of combining this with Philosophy. It’s the Swiss Army Knife of subjects, and I would recommend it to anyone who enjoys history and literature, or is just naturally intellectually curious.’

*Patrick Ardagh-Walter*

India Collins-Davies is a current student reading Classics and English at Lady Margaret Hall, Oxford: ‘When I was given the opportunity to study Classical Civilisation at sixth form college as a way to supplement my studies of History and English Literature, and give me a new, interesting challenge, I decided to give it a go.’

## What is Classical Civilisation?

Classical Civilisation focuses on the civilisations of Greece and Rome, and is a wide ranging subject involving the study of literature, material culture, ancient thought and ideas, and the ancient historical context. You don’t need to know any languages, all the texts are in translation, and it doesn’t matter if you haven’t studied the Greeks and Romans since primary school; all you need is an interest in the ancient world and its cultures. From women in the ancient world, to the study of religious beliefs and ancient acts of intolerance, Classical Civilisation involves interesting discussions that are directly relevant to today’s world:... men grappled with exactly the same issues that we do: life, death, gods, sex, love, family, children, education, the nature of the world, our origins and development, the past, money, health, status, other cultures, friendship, power, patriotism, politics, law, crime, justice, empire and war.

## Am I suitable to study a course online?

Online study is suitable for students who are motivated, independent and able to manage their time effectively.

## How do online courses work?

We provide courses in partnership with NEC (National Extension College).

All course materials are expertly written and designed to guide you through the subject. Carefully selected resources will be signposted within your course. Each student is supported by a personal tutor, contactable through [learn@nec](mailto:learn@nec) and they are available whenever they are needed. Your tutor will be fully qualified to teach, an expert in their subject and with you every step of the way.

You can work through the course at your own pace. You’ll complete assignments and upload them to [learn@nec](mailto:learn@nec) for your tutor to mark. Your tutor will then upload their feedback for you to read. Through [learn@nec](mailto:learn@nec) you’ll also be able to interact with other students in the course forums. Interacting with your peers is a great way of discussing what you’re learning and helping you to really understand and deepen your understanding.

## Assessment

All exams are sat at school in the usual manner.

## Where can it lead?

If you are looking to apply to university, Classical Civilisation can be extremely useful. You not only acquire specific Classical knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches. You learn to formulate and support an argument and develop a valuable understanding of cultures very different to your own.

## For more information contact Head of Department:

Mr T. Barnard - [tbarnard@speters.org.uk](mailto:tbarnard@speters.org.uk)

## S. Peter's students say...

*‘Computer Science is demanding but interesting. It has expanded my knowledge hugely, helped me to understand how technology has developed and I’m learning programming.’*

### Course

A level Computer Science

### Exam Board

AQA

### Entry requirements

GCSE Maths Grade 5/6 and one of Computing Grade 5/6, Science Grade 5/6 or English Grade 5/6

### Why study Computer Science?

We are a highly successful department, advances in computing are transforming the way we work and this course allows a flexible, accessible and rigorous qualification to be delivered.

This exciting new specification brings the study of Computer Science up to date for the 21st century. It has the backing of a range of industries, higher education and the National Computing Centre.

### Course content

Students will develop the following skills

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming

# COMPUTER SCIENCE

### Assessment

#### Paper 1

On-screen exam: 2 hours 30 minutes.  
40% of A level.

Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by the examination board. Preliminary Material, a Skeleton Program and, where appropriate, test data, for use in the exam will be provided.

#### Paper 2

Written exam: 2 hours 30 minutes.  
40% of A-level.

Compulsory short-answer and extended-answer questions.

#### Paper 3

The non-exam assessment.  
75 marks.  
20% of A-level.

### Progression after Sixth Form

The specification has been developed for students who wish to progress to higher education or to the world of work, where understanding of how Computer Science is employed and the implications of its use will be a valuable asset.

### Career opportunities

It is possible to progress directly to many professions with a computer science qualification including programming, games development and other areas that need logical thinking.

**For more information contact Head of Department:**

Mrs M. Spencer - [msspencer@speters.org.uk](mailto:msspencer@speters.org.uk)

# DIGITAL MEDIA

## Course

Cambridge Technical Level 3

## Exam Board

OCR

## Entry requirements

Grade 4 in Maths  
Grade 4 in English  
Grade 4 GCSE Average  
Students who have not studied GCSE  
Computer Science or Art may still be accepted.

## Why study Digital Media?

### Course content

Students will cover:

#### Unit 1 - Media products and audiences

- Develop an understanding of how different media institutions operate in order to create products that will appeal to specific target audiences

#### Unit 2 - Pre-production and planning

- Understand the pre-production process the creative media industry follows when creating a product.
- Learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered.

#### Unit 3 - Create a media product

- Develop knowledge and understanding of the production processes of producing a media product from one of the following:
  - Print-based product
  - Audio-visual product
  - Audio product.

Plus a range of optional units including:

- Social media and globalisation
- Journalism and the news industry
- The creation and use of sound in media
- Comics and graphic novel storytelling
- Create a digital animation

## Assessment

The Certificate and the Extended Certificate are both assessed using a combination of:

- External assessments, marked by the awarding body
- Internal assessments, which is teacher marked then moderated by the awarding body.

Every unit achieved will be graded as Pass, Merit, or Distinction. Learners who don't achieve a Pass in a unit will be unclassified. A learner must get at least a Pass for every unit to be awarded the qualification they have entered for. Qualifications are graded using a Pass, Merit, Distinction, Distinction\* (and Unclassified) structure.

## Progression after Sixth Form

Many students progress onto further study in a related discipline. The Digital Media course is widely accepted by universities offering degree courses or colleges offering a HND/C or foundation degree courses. Alternatively, it is possible to progress directly from a level three Digital Media qualification directly onto a higher apprenticeship in a range of areas.

## Career opportunities

There are a range of careers students could enter after completing their Digital Media qualification. Examples of these are as follows:

Business adviser, Marketing Consultant, Retail Manager, Human Resource Officer, journalist, marketing, social media analyst, social media management, web designer, fine artist, graphic designer, print designer, media, broadcaster, photographer, foley artistry, illustrator, animator, publisher, desktop publishing, editorial illustrator, stage/ prop design, advertising, audio engineer.

**For more information contact:**

Mr R Mclean - [rmclean@speters.org.uk](mailto:rmclean@speters.org.uk)



## Course

A level Economics

## Exam Board

Edexcel

## Entry requirements

Grade 5 in English

Grade 5 in Maths

Students who have not studied GCSE Economics may still be considered.

## Why study Economics?

Have you ever wondered why you make a decision about spending money or thought of a better way to handle your finances?

The recent recession gave us all a chance to evaluate how we use our income to fulfil our needs and wants.

## Course content

This course provides an in depth view into the behaviour of three key economic agents:

1. Business Finance
2. Entrepreneurial Economics
3. Global Concept

There are four topics that combine micro and macroeconomics principles applied to current day context.

## Assessment

**Theme 1:** An introduction to markets and market failure.

**Theme 2:** The UK Economy - performance and policies.

**Theme 3:** Business behaviour.

**Theme 4:** A Global Perspective.

All units are assessed through external examinations.

## Progression after Sixth Form

Most Economics students continue onto further study at university in related fields such as Economics, Business or Social Sciences. Some students use the skills gained in this subject to achieve a higher level apprenticeship.

## Career opportunities

There are a range of careers that students could use their Economics qualification towards, examples of these are:

Economist

Data Analyst

Chartered Accountant

Stockbroker

Teacher



**For more information contact Head of Department:**

Mrs M. Spencer - [m Spencer@speters.org.uk](mailto:m Spencer@speters.org.uk)

**Economics Teacher:**

Miss N. Rush - [nrush@speters.org.uk](mailto:nrush@speters.org.uk)

# ELECTRONICS

## Course

A level Electronics

## Exam Board

WJEC Eduqas

## Entry requirements

GCSE Maths and Physics Grade 5

## Why study Electronics?

Electronics is a Science based course with the emphasis on designing and interpreting electronic systems. Ability and confidence in the subject are developed by having an emphasis on learning through doing, with enjoyable and stimulating practical work.

Electronics also challenges students to understand and apply high levels of mathematics and physics, and in doing so complements these subjects at Advanced Level.

## Global opportunities

You will be hard pressed to find a corner of the world where electrical engineers are not required. And there's even opportunities to study abroad too! There are many courses on offer in the UK, across several different Universities, which offer time abroad as part of the degree programme.

## Course content

**Core Concepts:** 1. System synthesis 2. DC Electrical circuits 3. Input and output sub-systems 4. Energy and power.

**Component 1:** 1. Semiconductor components 2. Logic systems 3. Operational amplifiers 4. Signal conversion 5. AC circuits and passive filters 6. Communications systems 7. Wireless transmission 8. Instrumentation systems.

**Component 2:** 1. Timing circuits 2. Sequential logic systems 3. Microcontrollers 4. Digital communications 5. Optical communication 6. Mains power supply systems. 7. High power switching systems 8. Audio systems.

**Component 3:** This component requires each learner to complete two tasks.

## Assessment

### Component 1: Principles of Electronics

Written examination: 2 hours 45 minutes 40% of qualification.

### Component 2: Application of Electronics

Written examination: 2 hours 45 minutes 40% of qualification.

### Component 3: Extended system design and realisation tasks

Non-exam assessment 20% of qualification.

**Task 1:** A design and program task to create a microcontroller system programmed in assembler language to solve an identified problem, need or opportunity.

**Task 2:** A substantial integrated design and realisation task to create an electronic system to solve an identified problem, need or opportunity.

## Progression after Sixth Form

The specification has been developed for students who wish to progress to higher education and also for employment in the scientific and technological professions. Progression routes would be degree courses in Mathematics, Physics, Electronics, all forms of Engineering, Computing, Robotics, Communication Systems, etc. It is a considerable advantage to have studied Electronics when applying for University courses in Computing and/or Electronic Engineering.

## Career opportunities

Aerospace Engineer  
Broadcast Engineer  
Control and Instrumentation Engineer  
Design Engineer  
Electrical Engineer  
Electronics Engineer  
IT Consultant  
Network Engineer  
Nuclear Engineer  
Systems Analyst

## For more information contact:

Mr R. Brock - [rbrock@speters.org.uk](mailto:rbrock@speters.org.uk)  
Mr D. Cooke - [dcooke@speters.org.uk](mailto:dcooke@speters.org.uk)

# ENGINEERING LEVEL 3

## Course

Level 3 Foundation in Engineering.  
(equivalent to 1 A Level)

## Exam Board

AQA specification

## Entry requirements

GCSE in D&T Grade 6, or L2 Engineering at Merit Level.

## Why study a Technical Award in Engineering?

The AQA Foundation Technical Level in Engineering will allow learners the opportunity to learn and understand the core principles and technologies that underpin modern engineering. The qualification has been developed with reference to relevant National Occupational Standards to ensure it offers opportunities to demonstrate key industry relevant skills. Siemens, Autodesk and Festo are just some of the organisations involved in the development of the course.

## Course content

The qualification is assessed under four different units, all of which have to be passed. There is an externally set examination, a written assignment and 2 internally assessed coursework units. The examination will be taken in May/June of the lower sixth year and can be retaken the following year.

A breakdown of the units is below:

### Unit 1: Materials Technology and Science (Exam)

When designing products, engineers have to select appropriate materials and components for the application. In this unit, learners will develop knowledge and understanding of a range of engineering materials and their properties. They will also consider several of the scientific principles that can affect the choice of material or components in various engineering contexts.

Students will develop knowledge of: properties of materials, engineering materials, engineering chemistry, electricity, transfer of energy and electronics, This is a 1 hour 45 minute written paper worth 80 marks in total

### Unit 2: Mechanical Systems (Written assignment)

Mechanical systems are used to carry out tasks that involve forces and movement. In this unit learners will explore different types of mechanical systems and their typical applications, how these systems are designed, and how they function. They will also assemble and test mechanical systems and identify the preventative maintenance requirements.

### Unit 4: Engineering Design (Practical design assignment)

Design is the essential creative process of engineering, which distinguishes it from science, and which calls for imagination, creativity, the knowledge and application of technical and scientific skills, and skilful use of materials. This unit will assess learners understanding of the engineering design process and their ability to produce an engineering design.

### Unit 5: Production and Manufacture (Practical design assignment)

In this unit, students will develop knowledge and understanding of a range of manufacturing processes and use these processes to plan and manufacture a batch of products. Students will develop knowledge of manufacturing processes, engineering manufacturing systems, quality control and quality assurance, engineering production planning and teamwork.

## Progression after Sixth Form

Students could proceed into an engineering-related apprenticeship or employment. Successful completion of the course will also prepare students for further study such as degree level courses in Engineering.

## Career opportunities

Engineers work in many sectors such as mechanical, electrical, biomedical, communications, automotive and robotics. It is a rewarding career and a much needed skill.

**For more information contact Head of Department:**

Mr M. Buck - mbuck@speters.org.uk



# ENGLISH LANGUAGE & LITERATURE

## Course

A level English Language and Literature

## Exam Board

AQA

## Entry requirements

GCSE Grade 5 in both English Language and GCSE English Literature

## Why study English Language and Literature?

This exciting subject combines two approaches to the study of English: the study of text as literature is combined with the study of text as language by looking in detail at a wide range of textual material (e.g. letters and diaries, speeches and transcribed talk, articles for magazines, news and periodicals).

We study how writers use language in different contexts for an ever-shifting variety of audiences and purposes, in order to create distinctive styles. All students on this course will also have the opportunity to create their own original texts, and reflect analytically upon their methods of composition.

## Course content

In the first year, students will study three set texts (one novel, one selection of poetry and an AQA Anthology of texts) and consider them through the themes of Remembered Places, Imagined Worlds and Poetic Voices.

In the second year, students will produce creative writing on the theme of Society, and will study human conflict by examining a work of drama, as well as performing an original analytical investigation into an issue in language and literature.

## Assessment

Students will sit two exams - one will focus on 'Telling Stories' whilst the other looks at 'Exploring Conflict' in a range of texts.

Students will also undertake an independent investigation that explores a specific technique or theme in both literary and non-literary discourse.

### S. Peter's students say...

*‘There is no right or wrong answer! I like being able to voice my views and listening to other student's views and opinions helps shape my thinking and deepen my understanding.’*

### S. Peter's students say...

*‘There's a great range of texts to study and the re-creative part of the course means I can be creative as well as analytical.’*

## Progression after Sixth Form

You can apply to do a degree in a wide range of subjects such as English, Journalism, Media and Communication Studies or Law.

Studying this subject will make you expert at analysing, interpreting and creating a wide variety of written and spoken texts. The skills you'll learn are highly valued by universities and future employers alike. Your powers of written and spoken communication will be enhanced as you hone your writing and speaking skills, producing texts for different audiences and purposes.

## Career opportunities

It leads into careers in Marketing, Public Relations, Copywriting, Speech and Language Therapy, Publishing, Advertising, Editorial Work, Script Writing and many others.

## For more information contact Head of Department:

Mrs C. Crick - [ccrick@speters.org.uk](mailto:ccrick@speters.org.uk)

## Course

A level English Literature

## Exam Board

AQA - Specification B

## Entry requirements

GCSE Grade 6 in both English Language and GCSE English Literature. To meet the demands of the course, you must be an avid reader.

## Why study English Literature?

For voracious readers, word lovers, poets and theatre buffs English Literature is the perfect choice. Studying literature feeds the imagination. It allows you to travel back in time, share the experiences of others, take on new perspectives, explore ideas, beliefs and values, challenge or discover your own and learn the literary skills to express yourself in original and creative ways through dialogue, argument, prose and poetry.

The analytical, interpretative and discursive skills you develop by studying literature will also prove excellent preparation for university. A level English Literature is a highly regarded qualification by universities.

## Course content

### Aspects of Tragedy:

At the core of all the set texts is a tragic hero or heroine who is flawed in some way, who suffers and causes suffering to others and in all texts there is an interplay between what might be seen as villains and victims. Some tragic features will be more in evidence in some texts than in others and students will need to understand how particular aspects of the tragic genre are used and how they work in the three chosen texts. The absence of an 'aspect' can be as significant as its presence.

### S. Peter's students say...

*‘I love being able to discuss and share our enjoyment of texts in class. The critical approach to studying texts is challenging but the seminar style lessons allow for lots of sharing of ideas.’*

## Elements of Crime Writing:

In the case of Elements of crime writing, many of the texts pre-date the crime fiction genre that emerged as a recognisable literary genre in the mid-19th century and with academic recognition in the 20th century. However, in all the texts a significant crime drives the narrative and the execution and consequences of the crime are fundamentally important to the way the text is structured.

All set texts are narratives which focus on transgressions against established order and the specific breaking of either national, social, religious or moral laws.

## Theory:

- Narrative theory
- Feminist theory
- Marxist theory
- Eco-critical theory
- Post-colonial theory
- Literary value and the canon

## Assessment

Students will sit two exams - one will focus on Aspects of Tragedy whilst the other will look at Elements of Crime Writing. Students will also undertake two independent coursework style tasks which can be either critical essays or re-creative writing.

## Progression after Sixth Form

English Literature is a highly regarded A level that can take students onto almost any course of study. It is an obvious choice for English degree courses but is also an excellent option for those considering arts and humanities subjects, languages, business and law.

## Career opportunities

With your excellent communication skills, wily use of language and creative flair you could write a bestselling novel, set up your own publishing house or online media platform, produce scripts for film, theatre and TV, lead global campaigns and much more.

## For more information contact Head of Department:

Mrs C. Crick - [ccrick@speters.org.uk](mailto:ccrick@speters.org.uk)



## Course

Extended Project Qualification (EPQ)

## Exam Board

AQA specification

## Entry requirements

This qualification is usually taken in addition to three A Levels and is best suited to students who have demonstrated a strong aptitude or ability in a subject.

## What is the EPQ?

Run in a university style through 1:1 tutorials and some taught lessons, this is a qualification that prepares you well for higher education and for employment. Just as importantly, it allows you to carve out entirely your own pathway and really follow your own interests.

Best of all, the Extended Project Qualification is equivalent to half an A level and is highly regarded by universities as evidence that the transition from college to university will be a smooth one for students who have successfully demonstrated their aptitude for independent learning. The Extended Project Qualification (EPQ) course at S. Peter's begins in January of Year 12. Students taking EPQ are taught for one or two lessons a week and study independently for other lessons.

## What do I actually have to do?

The EPQ consists of three elements:

- An essay of 5000 words on a subject of your choice. It can be linked to the area you would like to study at university, or can be something completely different that you personally have a passion to study in greater depth. Some examples are listed later on. However, it could be an "artefact" like a play, a dress or a piece of music – together with a 2000 word essay.
- A production log which details the research that you carried out, how you evaluated your sources for potential bias or inaccuracy, a bibliography, how you planned your time, successes and failures, and finally a reflection on yourself and your finished project.
- Lastly, a presentation of your main findings.

## Why should you take the Extended Project Qualification?

In a competitive market, universities value this qualification and use it to identify the very best students. It emphasises your ability to carry out independent research and your ability to plan and realise a project. You will also be demonstrating these skills to universities and potential employers who find selection of candidates difficult.

## Examples of extended projects

- Can Cuba continue with a planned economy?
- How successful have attempts been to combat the threat posed by Hepatitis B?
- How does Irish folk music reflect the social, political and economic history of Ireland?
- Is punk rock art?
- Do violent films cause violence?
- To what extent was the fall of Rome due to Christianity?
- What is the best way to tackle MRSA in hospitals?
- Should the voting age be lowered to 16?
- Can science explain happiness?
- Are ASBOs effective?
- A documentary exploring the issues behind the decline of theatre audience while cinema remains popular
- Did Gustave Flaubert's novel, Madame Bovary, revolutionise French Literature, culture and attitudes?
- Public Art in Birmingham from high art to low culture; who chooses it? What is the impact of it on its surroundings and what do people think?

**For more information contact Director of Sixth Form:**

Mr T. Barnard - [tbarnard@speters.org.uk](mailto:tbarnard@speters.org.uk)

## Course

A level Film Studies

## Exam Board

Eduqas

## Entry requirements

GCSE Grade 4 in English Language or English Literature plus a Grade C GCSE in a Humanity subject.

## Why study Film Studies?

The A level specification in Film Studies is designed to deepen students' understanding, appreciation and enjoyment of film, the major art form of the twentieth century, and one developing new modes of expression and exhibition in the first decades of the twenty-first century.

The specification builds on the cine-literacy learners have developed informally since childhood. They will study film deriving from a variety of viewing situations. They will also engage with a wide range of different kinds of films. Students also gain experience of practical filmmaking skills as part of the creative units. The course includes both technical and theoretical components.

## Course content

A level Film Studies builds on candidates' informal learning, prior experience of film in key stages 1 to 3 and the knowledge, understanding and skills established at key stage 4, in whatever curricular context.

Film Studies is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. The specification provides a framework for exploration of such issues and includes specific content through which individual courses may address these issues.

- **Component 1:** American & British Film
- **Component 2:** Varieties of Film
- **Component 3:** Production

## Assessment

**Component 1:** 2 ½ hour exam. 3 x 50 minute essay 35% of course.

**Component 2:** 2 ½ hour exam. 1 x 60 minute essay & 3 x 30 minute essay - 35% of course.

**Component 3:** Non Exam Assessment. Creative Project - 30% of course.

## Progression after Sixth Form

This course provides a suitable foundation for the study of Film Studies or a related area through a range of higher education degree courses, progression to the next level of applied qualifications (eg HND) or direct entry into employment. In addition, the specification provides a coherent, satisfying and valuable course of study for all occasions.

## Career opportunities

There are several careers, as well as the Film and Media industry, that will value students with analytical and creative abilities. Many students pursue a career in Film as they are ambitious and driven to make their own creative work, either as screenwriters, producers or directors.

*“There is no right or wrong. Filmmaking is the chance to live many lifetimes.”*

*Robert Altman*

*“Life moves pretty fast. If you don't stop and look around once in a while, you could miss it.”*

*Ferris Bueller*

**For more information contact Head of Department:**

**Mr P. Jelic - [pjelic@speters.org.uk](mailto:pjelic@speters.org.uk)**



# FURTHER MATHS

## Course

A level Further Maths

## Exam Board

AQA - Linear course

## Entry requirements

This course must be studied in conjunction with A level Maths. A strong grade 7 or higher at GCSE Maths. A real passion for Mathematics.

## Why study Further Mathematics?

Further Maths is fun and rewarding. It broadens your mathematical skills and promotes deeper mathematical thinking. You will be introduced to interesting new areas of pure mathematics such as complex numbers and apply mathematics in a wider range of contexts.

## Course content

All students must complete a compulsory component comprised of;

- Mathematical argument, language and proof
- Mathematical problem solving
- Mathematical modelling.

The methods involved in this component include;

1. Proof
2. Complex Numbers
3. Matrices
4. Further Algebra and Functions
5. Further Calculus
6. Further Vectors
7. Polar coordinates
8. Hyperbolic functions
9. Differential Equations
10. Trigonometry
11. Coordinate geometry

Students also choose to study two of the following components.

- Optional application 1 - Mechanics
- Optional application 2 - Statistics
- Optional application 3 - Discrete

## Assessment

3 written papers of 100 marks, each lasting 2 hours and with equal weight in the A Level qualification. All questions are compulsory. There is no coursework component which allows students more time to concentrate on practising their techniques. A scientific or graphics calculator is essential.

## Progression after Sixth Form

Further maths is valuable in all fields but particularly useful. If you are planning to take a degree such as Engineering, Maths, Sciences, Computing, Finance/Economics etc.

## Career opportunities

Mathematical competence is a vital component in the fields of technology and business. This subject will also be particularly beneficial for pupils considering careers in Engineering, Physical Sciences, or Actuary.

### S. Peter's students say...

*‘Mrs Pearce, I don't think I would've done a Maths degree or even A level further Maths without you and Mrs Jewson inspiring me to study maths in more depth, so I owe both of you a huge debt.’*

*Kieran - Maths Undergraduate at Cambridge University 2017*

### For more information contact Head of Department:

Mrs E. Pearce - [epearce@speters.org.uk](mailto:epearce@speters.org.uk)

### Course Lead:

Mrs S. Jewson - [sjewson@speters.org.uk](mailto:sjewson@speters.org.uk)



# GEOGRAPHY

## Course

A level Geography

## Exam Board

OCR

## Entry requirements

GCSE Geography Grade 5  
English and Maths at Grade 5

## Why study Geography?

Geography is part of everyday life: world weather and food costs; multi-national companies and politics; population movements and urban and rural change; tectonics and coasts. Understanding these things is what Geography is about.

The levels of interest span all scales, from a local planning enquiry to Global warming! The subject provokes thought and enquiry whilst exploring modern and engaging topics. Geography provides pupils with a rich foundation of specialist knowledge and understanding and empowers them with a suite of academic, professional and personal skills.

## Course content

**Unit 1 - Physical Systems:** Landscape Systems, Earth's Life Support Systems.

**Unit 2 - Human Interactions:** Changing Spaces; Making Places, Global Connections.

**Unit 3 - Geographical Debates:** Exploring Oceans and Hazardous Earth.

**Unit 4/5 - Independent Investigation.**

### S. Peter's students say...

*‘I'm so glad I took Geography. The teachers are amazing, they inspire us and make the lessons interesting.’*

## Assessment

3 externally assessed written papers: 80% of total A level  
Non-examination assessment: 20% of total A level.

## Progression after Sixth Form

Many students continue to study Geography at university. There are very few careers, in the global job market, for which Geography does not provide a valuable background. Geography offers skills and knowledge that are directly transferable into many careers and subject areas.

## Career opportunities

Really useful career skills are developed, including:

- Oral and Written Communication
- Map and Graph Construction
- Research
- Enquiry and Investigation
- Problem solving Number and Statistics
- Instrumentation and ICT
- Literacy
- Modelling and Simulation

A post-16 Geography qualification is useful and relevant for many careers, such as:

Management and Administration  
Education, Professional and Social Services  
Business and Finance  
Environmental Management  
Scientific and Information Services

## Other information

The department seeks to encourage the student to achieve his or her very best in the subject. A good solid framework and imaginative teaching is provided to inspire a real interest in Geography and a lifelong love of the subject.

The department takes every opportunity to learn beyond the classroom. In the last few years, field studies have included trips to the Isle of Arran in Scotland, Pembrokeshire and Cardiff. In 2018 we will be exploring the unique environment of Iceland.

## For more information contact Head of Department:

Mr R. Walker - [rwalker@speters.org.uk](mailto:rwalker@speters.org.uk)

# HEALTH & SOCIAL CARE



## Course

BTEC Health & Social Care Level 3 Certificate  
& extended Certificate

National Diploma in Health & Social Care

This course can also be taken as a double award equivalent in size to 2 A Levels. Where this is the case students will study further related units.

## Exam Board

Pearson

## Entry requirements

GCSE English Language Grade 4

## Why study Health & Social Care?

This course enables learners to gain a nationally recognised vocationally specific qualification to enter employment in the Health and Social Care sector. It gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

## Course content

### Unit 1: Human Lifespan Development

- Learners cover physical, intellectual, emotional and social development across the Human lifespan.
- Learners will examine factors affecting development and the effects of ageing.

### Unit 5: Meeting Individual Care and Support Needs

- Examine the principles, values and skills which underpin meeting the care and support needs of individuals
- Examine the ethical issues involved when providing care and support to meet individual needs
- Investigate the principles behind enabling individuals with care and support needs
- Investigate the roles of professionals and how they work together to provide care and support necessary to meet individual needs.

### Unit 2: Working in Health and Social Care

- Learners explore what it is like to work in the Health and Social Care sector.
- Including examining the roles and responsibilities of workers and organisations.

### Unit 11: Psychological Perspectives

- Examine how psychological perspectives contribute to the understanding of human development and behaviour.
- Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours.
- Examine how psychological perspectives are applied in health and social care settings.

## Assessment

The course is assessed through a combination of internal and external assessment. Exam papers require a mixture of shorter and more developed answers.

## This course is equivalent to:

Distinction - 120 Points, (equivalent to Grade A at A level)  
Merit - 80 Points, (equivalent to Grade A at A level)  
Pass - 40 Points, (equivalent to Grade A at A level)

At the end of Year 13 learners will achieve the extended certificate equivalent to 1 A level

## Progression after Sixth Form

Many students progress to higher education vocational qualifications.

## Career opportunities

University courses such as Nursing, Midwifery, Early Years, Social work, Occupational therapy. The Health and Social Care course is assessed using a combination of internal and external assessments. Two Internal assessments are set and marked by the course tutors, moderated within school and sent for National Standards Sampling. The other two external assessments are set and marked by Pearson. All work is task based and frequent verbal feedback is given by tutors. There are opportunities for work placements in a Health and Social Care setting to access relevant information for assignments. During this course, you will have the opportunity to participate in work experience within the health and social care industry. Additionally, regular guest speakers throughout the course to work with you as potential health and social care professionals. School visits to the London museum of Health and Medicine where you will have the opportunity to observe exhibitions on Sigmund Freud's work in psychology which coincides with Unit 11 also a chance to discover the history of Public Health Nursing, it's a great experience for budding health professionals!

## For more information contact:

Miss J. Jasmin - [jjasmin@speters.org.uk](mailto:jjasmin@speters.org.uk)

## Course

A level History

## Exam Board

AQA

## Entry requirements

GCSE History Grade 5/6  
English Language Grade 5/6

## Why study History?

We are a highly successful department. We are well resourced and with a strong record of success over many years.

## Course content

### Year 12:

#### Unit 1: The Tudors 1485 - 1547

- Henry VII
- Henry VIII

#### Unit 2: International relations and Global Conflict:

- The causes of World War I

### Year 13:

#### Unit 1: The Tudors 1485 - 1547

- Edward VI
- Mary I
- Elizabeth I

#### Unit 2: International relations and Global Conflict:

- The causes of World War II

## Coursework / Historical Investigation:

An essay covering over 100 years.

## Assessment

### Unit 1:

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks / 40% of A-level

### Unit 2:

- Written exam: 2 hours 30 minutes
- Three questions (one compulsory)
- 80 marks / 40% of A-level

## Coursework / Historical Investigation:

- 3,500 words
- 40 marks
- 20% of A-level

## Progression after Sixth Form

Many students go on to study History at university. Law and Politics also value A level History.

## Career opportunities

Architecture, Broadcasting, Economist, Publisher, Solicitor, Civil Service, IT, Journalist, Police, Public Relations, Armed Services, Banking, Film/Television, Market research and Personnel Management.

## Other information

It is important that students have an enquiring mind, an interest in the past and its relevance to current affairs, and an ability to communicate their ideas effectively. History includes a lot of reading and writing. Students who study A level History will have access to a wide range of careers and higher education opportunities. They learn to evaluate and analyse information, weigh evidence and communicate complex ideas clearly. These are skills recognised and valued by employers, universities and colleges.

## S. Peter's students say...

“During A level History you study topics in more depth and explore more of history's complexities than at GCSE which is exciting. The support I had during my A level History course at S. Peter's was fantastic... it was good preparation for history at university and very enjoyable as well!”

## For more information contact Head of Department:

Mr N. Morgan - nmorgan@speters.org.uk



## Course

A level French

## Exam Board

AQA

## Entry requirements

Grade 6 at GCSE

## Why study French?

If you love France and all things French then why not consider studying French at A level?

If you have enjoyed learning French up to GCSE level, enjoyed communicating in French and if you want to learn more about France and the French way of life then A level French is for you! We use a variety of teaching resources including newspapers and magazine style material plus authentic resources such as films, music and blogs.

We work with language assistants to provide in-class support and also individual or small group appointments to develop speaking skills and cultural awareness. Students will be moving away from reliance on pre-prepared work and focus on becoming increasingly spontaneous, and exploring the culture and history of the French-speaking world.

## Course content

The themes listed below are covered over the two year course, with grammatical concepts taught in context.

- Current trends in French-speaking society.
- Current issues in French-speaking society.
- Artistic culture in the French-speaking world.
- Political life in the French-speaking world.

You will also study a film and a book or play, and carry out an extensive Individual Research Project on a topic of your choice.

## Assessment

**Paper 1:** 160 marks, 40% of total A level.

Listening, reading and writing (translation French into English and English into French)  
2h 30

**Paper 2:** 90 marks, 30% of total A level.

Writing. 2 essays on the 2 literary works studied.  
2 hours.

**Paper 3:** 60 marks, 30% of total A level.

Speaking. Discussion of a sub-theme studies and a presentation and discussion on the student's chosen topic for the Individual Research Project.  
Speaking exam lasts between 21 & 23 minutes (including 5 minutes preparation time)

## Progression after Sixth Form

A large proportion of students who take a language at A level at S. Peter's go on to study languages at university. Others opt for vocational courses with a foreign language. It is also possible, and increasingly useful, to combine a foreign language at degree level with an unrelated subject such as a Science, Law or Business Studies. This opens the door to placements abroad and increased job opportunities.

## Career opportunities

Many employers value competence in a foreign language not only for the ability you will have to communicate effectively with other nationalities but also for the fact that it demonstrates good organisational skills, determination to succeed over an extended period and the ability to retain key information.

Studying a language can lead to careers in teaching, translation, the travel industry, journalism, customs and all businesses involved in exporting and importing goods and services.

**For more information contact Head of Department:**

Miss H. Wheatcroft - hwheatcroft@speters.org.uk

# Hallo!

## S. Peter's students say...

*‘I find learning about other cultures interesting. I particularly like developing my knowledge of cultures through language and appreciate the expertise of my teachers. Learning another language challenges and deepens my understanding of my own language.’*

## Course

A level German

## Exam Board

AQA

## Entry requirements

Grade 6 at GCSE

## Why study German?

Spoken in Germany, Austria, Switzerland and (of course) Liechtenstein, German is Europe's most widely spoken first language. If you have become fascinated by the strange word order and enjoy breaking up long normal everyday words, why not consider German at A level? The early part of the course gives you the chance to get to bring together prior learning and build up your confidence with a broader vocabulary, and you will go on to master a wide range of grammatical concepts.

You will soon increase your ability to communicate on a wide range of relevant topic areas and expand your understanding of the German-speaking world. Students will be moving away from reliance on pre-prepared work and focus on becoming increasingly spontaneous, and exploring the culture and history of German speaking countries.

## Course content

The themes listed below are covered over the two year course, with grammatical concepts taught in context.

- Current trends in German-speaking society.
- Current issues in German-speaking society.
- Artistic culture in the German-speaking world.
- Political life in the German-speaking world.

# LANGUAGES - GERMAN

You will also study a film and a book or play, and carry out an extensive Individual Research Project on a topic of your choice.

## Assessment

**Paper 1:** 160 marks, 40% of total A level.

Listening, reading and writing (translation German into English and English into German) 2hr 30 minutes.

**Paper 2:** 90 marks, 30% of total A level.

Writing, 2 essays on the 2 literary works studied. 2 hours.

**Paper 3:** 60 marks, 30% of total A level.

Speaking. Discussion of a sub-theme studies and a presentation and discussion on the student's chosen topic for the Individual Research Project.

Speaking exam lasts between 21 & 23 minutes (including 5 minutes preparation time)

## Progression after Sixth Form

A large proportion of students who take a language at A level at S. Peter's go on to study languages at university. Others opt for vocational courses with a foreign language. It is also possible, and increasingly useful, to combine a foreign language at degree level with an unrelated subject such as a Science, Law or Business Studies. This opens the door to placements abroad and increased job opportunities.

## Career opportunities

Many employers value competence in a foreign language not only for the ability you will have to communicate effectively with other nationalities but also for the fact that it demonstrates good organisational skills, determination to succeed over an extended period and the ability to retain key information.

Studying a language can lead to careers in teaching, translation, the travel industry, journalism, customs and all businesses involved in exporting and importing goods and services.

## For more information contact Head of Department:

Miss H. Wheatcroft - [hwheatcroft@speters.org.uk](mailto:hwheatcroft@speters.org.uk)



Hola!

## LANGUAGES - SPANISH

### Course

A level Spanish

### Exam Board

AQA

### Entry requirements

Grade 6 at GCSE

### Why study Spanish?

If you enjoy this vibrant language and want to know more about Spain and the Spanish-speaking world, then A level Spanish may well be for you. Year 1 gives you the chance to bring together prior learning and build up your confidence with a broader vocabulary, and you will go on to master a wide range of grammatical concepts by the end of Year 2.

We offer a range of up-to-date resources to support the new A level specification, and supplement these with authentic material from newspapers, blogs, magazines and television. We plan to have a Spanish language assistant working both in class and with individuals and small groups to increase spontaneity and to add authenticity to the topics covered. Our groups tend to be small so everybody has the opportunity to contribute - in Spanish, of course!

### Course content

The themes listed below are covered over the two year course, with grammatical concepts taught in context.

- Current trends in Spanish-speaking society.
- Current issues in Spanish-speaking society.
- Artistic culture in the Spanish-speaking world.
- Political life in the Spanish-speaking world.

You will also study a film and a book or play, and carry out an extensive Individual Research Project on a topic of your choice.

### Assessment

**Paper 1:** 160 marks, 40% of total A level.

Listening, reading and writing (translation Spanish into English and English into Spanish)  
2hr 30 minutes.

**Paper 2:** 90 marks, 30% of total A level.

Writing, 2 essays on the 2 literary works studied.  
2 hours.

**Paper 3:** 60 marks, 30% of total A level.

Speaking. Discussion of a sub-theme studies and a presentation and discussion on the student's chosen topic for the Individual Research Project.  
Speaking exam lasts between 21 & 23 minutes (including 5 minutes preparation time)

### Progression after Sixth Form

A large proportion of students who take a language at A level at S. Peter's go on to study languages at university. Others opt for vocational courses with a foreign language. It is also possible, and increasingly useful, to combine a foreign language at degree level with an unrelated subject such as a Science, Law or Business Studies. This opens the door to placements abroad and increased job opportunities.

### Career opportunities

Many employers value competence in a foreign language not only for the ability you will have to communicate effectively with other nationalities but also for the fact that it demonstrates good organisational skills, determination to succeed over an extended period and the ability to retain key information.

Studying a language can lead to careers in teaching, translation, the travel industry, journalism, customs and all businesses involved in exporting and importing goods and services.

**For more information contact Head of Spanish:**

Mr L. Cogollo - [lcogollo@speters.org.uk](mailto:lcogollo@speters.org.uk)



## Course

A level Law (Online)

## Exam Board

AQA specification

## Entry requirements

Maths & English Level 5

Grade 5 or more in a humanity subject

## Why study Law?

Studying Law gives students an understanding of the role of Law in today's society and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers.

## Course content

1. The nature of law and the English legal system
2. Criminal law
3. Tort
4. Law of contract
5. Human rights

## Students will be expected to:

- Develop competence in using legal skills during the study of the nature of law, legal issues and the English legal system, and private and public areas of substantive law.
- Demonstrate their ability to analyse a scenario by identifying the key facts from which legal issues arise.
- Analyse, when formulating a legal argument, legislation by applying the rules and principles of statutory interpretation and analyse case law by applying the doctrine of precedent.
- Particular proposition by reference to the relevant legal rules and principles that support that argument.
- Construct clear, concise and logical legal arguments which are substantiated by legal authority, using appropriate legal terminology.

- Construct a persuasive argument including instances where they have recognised that there are no clear legal precedents or conflicting precedents to solve a problem.
- Analyse and critically evaluate legal issues by identifying different perspectives, being able to support their identification

## Am I suitable to study a course online?

Online study is suitable for students who are motivated, independent and able to manage their time effectively.

## How do online courses work?

We provide courses in partnership with NEC (National Extension College). All course materials are expertly written and designed to guide you through the subject. Carefully selected resources will be signposted within your course. Each student is supported by a personal tutor, contactable through [learn@nec](mailto:learn@nec) and they are available whenever they are needed. Your tutor will be fully qualified to teach, an expert in their subject and with you every step of the way.

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You can work through the course at your own pace. You'll complete assignments and upload them to [learn@nec](mailto:learn@nec) for your tutor to mark. Your tutor will then upload their feedback for you to read. Through [learn@nec](mailto:learn@nec) you'll also be able to interact with other students in the course forums. Interacting with your peers is a great way of discussing what you're learning and helping you to really understand and deepen your understanding.

## Assessment

All exams are sat at school in the usual manner. Law is examined through three separate exams each worth 33% and lasting two hours.

## For more information contact Director of Sixth Form:

Mr T. Barnard - [tbarnard@speters.org.uk](mailto:tbarnard@speters.org.uk)



## Course

A level Maths

## Exam Board

AQA - Linear course

## Entry requirements

A strong grade 6 or higher at GCSE Maths

## Why study Mathematics?

A level Mathematics is an interesting and challenging course which builds upon the methods you learned at GCSE. As well as being a fascinating subject in itself Maths A Level will help you to unlock the mysteries of science, technology and statistics, Studying Mathematics offers higher earning potential, exciting career opportunities and a grounding in important life skills. A mathematical background will help you to think logically, analyse data and express yourself clearly.

## Course content

A level Mathematics is comprised of studies within the 3 compulsory fields of pure maths, mechanics and statistics. Students will make in-depth studies into the following areas:

- Proof
- Algebra and functions
- Coordinate geometry
- Sequences and series
- Trigonometry
- Exponentials and logarithms
- Differentiation & Integration
- Numerical methods
- Vectors
- Quantities and units in mechanics
- Kinematics
- Forces and Newton's Laws
- Moments
- Statistical sampling
- Data presentation and interpretation
- Probability
- Statistical Distributions
- Statistical hypothesis testing

There is no coursework component which allows students more time to concentrate on practising their techniques.

## Assessment

The A level Maths Course is examined with 3 written papers each lasting 2 hours and each paper worth 33.3% of the A level Qualification. Both papers have a maximum of 100 Marks. All questions are compulsory. A scientific or graphics calculator is an essential requirement of the course.

## Progression after Sixth Form

Many courses at University will accept students who offer A level Mathematics as they will have shown that they can develop reasoned arguments as well as having the ability to interpret, analyse and solve problems by applying a correct mathematical model.

Since Mathematics is a neutral subject it is easily combined with other courses to form Joint Honours degrees such as Mathematics & History, Mathematics & English, Mathematics & Business or Mathematics & Music etc.

## Career opportunities

Mathematical competence is a vital component in the physical sciences and in the fields of technology and business. It is an essential tool for all engineers and is of growing importance in the disciplines of both Medicine and Law.

## For more information contact Head of Department:

Mrs E. Pearce - [epearce@speters.org.uk](mailto:epearce@speters.org.uk)

## Course Lead:

Mrs S. Jewson - [sjewson@speters.org.uk](mailto:sjewson@speters.org.uk)

## Course

A level Music

## Exam Board

OCR

## Entry requirements

GCSE Level 6 or higher. Ability to play an instrument or sing to around grade 5 standard. Students who did not take GCSE music may still be considered if they are receiving instrumental music lessons and can perform at ABRSM grade 5 standard.

## Why study Music?

Students choose A level Music in order to develop their practical musicianship, their knowledge of musical cultures and historical context, their skills as a composer or arranger as well as their analytical skills. Students develop their performing skills in solo and ensemble situations, learn how harmony is used in certain specified genres, compose their own music in response to a brief and refine analytical skills through listening and written tasks.

## Course content

Students will study core content including organisation of pitch, harmony and tonality, musical structures, timbres and instrumentation, tempo, metre and rhythm and use of dynamics and expression. In addition to this, they will develop an understanding of musical context and the influence and impact of changing social and cultural contexts. Students will also make in-depth studies into the following areas:

- Instrumental Music of Haydn, Mozart and Beethoven
- Popular Song: Blues, Jazz, Swing and Big Band
- Developments in Instrumental Jazz 1910 to the Present Day
- Religious Music of the Baroque Period
- Programme Music 1820 - 1910
- Innovations in Music 1900 to the Present Day

## Performance opportunities

The ability to perform to an audience is an essential skill in many professions. It is a key aspect of leadership and those skills are nurtured and developed through music performance.

## Assessment

Students can choose to specialise in either composition or performance.

- Performing 25% or 35%
- Composing 25% or 35%
- Listening & Appraising 40%

Students perform for a minimum of ten minutes on their chosen instrument, compose three pieces of music with a minimum duration of eight minutes and complete a written exam.

## Progression after Sixth Form

Many students go on to study music as an undergraduate at a University or Conservatoire.

In recent years, students have gone from S. Peter's to the Royal Northern College of Music, the Royal Birmingham Conservatoire, Cambridge University and The Royal Welsh College of Music & Drama.

### S. Peter's students say...

*‘I like the small groups, I like the challenge of studying scores and learning about the historical development of music, most of all I love all the different performing opportunities and the tours to New York, Boston and other countries.’*

**For more information contact Head of Department:**

Mrs N. Lacey - [nlacey@speters.org.uk](mailto:nlacey@speters.org.uk)



# PHYSICAL EDUCATION

## Course

A level Physical Education

## Exam Board

OCR

## Entry requirements

GCSE Level 6 or higher in GCSE Physical Education or BTEC Level 2 Certificate/Diploma at Merit or higher. Level 4 in GCSE Maths and English. Level 5 in GCSE Sciences preferred. It is vital that students are regularly training and competing at a good standard in one of the government's approved sporting activities.

## Why study Physical Education?

Studying A level Physical Education will give you a fantastic insight into the amazing world of sports performance. Not only will you have the chance to perform a sport through the non-exam assessment component, you will also develop a wide ranging knowledge into the how and why of physical activity and sport.

## Course content

The course is very diverse, covering a wide range of sports-related fields of study. It is composed of four components.

### 1. Physiological factors affecting performance (30%)

Includes musculoskeletal, cardiovascular, respiratory and energy systems; diet and nutrition; training methods; injury rehabilitation and biomechanics

### 2. Psychological factors affecting performance (20%)

Includes skill classification, stages of learning, guidance and feedback, leadership, self-efficacy and group and team dynamics

### 3. Socio-cultural factors affecting performance (20%)

Includes ethics and deviance; commercialisation and the media; modern technology; the emergence and evolution of modern sport and global sporting events.

### 4. Performance in Physical Education (30%)

Practical performance in sport and evaluating and analysing performance for improvement

## Assessment

The theoretical components of the course (70%) are assessed through three 60-90 minute, externally assessed written examinations, at the end of the course.

The practical component (30%) is internally marked and externally moderated. Student performance in one sport will be observed and assessed through live and video performances and a log of competition. For the analysis of performance students will watch a live performance and then orally present an analysis and action plan, supporting their response with theoretical content.

## Progression after Sixth Form

A level PE is an excellent base for a degree in sports science, physiotherapy, physical education, sport and leisure management, healthcare, nutrition and dietetics, sports development, or exercise and health.

The course can be studied alongside any subjects but especially complements studies in Science. For those wishing to pursue Sports Science or Physiotherapy, combining PE with a Science subject is often essential.

## Career opportunities

A level Physical Education can open up a range of career opportunities in the sports industry, including sports physiology, psychology or biomechanics, sports development, sports coaching, physiotherapy, personal training, sports journalism, sports technology and PE teaching.

Although many students pursue a sports-related career option, the course has equipped a significant number of our past students to progress onto further study and careers outside of the sports and health industries, including the Armed and Public Services, Engineering, Business, Law, Accounting, Geography, Performing Arts, English Literature and Primary Education.

## For more information contact Head of Department:

Mrs H. McGlynn - [hmcglynn@speters.org.uk](mailto:hmcglynn@speters.org.uk)  
Mr M. Dulson - [mdulson@speters.org.uk](mailto:mdulson@speters.org.uk)



# PERFORMING ARTS - ACTING

## Course

National Extended Certificate in Performing Arts (Acting)

## Exam Board

Pearson

## Entry requirements

Clear Evidence of performance skills. Entrance may be subject to an audition. GCSE English Language or Literature Grade 4

## Why choose this course?

The BTEC Level 3 National Extended Certificate in Performing Arts has been specifically designed to enable students to explore a wide range of performance elements. As well as providing training in acting, students can tailor their course to suit their performing abilities in dance and singing also. This course also emphasizes the skills that employers are looking for, including team work, self-confidence, communication skills, self-motivation and the ability to meet targets.

The course enables students to develop their performance skills to a high level and to learn the graft and craft of acting. Students will be provided with opportunities to develop practical understanding of the skills and knowledge, alongside critical analysis skills and contextual understanding of practitioner's work. This course builds the skills needed for a career in the Performing Arts industry and is equivalent to one A-Level.

## What do I need to know about the course?

- All units are completed through a mixture of practical and written coursework.
- Two units are externally assessed and two are internally assessed and verified in school.
- You will be provided with opportunities to develop a range of performing skills and techniques, as well as, personal skills and attributes that are essential for successful performance in working life.
- There is a large amount of practical ensemble work meaning that effective communication skills and an ability to work productively as part of a group are essential and will be developed.
- You will need to keep a reflective log book to record the creative journey and evaluate your work.
- There is a written unit which concentrates on your written ability to critically analyse.

- Plenty of opportunity is given for students to perform their work, whether scripted or devised, to a live audience in the theatre. Performances are recorded and used as evidence for external examinations and moderations.

## Course content

### Unit 1: Investigating Practitioner's Work

This unit requires students to investigate the work of performing arts practitioners, develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

### Unit 2: Developing Skills & Techniques for Live Performance

This unit allows students to explore technical performance skills with a focus on developing and demonstrating skills and techniques in at least two performance styles within a selected discipline. Students will participate in regular workshops, classes and exercises where they will acquire the necessary skills to help you succeed in performing live to an audience.

### Unit 19: Acting Styles

For this unit students will need to engage in practical workshop classes to develop their acting technique. They will be introduced to the theories and techniques of key Drama practitioners, utilising them practically in applying the techniques to their rehearsal and creative process. Students will need to participate in rehearsals before performing two different pieces to a live audience. Assessment is of the presentation of the two pieces, as well as the completion of a working log.

### Unit 3: Group Performance Workshop

This unit requires students to work in small groups to create an original performance piece in response to a stimulus provided by the external assignment brief. Students will take part in workshops, experimenting with devising and/or choreographic methods, before drawing on their individual performance skills. They will demonstrate an understanding of the methods and techniques for creating performance in order to contribute to the making of new performance material.

## Progression after Sixth Form

Students who take this course usually have a deep love of the arts and performance. Many students progress to university or drama/dance schools to continue to develop their skills.

## For more information contact Head of Drama:

Mrs M. Washington - [mwashington@speters.org.uk](mailto:mwashington@speters.org.uk)





# PERFORMING ARTS - DANCE

## Course

National Extended Certificate in Performing Arts (Dance)

## Exam Board

Pearson

## Entry requirements

Clear Evidence of performance skills. Entrance may be subject to an audition. GCSE English Language or Literature Grade 4

## Why choose this course?

The BTEC Level 3 National Extended Certificate in Performing Arts has been specifically designed to enable students to explore a wide range of performance elements. As well as providing training in dance, students can tailor their course to suit their performing abilities in acting and singing also. This course also emphasizes the skills that employers are looking for, including team work, self-confidence, communication skills, self-motivation and the ability to meet targets.

The course enables students to develop their performance skills to a high level and to learn the graft and craft of dancing. Students will be provided with opportunities to develop practical understanding of the skills and knowledge, alongside critical analysis skills and contextual understanding of practitioner's work. This course builds the skills needed for a career in the Performing Arts industry and is equivalent to one A-Level.

## What do I need to know about the course?

- All units are completed through a mixture of practical and written coursework.
- Two units are externally assessed and two are internally assessed and verified in school.
- You will be provided with opportunities to develop a range of performing skills and techniques, as well as, personal skills and attributes that are essential for successful performance in working life.
- There is a large amount of practical group work meaning that effective communication skills and an ability to work productively as part of a group are essential and will be developed.
- You will need to keep a reflective log book to record the creative journey and evaluate your work.
- There is a written unit which concentrates on your written ability to critically analyse.

- Plenty of opportunity is given for students to perform their work. Performances are recorded and used as evidence for external examinations and moderations.

## Course content

### Unit 1: Investigating Practitioner's Work

This unit requires students to investigate the work of performing arts practitioners, develop critical analysis skills and contextual understanding of how practitioners communicate themes in their work.

### Unit 2: Developing Skills & Techniques for Live Performance

This unit allows students to explore technical performance skills with a focus on developing and demonstrating skills and techniques in at least two dance performance styles within a selected discipline. Students will participate in regular workshops, classes and exercises where they will acquire the necessary skills to help you succeed in performing live to an audience.

### Optional Unit

Students will choose one of the following units and work to develop their skills, knowledge and understanding of the specialist area.

- Classical Ballet Technique
- 9 Tap Dance Technique
- Jazz Dance Technique
- Street Dance Technique
- Contemporary Dance Technique

### Unit 3: Group Performance Workshop

This unit requires students to work in small groups to create an original performance piece in response to a stimulus provided by the external assignment brief. Students will take part in workshops, experimenting with devising and/or choreographic methods, before drawing on their individual performance skills. They will demonstrate an understanding of the methods and techniques for creating performance in order to contribute to the making of new performance material.

## Progression after Sixth Form

Students who take this course usually have a deep love of the arts and performance. Many students progress to university or drama/dance schools to continue to develop their skills.

## For more information contact Head of Drama:

Mrs M. Washington - [mwashington@speters.org.uk](mailto:mwashington@speters.org.uk)



## Course

A level Philosophy (Online)

## Exam Board

AQA specification

## Entry requirements

Maths & English Level 6.

Grade 6 or higher in a humanity subject.

## Why study Philosophy?

Philosophy is an activity people undertake when they seek to understand themselves, the world they live in, and their relations to the world and each other. Those who study philosophy are engaged in asking, answering, evaluating, and reasoning about some of life's most basic, meaningful, and difficult questions.

- What is it to be a human?
- What is the human mind?
- Are we responsible for what we do, or are we just helpless victims of our genes, environment, and upbringing?
- Is there a God?
- What is the best sort of life to live?
- What is happiness? Can we hope to attain it? Is it what matters most in life? Can bad people be truly happy?

In studying philosophy, you'll have a chance to grapple with these questions yourself and to think about what others - some of the greatest philosophers of the past and present, as well as your fellow students - think about them.

## What will I study?

- Epistemology
- Moral philosophy
- Metaphysics of God
- Metaphysics of mind

## Is philosophy a hard subject to understand?

No A level is easy and Philosophy presents its own challenges. It is often a new subject for students and it can be difficult to understand the arguments and the ideas. When you do anything that is difficult, you develop new skills that make it easier with practise. Some of the skills that Philosophy can teach you are:

- Understanding the relations between ideas: how one idea can imply another or contradict it.
- The ability to spot flaws in arguments.
- The ability to argue.
- Imagination: coming up with novel solutions and novel ideas.
- Communication and conversation: philosophy is done through discussion and debate.

## Am I suitable to study a course online?

Online study is suitable for students who are motivated, independent and able to manage their time effectively.

## How do online courses work?

We provide courses in partnership with NEC (National Extension College).

All course materials are expertly written and designed to guide you through the subject. Carefully selected resources will be signposted within your course. Each student is supported by a personal tutor, contactable through [learn@nec](mailto:learn@nec) and they are available whenever they are needed. Your tutor will be fully qualified to teach, an expert in their subject and with you every step of the way.

You can work through the course at your own pace. You'll complete assignments and upload them to [learn@nec](mailto:learn@nec) for your tutor to mark. Your tutor will then upload their feedback for you to read. Through [learn@nec](mailto:learn@nec) you'll also be able to interact with other students in the course forums. Interacting with your peers is a great way of discussing what you're learning and helping you to really understand and deepen your understanding.

## Assessment

All exams are sat at school in the usual manner. Philosophy is assessed through two three hour exams. Each is worth 50% of the full A level.

## For more information contact Director of Sixth Form:

Mr. T. Barnard - [tbarnard@speters.org.uk](mailto:tbarnard@speters.org.uk)

# PHYSICS

## Course

A level Physics

## Exam Board

AQA

## Entry requirements

GCSE level 6 in Physics (Ideally separate science, if combined pathway then 6 in both science qualifications)  
GCSE level 6 in Mathematics

## Why study Physics?

Physics is the study of the universe around us, and as such is suitable for those that want to know the answers to questions that humans have been trying to unravel for millennia. These questions are still being answered today, and as such this course manages to combine some principles first used by the ancient Greeks, to technology and ideas that are at the forefront of scientific advancement.

A Physics A level is a highly sought after qualification by both universities and employers, as it teaches the skills and techniques used widely in technology and engineering, but also develops critical analysis skills and problem solving abilities.

## Course content

The course is broken down into topics over the two years, with practical activities included in all topics. During the first year the topics are:

Particles and radiation, Waves, Mechanics and Energy, and Electricity in the second year of the course students will study Fields, Further Mechanics and Thermal Physics, Nuclear Physics as well as an additional optional module.

This course includes the practical endorsement, students are required to be showing competency in all areas of experimental techniques.

## Optional Modules:

- Astrophysics
- Medical Physics
- Engineering Physics
- Turning Points in Physics
- Electronics

## S. Peter's students say...

*‘A level Physics encourages you to challenge yourself and expand your understanding of the world around you, whilst gaining an impressive qualification.’*

*Emily, Year 13 Physics student*

## Assessment

The course follows a linear pathway so concludes with three, two-hour examinations taken at the end of the course. These exams are a mixture of long answer and multiple choice questions including practical skills.

## Progression after Sixth Form

Students usually go on to study Science or Engineering related disciplines as undergraduates, although many specialist apprenticeships prefer Physics qualifications.

## Career opportunities

As a general rule, Physics graduates are more likely to be employed and have a higher starting salary than almost any other programme of study.

Careers for Physics include: Scientific research, engineering, finance sectors, business, energy research and development, IT, telecommunications or manufacturing.

## For more information contact Head of Department:

Miss J Cartwright - [jcartwright@speters.org.uk](mailto:jcartwright@speters.org.uk)

## Course

A level Politics

## Exam Board

Edexcel

## Entry requirements

GCSE English Grade 6

## Why study Politics?

Politics combines well with other A level subjects such as Economics, History, Sociology, Geography, English and Modern Languages. Politics can be studied at degree level in many different combinations. As a subject it demands high levels of analytical skill and is therefore potentially attractive to employers. This is a subject that is growing in popularity.

## Course content

The course is taught over two years. In the first year the pupils will be concentrating on the politics of the United Kingdom. With this study the pupils will investigate the electoral system that we currently use in the UK and how perhaps we should change it, how the political system in the UK currently operates and the ways in which people contribute to the democratic process.

The second year sees the focus switch to the United States. During the year the pupils will study the political system which is employed in the United States and will consider how and why it is different to the system used in the UK.

Going deeper, the pupils will evaluate how American politics is changing and consider many wider political issues such as the influence of religious groups on politics in the USA. Furthermore, there will be a study of political thought and how political ideas shape the society we live in.

- **Unit 1** - UK Politics
- **Unit 2** - UK Government & Political Theory
- **Unit 3** - Comparative UK and US Politics

## Assessment

There are three 2 hour exams for this A level. All three exam papers are answered with predominantly essay questions with the use of political sources to stimulate students.

## Progression after Sixth Form

The study of Politics can lead to various university courses such as Politics, International Relations and Global development. As an A level it is attractive to potential employers due to the high levels of analysis and communication demanded by the study of Politics.

## Career opportunities

After studying Politics potential career pathways include politician, journalist, digital media consultant and teacher, amongst many others.

## Other information

Politics is a text based, essay assessed subject, and these facts cannot be ignored. It is however, a subject rich in debate. The subject matter lends itself to a great variety of teaching and learning styles and activities. We plan on a visit to the Houses of Parliament in Year 12, meeting our local MP.

**For more information contact Head of Department:**

Mr N. Morgan - [nmorgan@speters.org.uk](mailto:nmorgan@speters.org.uk)



# PRODUCT DESIGN

## Course

A level Product Design

## Exam Board

AQA specification

## Entry requirements

GCSE in D&T Grade 5/6, or L2 Engineering at Merit level.

## Why study Product Design?

A level Product Design is an exciting and diverse subject that allows individuals to select and work in areas that best suit their strengths. The curriculum develops a broad and comprehensive understanding of materials, processes and design theory. Students will learn a range of modern manufacturing techniques and approaches to design and apply these in innovative ways when manufacturing products. This is a creative and stretching course that develops the whole individual.

## Course content

A level Product Design is assessed under two different areas, externally set examinations and NEA (non-exam assessment). The NEA content is covered through extended coursework design and make projects. There are two exams, both of which will be taken at the end of the Year 13.

During Year 12, students will study theory for the examinations and complete design and make projects to develop their designing and making skills.



## Paper 1

This is a 2 hour written paper and worth 25% of the total A level. It includes multiple choice, short answer and extended response questions.

The content has been divided into two sections:

- Core technical principles and designing and making principles
- Additional specialist knowledge

## Paper 2:

This is also a 2 hour written paper and is worth 25% of the total A level. There is a mixture of short answer and extended response questions. There are two sections:

- Section A: Product Analysis. Up to 6 short answer questions based on visual stimulus of products
- Section B: Commercial manufacture

## Non-exam assessment: Core designing and making principles.

This is worth 50% of the A level. Assessment is coursework based and is approximately 45 hours. There are a total of 100 marks. The focus is on practical application of technical principles, designing and making principles and specialist knowledge. This is a substantial design-and-make task where knowledge of the AS and A2 subject content is applied to the design and manufacture of candidates' own projects.

## Progression after Sixth Form

Successful completion of the course will prepare students for degree level courses in Design. A level Design Technology is also valued by universities offering Engineering and other technical courses.

## Career opportunities

There are many career opportunities in Design such as Interior Design, Industrial Design, Product Design and in Teaching. Product Design is also useful for those looking for a career in Engineering.

## For more information contact Head of Department:

Mr M. Buck - mbuck@speters.org.uk

## Course

A level Psychology

## Exam Board

AQA

## Entry requirements

At least three GCSEs above level 5 including GCSE Maths and English. GCSE Psychology is not essential.

## Why study Psychology?

Psychology is one of the most popular A levels nationally and allows students to explore how human behaviour both shapes and is shaped by the mind. It explores how the way we think is influenced both by the internal body/brain environment and by the social, familial and cultural conditions we are subject to. Technically, Psychology is a study of the mind and is classified as one of the sciences. It affords the student the opportunity to investigate the fascinating hidden world of the mind and try, to understand the multiple variations of behaviours that human beings display and to investigate some of the most influential thinkers of the modern era.

## Course content

The course is made up of the following modules:

### Compulsory content

1. Social influence
2. Memory
3. Attachment
4. Psychopathology
5. Approaches in Psychology
6. Biopsychology
7. Research methods
8. Issues and debates in Psychology

### Optional

**Option 1** chosen from:

9. Relationships
10. Gender
11. Cognition and development

**Option 2** chosen from:

12. Schizophrenia
13. Eating behaviour
14. Stress

**Option 3** chosen from:

15. Aggression
16. Forensic Psychology
17. Addiction

## Assessment

### Paper 1

- Compulsory content 1- 4 above
- written exam: 2 hours: 96 marks in total
- 33.3% of A level

### Paper 2

- Compulsory content 5-7 above
- Written exam: 2 hours: 96 marks in total
- 33.3% of A level

### Paper 3

- Compulsory content 8 above plus optional content, one from Option 1, one from Option 2, one from Option 3
- Written exam: 2 hours: 96 marks in total
- 33.3% of A level

## Progression after Sixth Form

Psychology offers students the opportunity to gain a very highly respected academic A level that can contribute to UCAS applications for a variety of university courses, or to pursuing a dedicated Psychology degree course, which all the top universities offer.

## Career opportunities

Qualifications in Psychology, both at A level and degree level can help students access careers such as law, teaching, medicine, nursing, psychotherapy, child psychotherapy, social work, counselling, lecturing, the police force, broadcasting and a whole host of careers that involve working with people.

**For more information contact Head of Department:**

Mr D. Ward - [dward@speters.org.uk](mailto:dward@speters.org.uk)

# RELIGIOUS STUDIES

## Course

A level Religious Studies

## Exam Board

Edexcel

## Entry requirements

Grade 5 in Religious Education/Studies or Philosophy & Ethics. A grade 5 would also be desirable, due to the nature of the course, in English Language or Literature.

## Why study Religious Studies?

A Religious Studies qualification shows universities and employers that you have the ability to analyse, evaluate and be critical. Most importantly it offers students the opportunity to explore the 'big' questions and examine a variety of different world views, allowing them to contemplate the meaning of life and their own morality.

## Course content

### Paper 1: Philosophy of Religion

This paper helps students to explore some of the main contemporary philosophical issues and questions about religion, such as belief in God or the conviction that life has both meaning and purpose. It provides a relevant and challenging context for exploring the particular beliefs, values and practices that characterise religious communities. In turn, it provides a sound basis for understanding and reflecting on the contemporary influence of religion, the views of those who do not share a religious belief and the impact of these factors on people's lives.

Students will engage with, for example, arguments and debates on religious and non-religious views of life, which focus on some key areas of controversy that shape modern views of the world, such as the problem of evil and suffering.

### Paper 2: Religion and Ethics

This paper is focused on exploring both common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world. It will help students to study some of the underlying ideas and concepts of these issues, as well as questions and issues about how ethical and religious ideas and solutions may be applied in practice in contemporary social, political and personal situations.

## S. Peter's students say...

*'I am thoroughly enjoying the course, particularly Philosophy, it's informed and widened my mind set to new ideas....lessons are interactive.... I'm looking forward to what this year will bring.'*

*Current student (Year13)*

In this paper, students will study issues and practical problems such as equality, war and peace and sexual ethics. These issues and problems will provide a sufficient balance of breadth and depth for students to acquire the skills they need to address a wide range of contemporary moral dilemmas and to progress to further study.

## Paper 3: New Testament Studies

The content for this paper comprises a study of extended textual material. This study is set in a historical context so that students can become familiar with some of the more technical language and terminology used in the texts. It is also set in the context of the specific study of the Gospel texts, and involves a detailed understanding of the nature of selected passages of text as well as the scholarly and critical methods used today to study the text of the New Testament. There is a focus on understanding the Gospel teaching about how the first Christians understood the New Testament text and how they expressed and interpreted the relationship between Jesus and God.

## Assessment

The course is delivered over two years and assessment is comprised of a two hour written examination for each paper.

## Progression after Sixth Form & Career opportunities

An A level in Religious Studies has been used by students who wish to study Theology or to enter the Ministry. However, many students use their A level in Religious Studies to enter the Police Force, study Journalism or Law, go into Public Relations (PR), enter the Medical/Caring Profession or other customer services related work.

## For more information contact Head of Department:

Miss A. Rai - [arai@speters.org.uk](mailto:arai@speters.org.uk)

# APPLIED SCIENCE



## Course

Applied Science BTEC National Extended Certificate.

National Diploma in Applied Science

This course can also be taken as a double award equivalent in size to 2 A Levels. Where this is the case students will study further related units.

## Exam Board

Pearson (Edexcel)

## Entry requirements

GCSE Science at Grade 5 or

BTEC Level 2 Applied Science Merit

GCSE English at Grade 4

GCSE Maths at Grade 4

## Why study Applied Science?

Applied Science offers students the chance to concentrate on some of the vocational aspects of Science. It is ideal for students seeking a broad background in science, and provides the following benefits:

- Understanding of the Science that affects nearly every aspect of our lives.
- The ability to plan, work and think independently through portfolio work.
- Improves written communication skills.
- The ability to apply knowledge and skills in appropriate vocational contexts.
- Develop practical skills, including the ability to plan, carry out and evaluate investigative work.
- Receive credit for what you can do as well as what you know and understand, by submitting portfolios of work.
- The fact that it is a great basis on which to build future lifelong scientific learning.

## Course content and assessment

### Unit 1: Principles and Applications of Science

Assessment:

- Written exam.
- Externally set and marked by Pearson.

### Unit 2: Practical Scientific Procedures and Techniques

Assessment:

- A set of four written assignments
- Internally set and marked by Teacher.

### Unit 3: Science Investigation Skills

Assessment:

- Investigative task and examination.
- Externally set and marked by Pearson.

### Unit 4: To be chosen from 9 optional units

Assessment:

- Assignment.
- Internally set and marked by Teacher.

## Progression after Sixth Form

BTEC offers natural progression along a vocational path, from and to academic qualifications and university. They can lead to a Foundation Degree in Science, a HND in Science and Apprenticeships. You will develop essential skills that are highly desirable to employers.

## Career opportunities

There are a range of careers students could enter after completing an Applied Science qualification. Examples of these are:

Analytical chemist

Biomedical scientist

Detective

Forensic scientist

Scientific laboratory technician

Teaching laboratory technician

Toxicologist

## For more information contact Head of Department:

Mr R. Brock - [rbrock@speters.org.uk](mailto:rbrock@speters.org.uk)

# SOCIOLOGY



## Course

A level Sociology

## Exam Board

AQA

## Entry requirements

At least three GCSEs above level 5 including GCSE Maths and English. GCSE Sociology is not essential.

## Why study Sociology?

Sociology is a fascinating study of how human beings shaped the society they live in and are shaped by that society. It explores the various factors that make us who we are culturally and socially and allows student to explore why there is so much differentiation in terms of our individual identities.

It examines main sociological perspectives such as Functionalism, Marxism and Feminism and offers the student the opportunity to understand the mechanisms in society that can lead individuals down different and often conflicting social paths. It is a truly enlightening and absorbing study taught by highly experienced practitioners.

## Course content

The course is made up of the following modules -

### Compulsory content

- Education
- Methods in Context
- Research Methods
- Crime and Deviance
- Theory and Methods

### Option 1 Topics in Sociology

Students choose one from:

- Culture and Identity
- Families and Households
- Health
- Work, Poverty and Welfare

### Option 2

Students choose one from:

- Beliefs in Society
- Global Development
- The Media
- Stratification and Differentiation

## Assessment

### Paper 1

- 2 hour written exam
- 80 marks
- 33.3% of A level

### Questions

- Education: short answer and extended writing, 50 marks
- Methods in Context: extended writing, 20 marks
- Theory and Methods: extended writing, 10 marks

### Paper 2

Section A: one from option 1  
Section B: one from option 2

- 2 hour written exam
- 80 marks
- 33.3% of A-level

### Questions

- Section A: extended writing, 40 marks
- Section B: extended writing, 40 marks

## Progression after Sixth Form

Sociology offers students the opportunity to gain a highly respected academic A level that can contribute to UCAS applications for a variety of university courses, or to pursuing a dedicated Sociology degree course, which many universities offer.

## Career opportunities

Qualifications in Sociology, both at A level and degree level can help students access a variety of careers such as law, teaching, social work, counselling, lecturing, the police force and the armed forces.

**For more information contact Head of Department:**

Mr D. Ward - [dward@speters.org.uk](mailto:dward@speters.org.uk)



## Course

A level Textiles (Art & Design)

## Exam Board

AQA specification

## Entry requirements

Either GCSE Textiles Grade 4/5 or Art and Design grade 4/5.

## Why study Textiles?

AQA Art and Design Textiles is an exciting and innovative program of study which allows students to develop their creative ability within Textiles and Fashion design.

Students will build on existing skills, knowledge and understanding and learn to apply this when designing textile related products. The course is a gateway of opportunity for a worthwhile and rewarding career with good prospects for successful students.

## Course content and assessment

A level Art and Design Textiles is comprised of four units. Two of these are taught in year 12 and two are taught in year 13. Each unit is worth 80 marks.

### Unit 1:

Candidates are required to complete design work based on a choice of self- initiated, student inspired themes which lead to a practical outcome. This unit is composed of coursework projects. Assessment is based on the completion of a detailed sketch book and a practical assignment.

### Unit 2:

This is an assessed practical exam which takes place in a single day, the duration of the exam is 5 hours. The outcome is practical and candidates need to produce a piece during the exam. Preparation is needed and a sketch book must be developed. The theme is set by the exam board.

### Unit 3:

As in Unit 1, candidates are required to complete design work based on a choice of self- initiated themes which lead to a practical outcome. This unit is composed of a coursework project.

There is an additional written submission where candidates are required to complete a 3000 word essay. Assessment is based on the completion of a sketchbook and practical assignment

### Unit 4:

As with Unit 2, this is an assessed, practical exam. The duration of this exam is 15 hours and it takes place over 3 consecutive days. Candidates need to prepare for an AQA exam board set brief.

Internal and external assessment takes place in May.

## Progression after Sixth Form

Art & Design Textiles is widely recognised as appropriate entry requirement to Higher Education. Potential continued routes of progression include Product Design (Textiles), and numerous Textile, Fashion and Creative Arts Degree courses, Foundation and BTEC National Diploma in Art, plus many more.

## Career opportunities

Further career prospects are possible within Fashion Design, Manufacturing, Computer Aided Design, Footwear, Interior Design, Theatre/Costume Design, Textile Design, Millinery, Merchandising, Textile Science; self-employed Designer/Maker, Textile Artist.

**For more information contact Head of Department:**

Mr M. Buck - mbuck@speters.org.uk



# TRAVEL & TOURISM

## Course

BTEC Level 3 National Extended Certificate

## Exam Board

Pearson

## Why study Travel & Tourism?

This is an Applied General qualification for post-16 students wanting to continue their education through applied learning, and who aim to progress to higher education and ultimately to employment, possibly in the travel and tourism sector.

The qualification is equivalent in size to 1 A level and is designed to occupy one-third of a typical study programme, which could include other vocational or academic qualifications, such as another BTEC National or A levels.

This qualification gives a broad introduction to the travel and tourism industry, with an emphasis on core knowledge and fundamental skills that are transferable across other sectors.

The qualification provides the knowledge, understanding and skills that will prepare you for further study or training.

## Course content

You will study three mandatory units, covering the following content areas:

**The world of travel and tourism** - this will develop the skills you need to examine, interpret and analyse a variety of statistics that measure the importance of tourism to the UK.

**Global destinations** - you will investigate the features, appeal and importance of different global destinations.

**Principles of marketing in travel and tourism** - this will help you to develop a successful marketing plan for use by travel and tourism organisations to attract and engage with customers using research data.

You will also choose one optional unit. The optional units have been designed to support progression to travel and tourism, and other courses in higher education. This will allow you to choose a specific specialist area in which you wish to develop your skills.

The optional units cover the following content areas:

- Visitor attractions
- Events, conferences and exhibitions

## Progression after Sixth Form

The qualification provides routes to further study of Travel and Tourism. The BTEC Extended Diploma in Travel and Tourism. Study of Travel and Tourism at degree level and job opportunities and/or apprenticeships in the travel industry, both business and domestic.

**For more information contact Head of Department:**

Mr R. Walker - [rwalker@speters.org.uk](mailto:rwalker@speters.org.uk)

## Course

BTEC Business Studies Extended Certificate  
National Diploma in Business

This course can also be taken as a double award equivalent in size to 2 A Levels. Where this is the case students will study further related units.

## Exam Board

Edexcel

## Entry requirements

Grade 4 in Maths  
Grade 4 in English  
Students who have not studied GCSE Business may still be accepted.

## Course content

Students will cover:

### Unit 1 - Exploring Business

- Business structures, purposes and strategies
- Effects of the external environment

### Unit 2 - Developing a Marketing Campaign

- Understand how a marketing campaign is developed
- Analyse marketing principles and campaign data

### Unit 3 - Personal and Business Finance

- Importance of business and personal finance
- Demonstrate principles, concepts, key terms, functions and theories

### Unit 8 - Recruitment, Selection and employment

- Explore how the recruitment process is carried out in a business.

## Assessment

BTEC National Business covers the same range of theory as A level Business Studies, the key difference being that this course is heavily assessed through the submission of coursework portfolios.

A key difference in the new BTEC National from 2016 is the introduction of 2 externally assessed units - a Business Finance examination (unit 3) and a pre-release activity on a marketing campaign (unit 2), other units are Tutor marked with internal verification within school. Grades are subject to awarding body validation.

## Progression after Sixth Form

Most Business students progress to further study in a related discipline. Many previous BTEC Business students have studied Business at university with a small percentage of students using their transferable skills to access a law degree.

The BTEC Business course is widely accepted by colleges offering a HND/C or foundation degree courses. Alternatively, it is possible to progress directly from a level three Business qualification directly onto a higher apprenticeship in a range of areas such as Accountancy, Customer Service and Marketing and Management.

## Career opportunities

There are a range of careers students could enter after completing their Business Studies qualification. Examples of these are as follows:

Business Adviser  
Marketing Consultant  
Retail Manager  
Human Resource Officer

### S. Peter's students say...

*‘The practical nature of the subject suits me better than exams. We get to put what we learn into practise rather than having to remember it all in exams. I like learning more about finance, business and how to become successful.’*

**For more information contact Head of Department:**

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