



Trinity Catholic  
High School



## Sixth Form Prospectus

*Compassion – Vocation – Wisdom*







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# Introduction

*from the Headmaster*

*Dear Students,*

*We look forward to welcoming you to our well-established and successful Sixth Form which is led by a team of dedicated and highly experienced teachers who will make your time with us a happy and profitable one.*

*The very courses you are studying at GCSE are vital preparation for the next stage and we advise students to listen carefully to staff and review course criteria carefully before making choices and remember to maintain your efforts for the GCSE examinations in the summer. Our Sixth Form exam results are excellent with many subjects exceeding national averages and our dedicated curriculum and pastoral teams will support you in achieving your potential.*

*Trinity Sixth Form provides many opportunities for students to build the key skills which make great leaders (communication, problem-solving, decision-making and management skills). We offer opportunities for you to lead student societies, apply for positions on our Student Leadership Team as Senior Prefects or Head Students and to act as role models for younger years through mentoring, reading initiatives or as “Guardian Angels” to support students with their learning.*

*You will enjoy dedicated Sixth Form common rooms and study spaces such as our Learning Resource Centre well as profiting from our comprehensive careers programme which supports applications to universities and apprenticeships.*

*We recognise that accessing future pathways require more than just excellent exam results and both universities and employers value well-rounded individuals with varied skills and experience. As such, you will also be encouraged to participate in our rich co-curricular programme with opportunities to gain additional qualifications, engage in super-curricular study or enjoy sports or music.*

*We are confident that whatever your aspirations or background, Trinity Sixth Form can help you to flourish and achieve your potential. Please do contact us with any queries and we look forward to receiving your application.*

*Yours faithfully*

*Dr P.C. Doherty OBE  
Headmaster*





# 2023 Academic Success

## Quality Sixth Form provision at Trinity

Our Sixth Form achieves excellent results; students flourish and progress to highly successful outcomes, whatever their discipline.

In 2023, Trinity students achieved an A Level pass rate of 98% which is above the average for Redbridge state funded schools.

Ofqual advises comparing the 2023 results with those from 2019, the last year that summer exams were taken before the pandemic, as grade boundaries returned to those levels. Our results show an increase across key measures with some of the most significant achievements as follows:

**Our students achieved 118 Grades A\*/A** and our top 20 students achieved these in all of their subjects.

**Around 20% of all students were awarded A\*-A grades**, an increase of 2% on 2019 results.

**Over 43% of all students were awarded A\*-B grades**, an increase of 4% on 2019 results.

**Around 72% of students achieved A\*-C**, a 7% increase on 2019 results.

## Achievements by subject

The pass rate for 16 of our A Level subjects was 100%.

### At A\*/A grades the following subjects exceeded the UK national figures:

**Art 40% A\*/A** (National: 31%)

**Biology 36% A\*/A** (National: 26%)

**Chemistry 36% A\*/A** (National: 31%)

**Computing 23% A\*/A** (National: 22%)

**Music 50% A\*/A** (National: 23%)

**Physics 35% A\*/A** (National: 31%)

**Spanish 50% A\*/A** (National: 35%)

**PE 20% A\*/A** (National: 17%).

### At A\*/C grades the following subjects exceeded the UK national figures:

**Art 100% A\*/C** (National: 85%)

**Biology 90% A\*/C** (National: 67%)

**Chemistry 82% A\*/C** (National: 71%)

**Computing 81% A\*/C** (National: 75%)

**Drama 100% A\*/C** (National: 83%)

**English Language & Literature 83% A\*/C** (National: 79%)

**Geography 82% A\*/C** (National: 79%)

**History 85% A\*/C** (National: 80%)

**Music 100% A\*/C** (National: 75%)

**Physics 73% A\*/C** (National: 69%)

**Philosophy & Ethics 82% A\*/C** (National: 79%)

**The pass rate for our vocational Level 3 qualifications in Core Maths, Food Science & Nutrition, Digital Media and the Extended Project Qualification was 100%.**

4 Trinity students achieved A\*/A grades in 4 A Level subjects and are now studying Physics with Theoretical Physics, Psychology, Biological Sciences and Politics with International Relations at universities including the University of Cambridge.

Our highly successful university preparation programme has supported thousands of students access the courses and universities of their dreams and we hold good relationships with Oxford, Cambridge and Russell Group universities.





# Our Catholic Ethos and Pastoral Care

## Our Catholic Ethos

At Trinity, our Catholic Ethos is at the very heart of our mission and vision with our school motto "In Christo Florebimus" from the Latin meaning "In Christ we shall flourish" a lived-out reality which permeates every encounter we have with each and every student, parent and member of staff.

We view your child as our child and are honoured to support parents in the responsibility of 'forming' children and young people. This is not just about achieving academic excellence with outstanding results and our mission is much more all-encompassing. We support the holistic formation of students; intellectually, pastorally, humanly, and spiritually, seeking to empower our young people to be well formed individuals, who when they leave us, are able to contribute to society in the best possible way.



## Pastoral Care

We pride ourselves in offering a strong Pastoral system which offers students both one to one support and curriculum time covering elements of Personal and Spiritual Development.

Each student belongs to a Tutor Group with a dedicated Form Tutor who they meet several times a week during morning registration and where they cover recent news and current affairs topics through discussion with their peers and Form Tutor guidance. Form Tutors are well-placed to know each individual student and are able to offer personalised support and mentoring. Form Tutors are our first point of contact for any student concerns.

Our comprehensive Personal and Spiritual Development (PSD) programme (1 period per week) allows for group and 1:1 discussions with each student on relevant topics such as "Higher Education", "Mental Health & Wellbeing", "Study Skills", "Employability Skills", "Independent Living" and "Relationships". The PSD programme aims to support the development of the 'whole child' and prepare our young people for their lives and successes beyond Trinity through discussion, scenario analyses, and practical tasks.

Despite being a large Sixth Form, our Heads of Year are readily available and know individual students well, providing advice, guidance and pastoral support as needed. They regularly review students' progress and attendance, contacting parents if necessary.

Our Sixth Form Administrator Team are highly experienced and here to support students with queries about timetables, bursaries or any other issues.

Our Careers Lead works with both individuals and groups to support future pathways. Students are welcome to send an email or drop in at any point for a chat.

We have two school counsellors and students can be referred to meet with them if needed. We also have two Emotional Literacy Support Assistants (ELSAs) who do some excellent work with targeted students. In addition, we collaborate with the Redbridge Mental Health Support Team and offer individual and group workshops.

## Liaison with parents

Parents are kept updated on their child's progress through a range of reports home about academic progress, attitudes to learning and progress as independent learners. Subject evenings take place following key assessment points and are conducted online, using the SchoolCloud platform.

## Financial support

We are committed to ensuring that all students are able to achieve the best possible outcomes, regardless of their backgrounds and can offer bursaries to support both academic studies and wider opportunities. Please contact the Sixth Form office if you think the school may be able to support you in this area.



# Admissions process

Information about how to apply for Trinity Sixth Form and the entry criteria for courses can be found at: [www.tchs.org.uk/sixth-form/admissions-information](http://www.tchs.org.uk/sixth-form/admissions-information)

We support students throughout the admissions process and following applications, our team will be in contact to advise on the best and most appropriate pathways based on academic profiles.

The table below outlines the general dates for applications and further details can be found on our website.

<b>Sixth Form Open Evening</b>	<b>Late November</b>
<b>Online application form available</b>	<b>Late November</b>
<b>Deadline for submitting Sixth Form application forms (Trinity students)</b>	<b>Mid January</b>
<b>Deadline for submitting Sixth Form application forms (External applicants)</b>	<b>Late January</b>
<b>Guidance meetings / calls with students</b>	<b>February / March</b>
<b>Offers made to students</b>	<b>March / April</b>
<b>Deadline for applicants to accept offers</b>	<b>Mid April</b>
<b>Taster days and transition activities</b>	<b>July</b>
<b>Enrolment</b>	<b>August</b>



## Choosing Sixth Form courses

Usually at Trinity, students choose three A Level subjects which reflect their strengths and interests as well as supporting career aspirations. Students can study four A Levels if their academic profiles suggest they are suited to this and although universities do not require anything above three A Levels, we have seen highly academic students enjoy these with great success previously.

### We'd suggest applicants do the following:

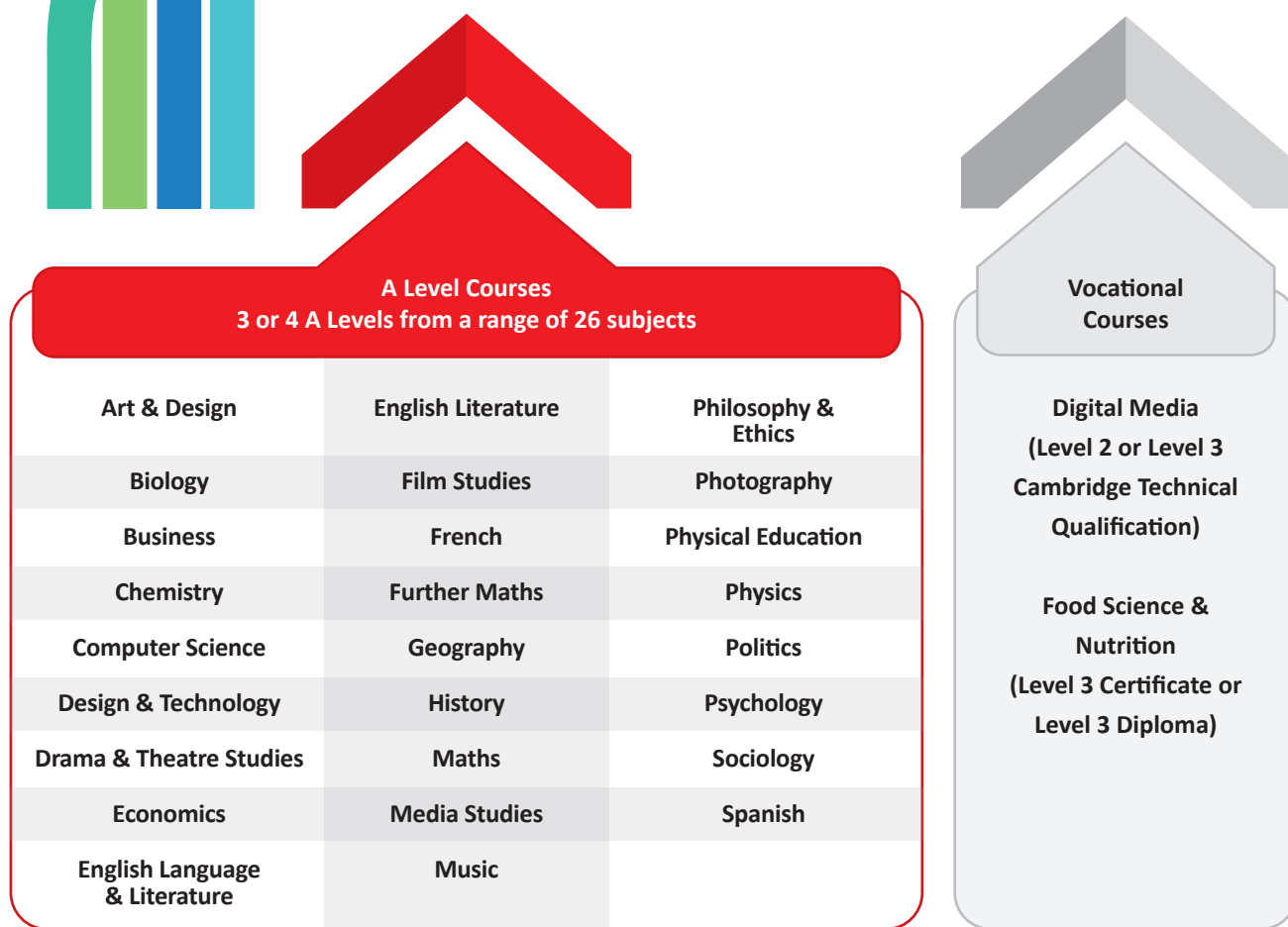
- Think about what you enjoy studying and read the subject lists both in this prospectus and on our website (which has more detail) to understand the courses in depth.
- Review the Option Blocks and choose at least 3 subjects from the four different blocks.
- Check the course entrance criteria carefully. You will only be accepted onto courses if you meet these.
- Select any of the optional additional subjects that you may wish to study. You will have the opportunity to change these later if you want to.

Please remember that A Level subjects are demanding and require a great deal of commitment. Students will be expected to spend between six to eight hours per week on each subject outside of lesson time and are encouraged to use our Learning Resource Centre or dedicated common room study areas during their study periods.

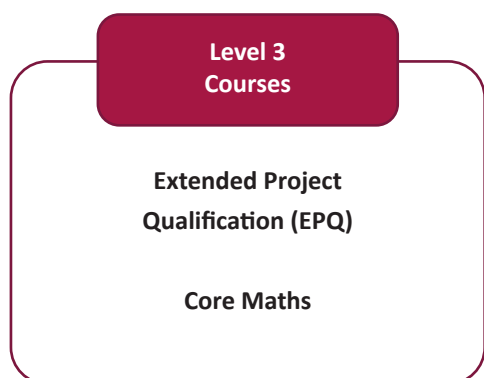




# Sixth Form Academic Pathways



## Optional extra subjects



# Art & Design and Photography



Both the Art & Design and Photography A Level courses encourage an adventurous and enquiring approach to learning which embraces a range of personal ideas and paths of enquiry. In both subjects, students begin the course with a project that is designed to stretch their abilities and broaden their range of skills. As these progress further, students develop a more personal project, investigating their own ideas and interests.

In both subjects, students profit from one to one tutorials and participate in half termly reviews to support their progress in coursework. Students have access to a dedicated Sixth Form studio to support their independent study and we run visits to galleries to further enhance their experience.

## Art & Design

Students will develop an understanding of past and contemporary Art and produce artwork which grows in independence through opportunities to generate practical work, ideas and research from primary, secondary and contextual sources. They will experiment with different media and processes, and develop and refine their ideas as they work towards presenting exciting and original final outcomes.

## Photography

A Level Photography is rarely offered by other local Sixth Forms, yet allows students through learning advanced digital editing skills in photoshop, to develop the practical skills to support their successful transition to higher education and the workplace. Students learn the fundamentals of photography and use digital portfolios to create and document their work with ease as well as using digital editing to develop advanced photoshop techniques to create a range of work.

### Assessment (for both Art & Design and Photography)

- **Coursework:** (60%): Personal Investigation comprised of two parts; Practical work & Personal study. Students submit a personal study related to their practical work in the form of a piece of continuous prose of approximately 1000 or 3000 words.
- **Exam:** (40%): Set by the exam board on a broad-based theme, this requires a 15 hour controlled assessment in which students create final responses to the theme.

### Future Pathways

Students usually progress onto foundation courses and then to a variety of art degrees. Former Art students have exhibited their work in The National Portrait Gallery, The Photographers Gallery and Tate Modern. Photography students have used their skills in animation, game design and graphic design courses before moving onto careers in those industries.







# Media Studies

This course teaches students to understand how the media industry creates messages, forms opinions and positions audiences as well as how specific media industries work within a production/business framework. Students will enjoy learning about a broad range of media industries through the study of key focus texts. For example, we look at music videos and how they can create powerful social messages whilst also being slick and targeted pieces of entertainment through the study of Beyonce's video for "Formation" and the video for Vance Joy's "Riptide". Students will study the crime drama television genre in detail by focusing on two very different examples; "Peaky Blinders" and the Scandinavian Nordic-Noir, "The Bridge". We also look at political bias in newspapers, gender representation in magazines, how online media allows audiences to interact with media producers and how consumers can become producers themselves.



## Assessment

- **Component 1:** (35%): Media Products, Industries and Audiences (2hrs15)
- **Component 2:** (35%): Media Forms and Products in Depth (2hrs30)
- **Component 3:** (30%): NEA Coursework (A creative piece of work in a number of different media forms including magazines, websites and an audio-visual production).

## Future Pathways

Media Studies is a rigorous, challenging and academic subject which is well-respected in universities. The Media industry is huge and ever-expanding (employing over a quarter of a million people across the country) with countless different areas of employment in any number of disciplines from journalism to television production to radio presenting or film certification.

# Film Studies

This qualification provides students with the knowledge and experience needed to read and understand film texts from a range of eras, purposes and nationalities as well as providing them with the tools needed to write, shoot and edit their own film products. The film and media industries are a core area of study including ownership, economic context, commercial media vs public service broadcasting and regulation. The use of cameras, framing images and setting focal lengths are all central parts of the coursework production and students develop fluency with IT systems as well as focused use of media and film production software such as the Adobe creative suite and screenwriting software, Celtx. We have a fully resourced department with three dedicated teaching rooms, a suite of hi-spec computers running industry-standard video production software and a new production studio.



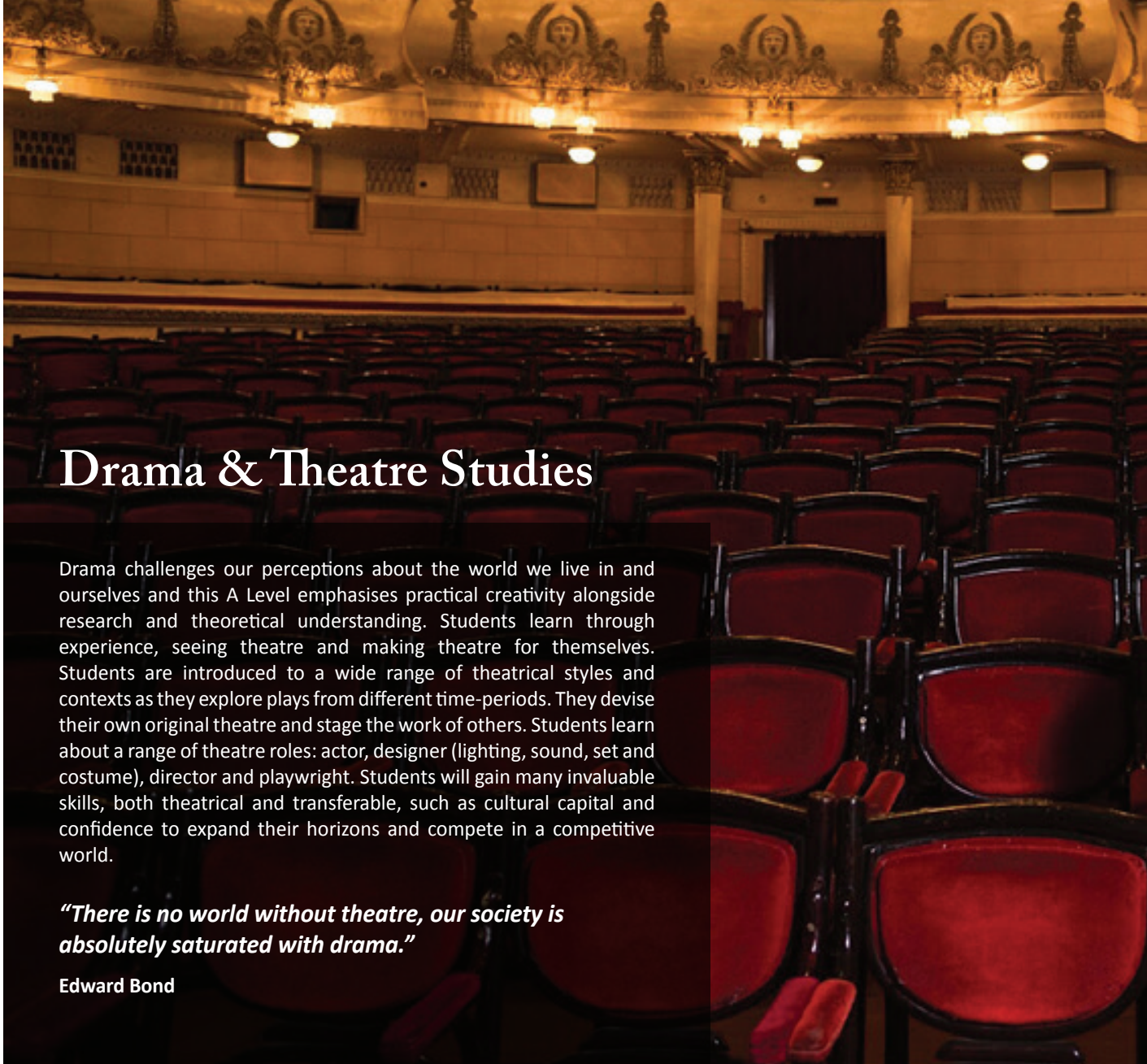
## Assessment

- **Component 1:** (35%): Varieties of Film and Filmmaking (2hrs30)
- **Component 2:** (35%): Global Filmmaking Perspectives (2hrs30)
- **Component 3:** (30%) NEA Coursework (A creative piece of work involving the creation of a full short film or a detailed, written screenplay with accompanying photographic storyboard).

## Future Pathways

Film Studies is huge advantage to students intending to go on to study media or film related subjects at university and employment in the screen industries has grown by over 20% in the last decade. It could of course also lead to a career in the film industry (such as film-making, directing, producing and editing) - a goal which is ever more attainable particularly with the brand-new major Hollywood filmmaking facility - Sunset Studios opening just a few miles away. Oxford and Cambridge are now offering Masters and PHD courses in film studies and screen arts, whilst Russell Group universities accept film studies as an appropriate A Level qualification when prospective students apply to study a humanities or arts related discipline.





## Drama & Theatre Studies

Drama challenges our perceptions about the world we live in and ourselves and this A Level emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays from different time-periods. They devise their own original theatre and stage the work of others. Students learn about a range of theatre roles: actor, designer (lighting, sound, set and costume), director and playwright. Students will gain many invaluable skills, both theatrical and transferable, such as cultural capital and confidence to expand their horizons and compete in a competitive world.

*“There is no world without theatre, our society is absolutely saturated with drama.”*

Edward Bond

### Assessment

- **Written Exam:** (40%): **Drama and Theatre** (One question from the play *Antigone*, by Sophocles, three questions from the play *Our Country's Good*, by Timberlake Wertenbaker and one question about a Live Theatre Production seen).
- **Non-Exam Assessment:** (30%): **Creating Original Drama** (Devised performance influenced by the theatre practitioner Steven Berkoff and a working notebook about the process of making and performing the piece of theatre created).
- **Non-Exam Assessment:** (30%): **Making Theatre** (Practical exploration of three extracts (scenes) from contrasting plays in terms of style and time period. One of the extracts must be rehearsed and performed in the style of a theatre practitioner and is assessed by a visiting examiner. Students also produce a written reflective report about the process).

### Future Pathways

A-level Drama & Theatre Studies is suited to students considering higher education in any arts or humanities subject including english language and literature, journalism, dance, music, art and design, media and film studies. Career opportunities for students include: arts/theatre administration, arts journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, television and film production, education, drama therapy and scriptwriting.





We are one of a few schools in the local area who offer Music as an A Level qualification and we recognise the importance of the subject in building transferable skills such as self-confidence, discipline and creativity, all skills highly valued in the business world. Students enjoy the opportunity to develop their practical skills whether through an instrument or voice and as an individual or as part of an ensemble. They will develop composition skills and be able to compare aural extracts throughout the course.



### Assessment

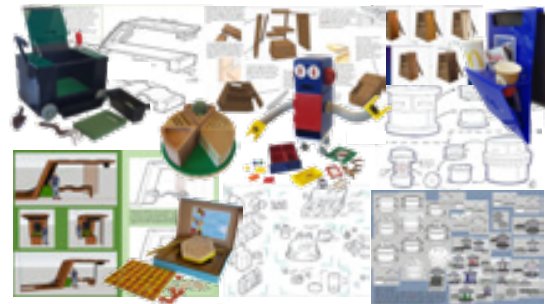
- **Performing:** (30%): A 10-15 min recital using an instrument or voice, performing in at least three contrasting pieces.
- **Composing:** (30%): Two compositions from a brief. Both pieces must total a minimum of 4 ½ minutes.
- **Listening and appraising:** (40%): A variety of questions on unfamiliar work, answering questions comparing aural extracts and testing understanding of musical background and the context of the set works as well as essay questions based on the prescribed works studied in class. (Exam 2hrs 30)

### Future Pathways

There are a range of opportunities in many different careers in which musicians will thrive, such as performer, composer, music therapist, teacher, administrator, recording engineer, radio manager, promoter, music publishing and journalism. Music graduates are also highly valued in professions where people have to take initiative and solve problems, like finance and banking, law and consultancy.

# Design & Technology: Product Design

An inspiring, rigorous and practical subject, Product Design allows students to use creativity and imagination to design and make products that solve real and relevant problems whilst working through the processes of design & manufacture including drawing techniques, model making skills, computer aided design and manufacture (CAD/CAM). Students will explore ways in which aesthetics, technical, economic, environmental, ethical and social dimensions interact in order to produce work of a high standard and will acquire a broad range of subject knowledge on cross curricular disciplines such as mathematics, science, engineering, computing and art.



### Assessment

- **Written Exam:** (30%): Technical principles (2½ hours)
- **Written Exam:** (20%): Designing and making principles - (Product analysis of up to 6 short answer questions based on visual stimulus of product(s)) and commercial manufacture (a mixture of short and extended response questions) (1½ hours)
- **Non-Exam Assessment (NEA):** (50%): A substantial design and make project involving practical application of technical principles, designing and making principles.

### Future Pathways

Potential careers through the study of A Level Product Design are broad and varied, including: product designer, advertising art director, furniture conservator/restorer, graphic designer, materials engineer, procurement manager, product manager, production designer, theatre/television/film, art, design and architecture, stylist, CAD technician, colour technologist, exhibition designer, furniture designer, interior and spatial designer, product designer, industrial design, digital design.

# English Language & Literature

English as a field of study is about thinking divergently and in an open-minded way, a vital skill and something that surpasses examinations. In this course, students explore different genres, different ways of reading and different ways of writing, with students enjoying the emphasis on different interpretations, that they can have their own opinion, and their own way of expressing it. The English Language & Literature course brings together literary and non-literary discourses and students use stylistics including close linguistic analysis, to draw out meaning from texts. This course blends literature and language study together and students become confident at noticing patterns. Students will also study Spoken Language, focusing on how people use speech to communicate, persuade and even manipulate. They will also learn how English is always in a state of flux, and always changing. The English department works closely with our Learning Resource Centre and Librarian and students are well supported in selecting texts for their Non-Exam Assessments.

## Assessment

- **Paper 1 - Telling Stories:** (40%): One compulsory closed book question on the AQA Anthology of texts about Paris, one question from a choice of two prose set texts such as *The Lovely Bones* and an open book section with one question from a choice of two on Browning. (3 hours)
- **Paper 2 - Exploring Conflict:** (40%): One piece of re-creative writing using set text - *The Great Gatsby*, and one question from a choice of two on drama set text - *A Streetcar Named Desire*.
- **Non-Exam Assessment:** (20%): A personal investigation that explores a specific technique or theme in both literary and non-literary discourse (2,500-3,000 words)



# English Literature

At Trinity we aim to engage students in what is really interesting about literature: the skills, themes, genres and styles. We want students to consider how different meanings arise which entails thinking and debating of different interpretations of texts, having views and expressing opinions. Students will explore texts through different lenses, such as a Feminist lens, or an Eco-Critical lens and we encourage multiple interpretations to support them in conceptualising and constructing an argument. The course looks at: creative readings and explores the genres of tragedy, studying *Othello*, *Death of a Salesman* and Keats Poetry, crime through *Atonement* and poems containing crime elements from: Crabbe, Wilde and Browning such as *The Murder of Roger Ackroyd*.



## Assessment

- **Paper 1 - Aspects of Tragedy:** (40%): One passage-based question and an essay question on a Shakespeare text - *Othello* and one essay question linking two texts: The poetry of Keats and the play, *Death of a Salesman* (2hrs 30)
- **Paper 2 - Elements of Crime:** (40%): Focus on more modern genres such as crime with a study of 3 texts with a compulsory question on an unseen passage, an essay question on a set text and an essay question which connects two texts.
- **Non-Exam Assessment:** (20%): Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology and the production of two essays of 1250 - 1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology.

## Future Pathways

Many of our students study English at degree level which can lead to a wide range of careers, including those in the following fields: research, journalism, broadcasting, education, human resources, public relations, publishing, writing, law, information science, event management, marketing, retail, recruitment, insurance, film, civil service, charity, banking, art and culture and the performing arts.







# History

Students will develop an understanding of the impact of influential historical events and how these can be applied to contemporary society along with the implications for future generations. We hope they will become life-long learners and lovers of history, an endlessly compelling subject.

Students will study three units covering British, European and world history involving study of The Tudors: England, 1485-1603 (change, continuity, cause and consequence), Revolution and Dictatorship, 1917 (Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship) and the Civil Rights Movement in America. Students will develop their ability to analyse historical sources and interpretations, to research historical events and develop extended written responses.



## Assessment

- **1C The Tudors: England, 1485-1603:** (40%): Three questions (One compulsory) 2.5hrs
- **2N Revolution and Dictatorship, 1917:** (40%): Three questions (One compulsory) 2.5hrs
- **Non-Exam Assessment:** (20%): Civil Rights Movement in America (3500-4500 words)

## Future Pathways

History is one of the Russell Group universities' 'facilitating' subjects, allowing a wide range of options for degree study. One of the most flexible of qualifications, History provides an excellent pathway to degrees such as history, law, english and philosophy, and beyond that to a range of interesting careers. This intellectually rigorous course is an excellent way for students to develop highly sought after and transferable skills such as effective communication of complex ideas, the ability to research, analyse and evaluate information, and the capacity to make substantiated judgements, all whilst developing independent work skills.

# Geography

Geography opens the door to our dynamic world and prepares students for the role of global citizens in the 21st century, recognising the differences in culture, political systems, economics, landscapes and environments across the world and explaining the links between them. We welcome students who have an enthusiasm and interest in the world around them and are curious about why natural phenomenon occur and how humankind has influenced and shaped our planet. Students will enjoy learning about the "human approach", investigating global systems and governance, changing places and population and environment and the "physical approach" which investigates water and carbon cycles, coastal systems and hazards. They will learn map skills, graphicacy skills, quantitative and qualitative evidence and how to enquire and form an argument and fieldwork.



## Assessment

- **Paper 1:** (40%): **Physical Geography** - Involves multiple choice, short answer and extended prose
- **Paper 2:** (40%): **Human Geography** - Involves multiple choice, short answer and extended prose
- **Paper 3:** (20%): **Geographical investigation** (Fieldwork - involving a week-long residential trip to a field study centre in Devon (4000 words).

## Future Pathways

Geography is a useful A-level which links with arts and science subjects and is defined as a key facilitating subject by Russell Group universities. A large number of our students go on to study Geography or geography related degrees at university.

Some careers which involve Geography include: surveying, town and country planning, civil engineering, landscape architecture, transport and tourism, estate management, cartography, resource exploration and environmental management.



# French and Spanish

Learning a language helps to equip pupils with the knowledge and cultural capital they need to succeed in life. Our aim is to develop competent, confident and enthusiastic language learners who are culturally sensitive and aware and have a curiosity for the wider world. Students acquire a lifelong skill which opens doors and opportunities in their future for work, study, travel and culture beyond their own. The A-level specifications build on the knowledge, understanding and skills gained at GCSE and constitute an integrated study with a focus on language, culture and society. Both qualifications foster a range of transferable skills including communication, critical thinking, research techniques, resilience and creativity, which are extremely valuable to students and their appreciation of wider society.



*“If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.”*

**Nelson Mandela**

The courses will explore how the French or Spanish-speaking society has been shaped, socially and culturally, and how they continue to change. Students will study technological and social change, looking at the multicultural nature of French or Spanish society. They will study highlights of French or Spanish artistic culture, including a focus on cultural heritage and will learn about aspects of the diverse political landscape of the French / Spanish world. Students will deepen their understanding of the language within the context of France, Francophone countries / Spain and Latin America through the issues and influences which have shaped them. They will study literature and film and will also have the opportunity to carry out independent research on an area of their own choice. Students will profit from individual timetabled sessions with the foreign language assistants every week to support their oral fluency and educational visits to the French Institute, BFI or Instituto Cervantes.

## Assessment (for both French or Spanish)

- **Paper 1 Listening, reading and writing:** (50%):
  - Listening and responding to spoken passages from a range of contexts and sources.
  - Reading and responding to a variety of texts written for different purposes drawn from a range of authentic sources.
  - Translation into English (min 100 words).
  - Translation into French or Spanish (min 100 words)
- **Paper 2 Writing:** (20%):
  - Either one question (from a choice of two) in French or Spanish on a set text and one question (from a choice of two) on a set film or two questions (from a choice of two on each text).
- **Paper 3 Speaking:** (30%):
  - Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes).
  - Presentation (2 minutes) and discussion (9–10 minutes) of Individual Research Project.

## Future Pathways

A wide range of career options are open to Language students, including: interpreting, translating, travel and tourism, sales and marketing, journalism, media, teaching, catering and leisure management, fashion, commerce, finance, civil service, bilingual secretarial, international law.



# Philosophy & Ethics



Trinity Catholic  
High School

This A Level will develop a deeper understanding of the beliefs, teachings and philosophy, covering three components of Philosophy of religion, Religion and ethics and Developments in Christian thought. Students will learn about philosophical issues including arguments regarding the existence or non-existence of God, the nature and influence of religious experience and the problems of evil and suffering as well as exploring religious beliefs, values, teachings and practices that shape religious identity, sources of wisdom and authority. They will also explore philosophical language and thought, through significant concepts and the works of key thinkers, study ethical language and thought, with exploration of key concepts and the works of influential thinkers and apply ethical theory to issues of importance; namely euthanasia, business ethics, and sexuality.

## Assessment

- **Philosophy of religion:** (33.3%): (2hrs)
- **Religion and ethics:** (33.3%): (2hrs)
- **Developments in Christian thought:** (33.3%): (2hrs)

Each paper will contain four essay questions, with the learner choosing three out of the four to answer.

## Future Pathways

Students can go onto study humanity subjects at university, particularly Theology and Philosophy. The analytical and research skills acquired from the course enable students to go into careers such as: law, politics, public policy, strategy and consulting, banking and finance, journalism, advertising and communications, psychology and counselling, charity work, church ministry, faith organisation, teaching, creative and cultural arts.



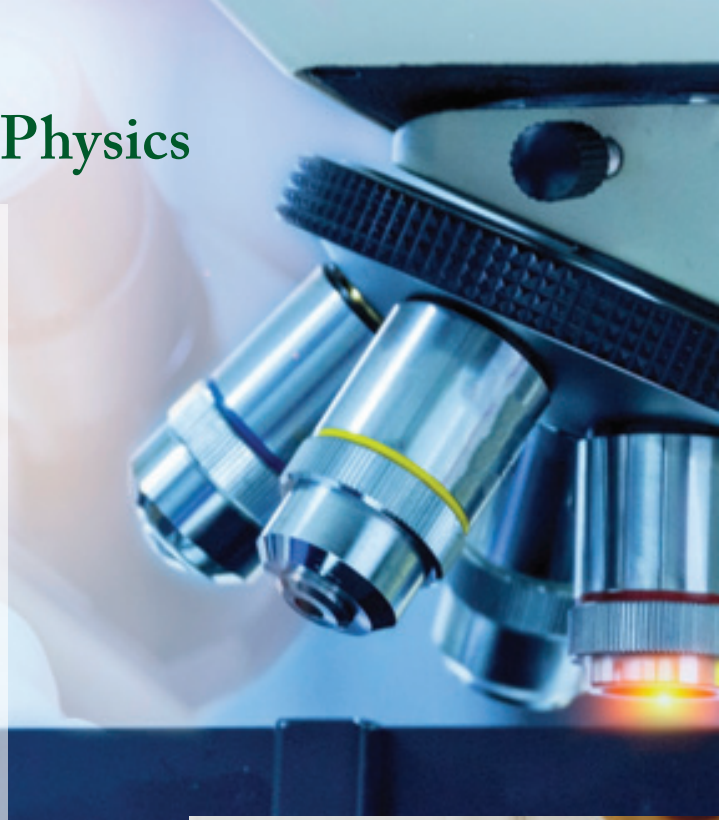
Humanities Subjects





# Biology, Chemistry and Physics

Our science subjects have a strong record of academic success as well as offering a range of co-curricular opportunities such as student-led societies in Biology, Physics and Medicine, Veterinary and Dentistry, participation in national and international Olympiad competitions and attendance at university lectures and courses. Students have many opportunities to plan, observe, analyse and evaluate scientific data in our very well-equipped, modern and attractive labs. At Trinity, we nurture outstanding scientists who are able to complete an investigative experiment themselves from beginning to end, planning valid methods and making adjustments where necessary. Students will be skilled with a wide range of apparatus, selecting the correct resources for the relevant task and results obtained will be recorded within scientific conventions and analysed and evaluated using mathematical tools and reasoned written justifications.



## Biology

Biology is the study of Life and living systems and the science of the future, in a world where personalised medical techniques, biomechanics, genetic treatments and multiple other biologically based career paths are ever more relevant. Students will study a range of topics such as biological molecules, cells, exchange, energy transfers in and between organisms, genetics, populations and ecosystems, the responses of organisms to changes in environment and gene expression.



### Assessment

- **Practical assessments:** 12 required (in a range of topics) across the two year course. Students complete a variety of Common Practical Assessment Criteria in these practicals (CPACs) and upon successful completion will receive a practical endorsement.
- **Paper 1:** (35%): Covers syllabus topics 1 to 4, including relevant practical skills. (2 hours)
- **Paper 2:** (35%): Covers syllabus topics 5 to 8, including relevant practical skills. (2 hours)
- **Paper 3:** (30%): Covers syllabus topics 1 to 8, including relevant practical skills. (2 hours)

Papers include short, long and extended responses, critical analysis of experimental data questions and an essay question from a choice of two titles.

### Future Pathways

Students who study A-level Biology go onto study the following courses at university: biology, psychology, sport and exercise science, medicine, anatomy, physiology and pathology, pharmacology, toxicology and pharmacy chemistry, genetics, microbiology, dentistry, veterinary science. A-level Biology can lead to many exciting career options, including: clinical molecular geneticist, nature conservation officer, pharmacologist, research scientist, higher education lecturer, secondary school teacher, soil scientist, dentist, doctor, vet, nurse.



# Chemistry



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A-level Chemistry attempts to answer the big question 'what is the world made of' and the search for this answer fascinates students. From investigating how one substance can be changed drastically into another, to researching a new wonder drug to save millions of lives, the opportunities that Chemistry provides are endless. Students will learn about Chemistry within one of three traditional categories: Physical, Inorganic and Organic.



## Assessment

Practical Assessments in range of topics such as: measuring energy changes in chemical reactions, studying electrochemical cells and the preparation of organic solids and liquids.

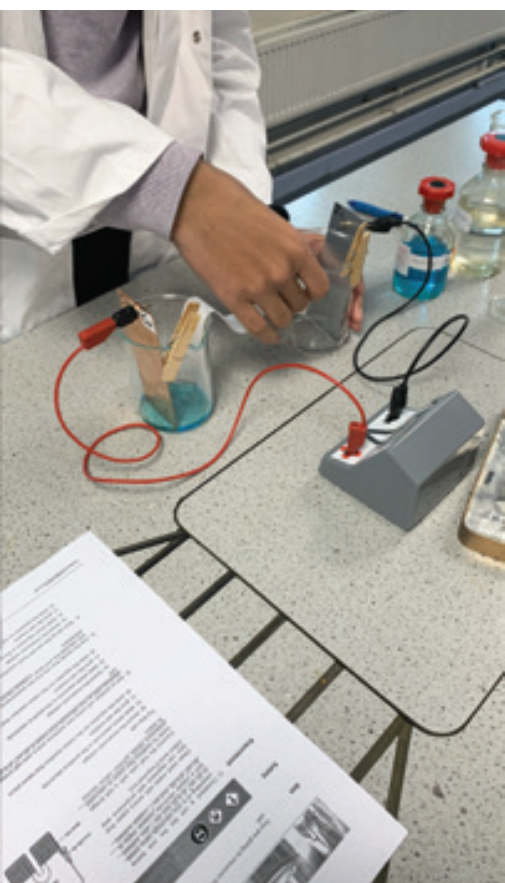
3 Exams covering a range of questions including extended responses. (2hrs per exam)

## Future Pathways

There are multiple higher education options for students of Chemistry and these include: chemistry, biology, pre-clinical medicine, mathematics and pharmacology. Career options are varied and include: analytical chemist, chemical engineer, clinical biochemist, pharmacologist, doctor, research scientist, toxicologist.

# Physics

Physics allows students to understand the world around us and involves the study of the Universe, from huge galaxies to the smallest subatomic particles. It leads to great discoveries and technologies which change our lives, from treating cancer to developing sustainable electricity generation and students develop a sense of excitement and curiosity about physical phenomena and question the world around them. We revisit fundamental concepts and expect prior reading on topics given, to understand historical scientific discoveries as well as learning to use diagrams, photographs, video clips, calculations, explanations, demonstrations and practical work.



## Assessment

- **Practical assessments:** Students complete twelve required practicals.
- **Paper 1:** (34%): Covers particles and radiation, waves, mechanics and materials, electricity and periodic motion, through short, long answer and multiple-choice questions. (2hrs)
- **Paper 2:** (34%): Covers thermal physics, fields and their consequences and nuclear physics, through short, long answer and multiple-choice questions. (2hrs)
- **Paper 3:** (32%): Divided into practical skills, short and long answer questions on practical experiments and data analysis and an optional topic (Astrophysics). (2hrs)

All papers can include questions on measurements and errors.

## Future Pathways

Physics is a very demanding but rewarding subject, suitable for students who have an interest in, and enjoy Physics, want to find out how things work in the physical world and enjoy applying their minds to solving problems. It is an essential element in other sciences such as engineering and technology and future careers include: research and development, design and production, medical physics, astronomy, teaching physics, geophysics, meteorology, computing (hardware and software), administration and management, accountancy, banking, financial analysis and science journalism. Students go on to study a wide variety of subjects, which include, natural sciences, physics, engineering, electronics, mechatronics, maths, chemistry, and computer science.

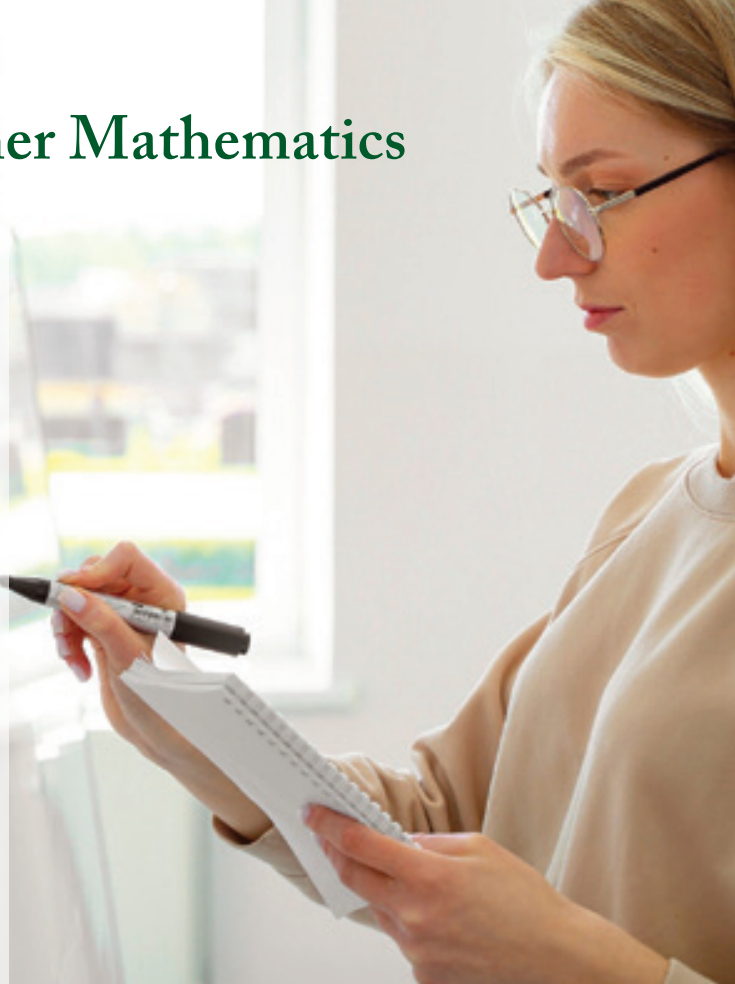




# Mathematics and Further Mathematics

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

A high-quality mathematics education provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Any students considering studying subjects like maths, physics, computer science or economics at degree level are strongly encouraged to consider studying A Level Further Mathematics in addition to A Level Mathematics as it will mean that a wider choice of degrees/institutions will be available.



## Mathematics

Students will profit from learning about pure maths which covers topics including algebra and functions, coordinate geometry, sequences and series, vectors and numerical methods; statistics where they study statistical sampling, data representation and interpretation and probability; and mechanics which includes quantities and units, kinematics, forces and Newton's laws.

## Further Mathematics

Pure maths forms a large part of this course and students will be guided in topics ranging from complex numbers, matrices, further algebra and functions, to polar coordinates and advanced differential equations. In addition, students will study mechanics to a deeper level looking at topics such as momentum and impulse, collisions, work and energy and be introduced to decision maths which covers topics such as algorithms, graph theory, transportation problems and critical path analysis.



### Assessment

**Mathematics:** Three two-hour papers, of which two will examine the pure mathematics content and one the applied mathematics (statistics and mechanics).

**Further Mathematics:** Four 90-minute papers, of which two will examine the pure mathematics content and two the applied mathematics (decision and mechanics).

### Future Pathways

Universities value Maths and Further Maths and they are a pre-requisite subject for a huge number of Mathematics based degrees. Maths and Further Maths are both Russell Group universities 'facilitating' subjects - so called because choosing them at A-level allows a wide range of options for degree study. Mathematics is the key to opportunity and allows for some of the most interesting and well-paid careers. Careers in finance, medicine, engineering and business are all open to people who have a background in Mathematics.







# Computer Science

Computer Science involves questions that have the potential to change how we view the world and designing new algorithms to solve new and potential future problems. For example, we may be computing with DNA at some stage in the future with computer circuits made of genes! The course emphasises computational thinking, a life skill and a kind of reasoning used both by humans and machines. Many great challenges lie in the future for computer scientists to solve. This course, with its emphasis on abstract thinking, general problem solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for students to understand and prepare for these future challenges.

## Assessment

- **Paper 1:** (40%): A practical on-screen exam on programming, data structures and algorithms, as well as the principles of computation.
- **Paper 2:** (40%): Data representation (e.g. how computers represent numbers, text, images, etc.), computer systems, computer organisation and architecture, consequences of the uses of computing, communication and networking, databases, big data and functional programming.
- **Non-Exam Assessment:** (20%): Students complete an extensive project where they create a computer program for any problem/area of their interest.

## Future Pathways

Studying Computer Science and the problem-solving skills gained from this, opens many doors in the computing field and beyond. The A Level supports effective university applications and can lead to a career in medicine, law, business, politics or any type of science as well as jobs such as network managers, systems analysts and programmers.



# Business

Business A-level allows students to engage with current business developments and real business situations, learning how management, leadership and decision-making can improve performance in marketing, operational, financial and human resources. Students will develop critical analysis, decision-making and problem-solving skills and will assess how ethical, environmental and technological factors influence decision making and how decisions made affect stakeholders and how they will respond. Students will use a range of quantitative and non-quantitative data to evaluate strategic positions and directions of a range of businesses, large or small, UK or internationally focussed and in different sectors such as service or manufacturing.



## Assessment

A-level assessment consists of three x 2 hour written exams taken at the end of the two year course. Each exam will be worth a third of the A-level. All three papers will draw on material from the whole course, and will feature a range of question styles including multiple choice questions, short answer questions, essay questions, data response questions and case studies.

## Future Pathways

A-level Business, with a range of transferrable skills such as data analysis, effective communication, and teamwork provides an excellent foundation for a multitude of future pathways including finance, marketing and management. Whatever students choose to do in the future, they will find that this course will help. For example, when working with lots of different people, knowledge of motivational theory will help to work well with others and enable them achieve their potential. Students might have ambitious plans to start their own business. If that's the case, they will find the marketing and finance topics particularly useful.

# Economics

Economics is a fascinating and ever-topical subject which allows students to use both macro and micro economic analysis to explain the concept of a market, how they work, why they fail and how governments can augment and correct their operation. Students will be able to analyse recent developments in both the UK and the global economy and engage in on-going debate in some of the most controversial issues faced by society such as poverty, taxation and unemployment. They will study a wide range of topics including government intervention in markets and financial markets and monetary policy.



## Assessment

- **Paper 1 Markets and Market Failure:** (33.3%): Data response and optional essay questions (2hrs)
- **Paper 2 National and International Economy:** (33.3%): Data response and optional essay questions (2hrs)
- **Paper 3 Economic Principal and Issues:** (33.3%): Multiple choice and case study questions (2hrs)

## Future Pathways

Economics gives students a valuable insight into the understanding of the economic forces that impact day to day activities and as such, supports careers in fields such as banking or finance. Transferrable skills support a wide variety of pathways.





# Politics



Politics exists because people disagree; about how they should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). It is designed for students who have an interest in the world around them, who want to know more about the society they live in, how it works and how it could work.

We welcome students who enjoy debate, discussion and argument and are comfortable with the fact that in politics there are no simple 'rights' or 'wrongs'; students who like to think for themselves and want to develop their own views, rather than accept the views of others.



## Assessment

- **Paper 1 UK Politics:** (33.3%): Political Participation and Core Political Ideas - essay questions (2hrs)
- **Paper 2 UK Government:** (33.3%): Source essay questions including political ideas (2hrs)
- **Paper 3 Comparative politics USA:** (33.3%): Including a range of questions with one compulsory 12-mark question focused on comparative theories.

## Future Pathways

Directly related post degree careers include teaching, working for local political parties and working for government agencies. Politics is a useful background for other careers including management, administration, journalism and law. Employers tend to value politics as a serious degree.



# Psychology

Psychology encourages students to understand the world around them, human behaviour and interaction and the consequences of these. Through investigating conscious and unconscious phenomena, students will build an appreciation of the essential role of psychological research (in fields such as cognition, human biology, psychopathology etc). Students will become expert, analytical thinkers, able to evaluate ideas, processes and procedures to make judgements and draw conclusions as well as becoming opinionated and confident individuals with a passion for spoken and written debates; skills which will support them in Higher Education, future employment and throughout their lives.



## Assessment

- **Paper 1:** (33.3%): Introductory Topics in Psychology, covers compulsory content: Social influence, Memory, Attachment and Psychopathology, including multiple choice, short answer and extended writing skills. (2 hours)
- **Paper 2:** (33.3%): Psychology in Context, covers compulsory content: Approaches, Biopsychology and Research Methods, including multiple choice, short answer and extended writing skills. (2 hours)
- **Paper 3:** (33.3%): Issues and Options in Psychology, covers compulsory content: Issues and debates and optional content Relationships, Eating Behaviour and Forensic Psychology, including multiple choice, short answer and extended writing skills. (2 hours)

## Future Pathways

Psychology can open up many careers such as working within the mental health sector as a clinical psychologist or therapist or working within business in advertising or marketing through designing products that stand out and knowing how consumers shopping habits work to advertising products to potential customers. Psychology can help in the field of crime and working within the criminal justice system when understanding, treating and punishing criminal offenders.

# Sociology

Students will understand historical changes which have influenced the structure and running of our modern world and appreciate the importance of keeping abreast of contemporary societal issues and their influence on the public's life choices and opportunities. They will learn about what makes society function and stable, such as the different institutions family, the education system and the law.



## Assessment

- **Paper 1:** (33.3%): Education with Theory and Methods, covers compulsory content: Education, Methods in Context and Theory and Methods. Including short answer and extended writing 50 marks, Methods in context extended writing 20 marks and theory and methods extended writing 10 marks. (2 hours)
- **Paper 2:** (33.3%): Topics in Sociology, covers optional topics of Families and Households and Beliefs in Society. Including extended writing in section A and B, 40 marks. (2 hours)
- **Paper 3:** (33.3%): Crime and Deviance with Theory and Methods, covers compulsory content: Crime and Deviance and Theory and Methods. Including short answers and extended writing 50 marks in Crime and Deviance and extended writing 30 marks for Theory and Methods. (2 hours)

## Future Pathways

Sociology gives our students great opportunities to a wide range of career options for example working within the: police and probation services, local and central government, social and market research, charitable, counselling and voluntary organisations, public relations, journalism and communications, media and marketing, law firms and the criminal justice system, teaching and education.





# Physical Education

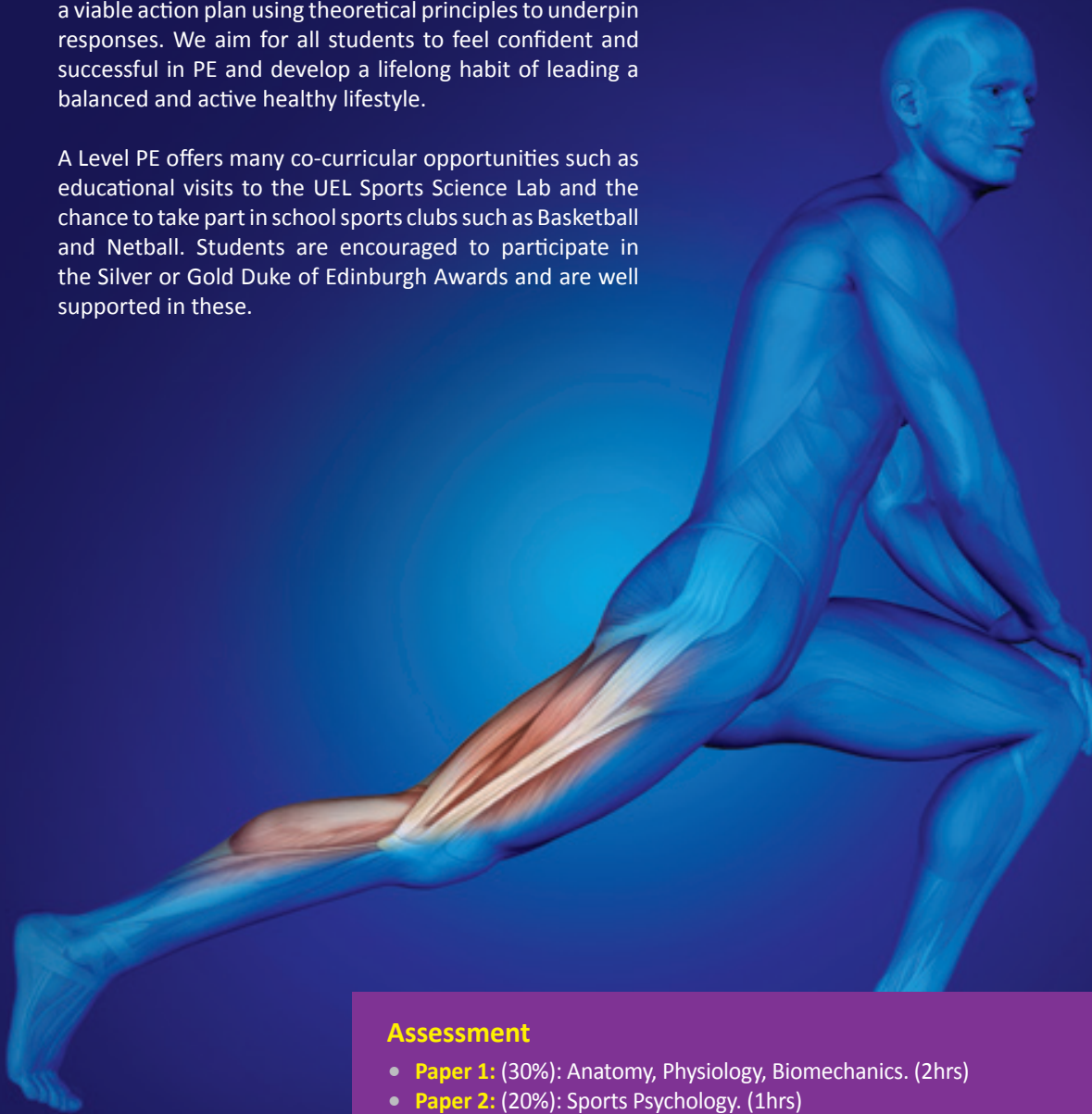


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PE A Level equips students with a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

Students will learn about the key systems of the human body involved in physical activity and be able to interpret data and graphs. They will learn to understand the sociological and contemporary factors that influence physical activity, how sport affects society and evolves over time as well as reflecting on technology and its influence on performance. Students will develop their physical literacy, enhance their resilience, mental strength and physical fitness and develop their analytical skills in evaluating a practical sports performance before devising a viable action plan using theoretical principles to underpin responses. We aim for all students to feel confident and successful in PE and develop a lifelong habit of leading a balanced and active healthy lifestyle.

A Level PE offers many co-curricular opportunities such as educational visits to the UEL Sports Science Lab and the chance to take part in school sports clubs such as Basketball and Netball. Students are encouraged to participate in the Silver or Gold Duke of Edinburgh Awards and are well supported in these.



## Assessment

- **Paper 1:** (30%): Anatomy, Physiology, Biomechanics. (2hrs)
- **Paper 2:** (20%): Sports Psychology. (1hrs)
- **Paper 3:** (20%): Socio-cultural issues in Sport
- **Practical performance:** (15%): 10 minute video
- **Observation and Evaluation spoken exam:** (15%): 20 minutes

## Future Pathways

PE is an engaging A Level subject which links well with any of the sciences and opens opportunities to a wide range of careers such as physiotherapy, sports scientist, sports data analyst, sports coach, sports journalist or even a physical education teacher.



Social Science Subjects



# Digital Media

This course provides students with the knowledge of how the media creates meaning and affects response in their audiences and supports them across the two year course with a mixture of internal and external assessments which cover a wide range of media industries and requires them to develop creative media-making skills in both print media and moving image production. The course uses Adobe creative suite as well as a number of other useful media software packages such as Wix, Canva, Celtx and Hit Film.



## Assessment

As a vocational qualification, assessment is more frequent and focuses on the following topics: **Unit 1:** Media products and audiences, **Unit 2:** Pre-production and planning, **Unit 3:** Create a media product (coursework), **Unit 20:** Advertising media (coursework), **Unit 21:** Plan and deliver a pitch for a media product (coursework), **Unit 24:** Cross media industry awareness (coursework)

## Future Pathways

A Levels in Media, Film, English and future pathways in the media field which are ever expanding.

# Food Science & Nutrition

The curriculum is creative, enjoyable and encourages students to try new ways of looking at things by combining materials, techniques and ingredients. Evaluation, experimentation, investigation and questioning is encouraged and students will work both independently and as part of a team to develop technical and practical competencies.

Students will develop the life skills and knowledge associated with healthy living, food nutrition and cooking with a focus on sustainability, economising and embedding scientific knowledge.



## Assessment

- **Year 12:** Certificate in Food Science and Nutrition. Unit 1 – Meeting Nutritional Needs of Individuals, includes a 3hr practical assessment where learners showcase a range of practical skills to create 3 dishes and complete a portfolio of written evidence and photographic evidence to meet the criteria from a brief. Exam (1hr45) including a range of short and extended answer questions and a case study requiring extensive nutritional knowledge.
- **Year 13:** Diploma in Food Science and Nutrition. Unit 2 – Ensuring Food is safe to eat, requiring students to complete a portfolio of evidence answering a set task (8hrs). Students will demonstrate extensive knowledge on food safety and hygiene and create a HACCP plan.
- **Unit 3:** Experimenting to solve food production problems. Students are given a brief outlining issues in manufacturing and have to solve these problems through experimental work, process data and justify findings (12hrs)

## Future Pathways

Dietician, nutritionist, food scientist, health worker, teacher, chef, health advisor, marketing, food production, food product design, sensory testing, product development.





# Extended Project Qualification (EPQ)

A Level 3 qualification, the Extended Project Qualification (EPQ) is designed to extend students' skills and abilities required for university or a future career. We know that universities value this qualification highly and our students have often seen reduced university entry offers as a result. The EPQ allows students to lead their own projects, planning and conducting research on a topic of their choice which isn't covered by their other qualifications. They can take inspiration from something touched on in class or something personal and unrelated to their studies. They then use this research to produce a written report and, in the case of practical projects, an artefact or a production.



## Assessment

A written report of 5,000 words or an artefact and a report of 1,000 words.  
A presentation to an audience.

# Core Mathematics Level 3

Designed for students who achieved at least a grade 5 in GCSE Maths, this course supports the maths that may be relevant in other subjects such as Science, Economics, Business studies, Computer Science and Geography and can earn UCAS points to support university applications. Students will learn the use of spreadsheets, modelling and estimation, statistical and financial problem solving, exponential growth, standard form, graphs, probability and risk.

## Assessment

Students will complete two 2hr assessments (50% each) at the end of the course.





## Co-curricular opportunities

Trinity Sixth Form offers many co-curricular opportunities for students to develop their cultural capital and extend their wider knowledge and skills. We encourage all students to take advantage of opportunities linked to their chosen subjects or to try something different and new!

**Subject Societies:** These are led by students who host masterclasses, discussions and sometimes experiments around key or topical areas of interest. The Physics society this year calculated the time it would take to cook a chicken using only a lightbulb and our Head of Physics, Dr Collins even tested the finished product! Subject societies this year include: Illustration, Biology, Chemistry, Geography, History, Literary, Maths, Medicine, Veterinary and Dentistry, Physics and Social Sciences.

**LAMDA qualifications in Public Speaking or Acting:** These qualifications are recognised across the world and gain UCAS points as well as contributing to Duke of Edinburgh qualifications. Learners develop the confidence to deliver powerful speeches or vocal, physical and interpretive skills.

**The Extended Project Qualification (EPQ):** This qualification allows students to develop the research, analytical, evaluative and time management skills required for undergraduate study and gains additional UCAS points to support effective applications. Students select a topic of their choice and produce either an artefact or a 5,000 word report and we've had some very interesting submissions ranging from "Can nuclear power viably be the dominant source of energy powering a sustainable economy in the United Kingdom?" to "To what extent has the K-pop music genre been the main factor for the increase in modern day South Korean culture?".

**Core Philosophy:** All students will complete a programme of study in Core Philosophy which reflects the school's ethos and our commitment to personal, social, health and economic education. On successful completion of this programme of study, students will be awarded a certificate of achievement.

**Competitions:** Students are regularly encouraged to participate in school, national and international competitions in their areas of interest. In the Sciences, students have gained some outstanding results in the British Olympiad challenges, placing them amongst the top in the country. In the Arts, students regularly enter national essay-writing competitions and in Design Technology and Geography, students have competed in groups to pitch ideas of how civil engineering could improve the local environment.



# Extra-curricular activities



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High School

**Silver or Gold Duke of Edinburgh Awards:** To participate in these, students do not need to have any previous experience of the Awards scheme and are able to develop new skills, improve their physical fitness and make notable contributions to the local and school community as well as enjoying expeditions.

**The Assistant Lowland Expedition Leaders Award:** We are the only school in South East England who offers this practical qualification, enabling those who qualify to not only build their navigation and campcraft skills but also leadership qualities. Past students have enjoyed paid employment leading Duke of Edinburgh expeditions alongside their studies.

**Sports clubs:** Basketball club, school teams in netball, football, swimming and cross country.

**Music clubs:** Glee club, the school orchestra, choirs and opportunities to complete ABRSM qualifications.

**Leadership and volunteering opportunities:** At Trinity, we focus, not only on excellent exam results but also on developing the whole person. Students are offered opportunities to become role models either as part of our Student Leadership Team, as mentors for younger students in the school or to work in outreach projects with our primary feeder schools.

**Guardian Angel Programme:** All Year 12 students are timetabled for either Guardian Angel or School Support duties which provides them with valuable work experience and skills they can highlight when applying for universities or jobs. Guardian Angels play a valuable role in our school community, acting as a mentor and support for a younger student during their lessons. School Support duties assist our non-teaching staff in the school offices, library and resources department with administrative duties and both students and staff they work with find this a productive experience.



*"The Lowland Leader Award I undertook has helped me to grow as a person by gaining the skills necessary to both be an effective leader and a useful part of a team whilst also affording me the possibility to turn a hobby of mine into academic credit".*

**Head Boy**



Extra-curricular activities



# University and careers provision

We recognise the importance of not only supporting students in excellent exam results, but also equipping them to make a successful transition to university, apprenticeships and the world of work. Future pathways discussions take place from the beginning of Year 12. We appreciate there's some way to go, but encourage students to focus on their end goals and aspirations as we know this supports positive engagement and motivation in school.

## Personal and Spiritual Development workshops

The weekly Personal and Spiritual Development (PSD) workshops during both Year 12 and Year 13 include guidance on preparing for university, apprenticeship or job applications. Students explore topics such as "choosing the right post-16 destination", "student finance", "an introduction to personal statements" and "how to complete the UCAS (University and College Admissions Service) form online". PSD teachers are trained to support students in making effective applications and we have had great success with University pathways previously.

Teachers work closely with students to review and enhance their university applications. UCAS indicate that Personal Statements will no longer be required but we await confirmation of the exact questions which will be asked and will support students in completing these to their best effect.

All students are also provided with a login for Unifrog, a fantastic research tool which contains guidance on universities, courses and careers. This is also the central log where students can record all activities and information necessary for their UCAS application.

## University visits and UCAS Fairs

We provide opportunities for our students to gain experience of university life through mentoring from current undergraduate students, visiting speakers such as university admissions officers and higher education evenings and fairs. We also encourage students to gain first-hand experience through visiting higher education providers themselves. Some excellent advice and opportunities can be found at: <https://www.unitasterdays.com/>

The University and College Admissions Service (UCAS) also run several university fairs each year and given our fortunate position close to the centre of London, we promote these and encourage students (where academic commitments allow) to attend.

The London ExCel centre hosts an annual University fair and we will send further details to parents and students closer to the time. <https://www.ucas.com/discover>

## The Luminaries Programme

Our Luminaries Programme is aimed at those students who aspire to make applications to the most competitive universities or courses. This year, around 30 Trinity students have made applications to the Universities of Oxford or Cambridge or competitive courses with early deadlines such as Medicine, Dentistry or Veterinary Science.

Our Luminaries programme identifies these students early and guides them in the super-curricular activities needed to set themselves apart from other applicants. Students who are required to take university admissions tests are supported in these by subject teachers or mentors.

## Super-curricular study

Super-curricular study refers to the study which goes beyond and over current core curriculum learning, looking at topics in more depth than the subject specifications. Completing a range of super-curricular study sets students apart from others with the same academic profiles and has further benefits such as:

- Helping students to develop new ideas and opinions.
- Developing their ability to understand new information from different sources.
- Expanding awareness and experience in their fields of interest as well as supporting progress in existing studies
- Supporting effective UCAS applications, particularly to competitive universities.
- Improving critical thinking and analytical skills.
- Establishing students (applying to universities or apprenticeships) as keen, proactive, academic candidates.

Students are regularly encouraged and guided in super-curricular activities and these are logged and monitored on the Unifrog platform.

## Careers guidance and work experience

All Sixth Form students can take advantage of excellent advice from our Careers Lead. As well as regularly circulating opportunities to students, our Careers Lead can support with personal queries about future pathways and can arrange careers interviews for individuals.

All students in Year 12 complete work experience which they find invaluable in supporting decisions about their future pathways and effective university and apprenticeship applications.





# Destinations



Whatever students' aspirations, our Sixth Form and Careers teams support them with effective applications. The majority of our students progress to university study following their completion of Trinity Sixth Form. Many students go to Russell Group universities to study a wide range of courses from Aerospace Engineering and Physics to Philosophy and Politics or Marine Biology. Each year we have a number of successful applicants for competitive courses such as Medicine, Dentistry and Veterinary Science.

We have also seen an increasing number of students who successfully take up degree apprenticeships and provide workshops and guidance in PSD lessons to support these pathways. In 2023, some students progressed to more vocational undergraduate pathways, studying courses such as Landscape Architecture, Fashion Public Relations and Communications, Sports Business and Sports Broadcasting.





# A day in the life of a Trinity Sixth Former

The day begins with Form Time at 8.40am where Sixth Form students will register with their Form Tutor and the group will participate in citizenship or personal development activities. Usually these will involve class discussion and are highly engaging. As role models for the younger cohorts, some Sixth Formers may support school life by presenting in assemblies or mentoring individuals during this time.

Students will typically have two to four lessons per day, each lasting an hour and a quarter. During their non-lesson study periods, students are encouraged to use the study areas. Students are also timetabled for Guardian Angel (supporting a lower years student with their studies) or School Support (assisting the school administrative staff) duties which give them valuable skills to support transition to the working world.

Each student attends a weekly Personal and Spiritual Development workshop which involves topics such as health and wellbeing, relationships and employability and career development. During their lunch breaks, Sixth Formers benefit from both their dedicated common rooms and an exclusive outdoor seating area which contains a “café pod” to purchase food without having to go to the school canteen.



*“I enjoy the responsibility we are given as Sixth Formers to use our study periods as we want. It’s allowed me to be more independent”.*

**RC - Year 12 student**





## Study areas

Sixth Form students have greater freedom to direct their own time and are encouraged and supported to use their study periods well. Year 12 and Year 13 students each have their own Common Rooms which contain study booths and tables for self-directed or collaborative study outside of lesson time.

Students are also encouraged to use our Learning Resource Centre which is well-equipped with books, journals and computers. Our friendly librarians are also on hand to support students with any resources or advice they need to support their independent study. The Learning Resource Centre is open from 8pm - 5pm for students who wish to take advantage of this.

## Sixth Form Uniform

All Sixth Form students are expected to wear a “professional dress code” of a trouser suit. We find that becoming comfortable with professional dress, helps students when they attend university or job interviews as well as maintaining high standards and acting as role models for the younger students in the school. Please find details of our Sixth Form uniform requirements on our school website.



*“I really appreciate the time and effort teachers at Trinity put into helping students like me thrive and excel in sports opportunities”.*

JB - Year 13 student





# Compassion – Vocation – Wisdom



Trinity Catholic  
High School

**Headmaster:** Dr P C Doherty OBE, BA (Hons), DPhil (Oxon), FRSA

**Main School Office**

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**Lower Site:** Sydney Road, Woodford Green, Essex, IG8 0TB Telephone: 020 8504-8946

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Diocese of Brentwood