ST PAUL’S SCHOOL FOR GIRLS
SIXTH FORM
2020-2022
A Level Results 2019
• A* - A 26%
• A* - B 55%
• A* - C 85%
• A* - E 100%
• Level 3 Health & Social Care Diploma
• D/D* 69%
• D* - pass 100%
Dear Parents

On behalf of the whole school community I extend a very warm, St Paul’s, welcome to all prospective Sixth Form students and their parents.

St. Paul’s is a Voluntary Aided Maintained Catholic Comprehensive School and Sixth Form Centre established by the current Trustees, the Sisters of Charity of St. Paul, the Apostle, in 1908. It has a very well established tradition of success in meeting the pastoral, academic, vocational and spiritual needs of its students through the untiring efforts of a well qualified, forward-thinking and caring staff working in partnership with supportive parents and a variety of agencies in the local community.

In St. Paul’s we have high expectations of our students and staff. Together, we aim to provide a challenging learning environment which motivates students and contributes to the excellent academic results consistently achieved by the school.

Each year a very high percentage of our students enter Higher Education and enjoy success in a wide range of academic and professional areas. Our success as a Sixth Form was recognised in our most recent Ofsted (May, 2017) in the following comments:

“Students enjoy their studies and all who spoke to inspectors said they were glad they had chosen St Paul’s. Students’ attitudes to learning are excellent. Their behaviour is impeccable.

In the sixth form, a comprehensive careers guidance programme ensures that students understand the options open to them. They are able to make well-informed choices about their destinations when they leave school. Students told inspectors that they particularly value the support they receive from their teachers, their head of sixth form and a learning mentor who works exclusively in the sixth form.

Almost all students move on to university when they leave the school. The minority who do not wish to go to university are well supported as they move to apprenticeship or employment.

Leaders provide a wide range of non-qualification activity for students. A well-planned PSHRE programme supports students’ career aspirations and tackles other issues such as personal safety. Students taking vocational subjects complete work placements, as do many other students. There are several opportunities for students to volunteer or to serve the community.”

Dr Dawn Casserly
Headteacher
We remain confident that students benefit from the wide range of courses on offer at Sixth Form level, from the genuine care and attention given by staff, and above all, from the Catholic ethos which gives our school its distinctive and special character. All our efforts over the years have been directed towards motivating the students to have high expectations of themselves, encouraging them to have a matching level of commitment to their studies and to make the most of the many educational opportunities available to them. We are very proud that in 2019 we had students accepted to some of the most prestigious courses and universities in the country including:

- Aston
- Birmingham
- Birmingham City
- Bristol
- Cardiff
- Coventry
- Essex
- Exeter
- Falmouth
- Keele
- Lancaster
- Leeds
- Leicester
- Liverpool
- Manchester
- Nottingham
- Oxford
- London
- Sheffield
- Staffordshire
- St Andrews
- Surrey
- Sussex
- Warwick
- Worcester
- York

It is hoped that the happiness and success they experience during their Sixth Form courses here will enable them to face the future with confidence.

I invite you to study this prospectus carefully and to view the facilities which the school has to offer. Staff and current Sixth Form students are available to answer any queries you may have.

May the Lord bless and guide you in your decisions.

Dr. D.E Casserly

Headteacher
We are immensely proud of our Sixth Formers who serve the school community in a holistic manner. They are outstanding role models to our younger pupils, due to their impeccable behaviour and pursuit of academic excellence.

Our Sixth Form is a place for students to thrive academically and personally as they develop into young adults and reach upon their future pathways. We are here to support them at every stage of their journey: working together to realise their full potential.

During their time in Sixth Form, all students will have the opportunity to nurture their spirituality, through our unique and innovative Pragmatic Theology course. This course enables students to explore their faith whilst engaging practically through volunteer work in their local and wider community; this will prepare them successfully for a range of career pathways whilst strengthening their faith.

Our Sixth Formers enjoy a wide range of opportunities to develop leadership and collaborative skills within the school community, from supporting younger peers on the paired reading scheme, to becoming a member of the Head Girl or Senior Prefect Team.

Our skilled and experienced progress tutor team, offer a unique and individually tailored support programme to every student in our care. Each student receives regular academic mentoring, which enables them to develop effective study skills in order to help them mature successfully towards advanced level studies and beyond. This is complimented by our learning mentor and learning hub supervisor.

In Sixth Form we seek to foster the independence of every student, whilst still offering the excellent level of pastoral support and care that is such a strong feature of St Paul’s School for Girls.

Our pledge is to offer total commitment and dedication in supporting your daughter to be the very best that she can be.

Sixth Form Life
As a student you are encouraged to participate in a wide range of activities outside the classroom, which not only enrich your educational experience but allow you to bring that ‘little extra’ which makes the difference to successful employment and higher education applications.

Sixth Form students regularly go on curriculum related visits and partake in extra-curricular experiences, either in support of their studies such as University Masterclasses or purely for pleasure, such as our popular trip to Paris.

Leadership Opportunities
There are numerous opportunities for you to develop leadership qualities by serving on various committees or applying for the responsible role of Senior Prefect in Year 13.

Senior Prefects make invaluable organisational and leadership contributions to the school, for example by working with Form Tutors and their pupils in Years 7 to 12. These roles carry heavy but enjoyable responsibilities, which prepare you for leadership posts in adult life. You can use your initiative in organising various Year and Form events such as Talent Shows, Sporting Activities and the annual Christmas Pantomime which give excellent experiences of working with young people. There is also the opportunity to be elected by peers and staff into the privileged role of Deputy and Head Girls.
Service
Students in Year 12 and 13 have the opportunity to give service, as part of their Pragmatic Programme. This allows the development of a range of skills and is recognised on university and job applications. Students enjoy working with organisations, departments, staff and lower school pupils in a variety of tasks, living out our Mission Statement and showing care and respect for our community. Service activities give you opportunities for work experience, both within school and in the wider community, relevant to your future career aspirations. For example, Paired Reading, listening to Year 7 pupils read and supporting their literacy skills and confidence, is hugely rewarding and prepares students very well for careers such as teaching or counselling. There is also the chance to help in the organisation of various social events with, perhaps, the highlight being the annual Year 13 Leavers’ Formal.

Academic Life
The academic development and achievement of our students is very important to us at St. Paul’s. We are very proud of our students’ performance, last year we were in the top 11% of all Birmingham Schools (including Grammar Schools) and Colleges for Sixth Form attainment.

- A* - A: 26%
- A* - B: 55%
- A* - C: 85%
- A* - E: 100%

This is the result of our students’ determined hard work as well as the motivational work of Form Tutors and the expertise and support of subject teachers. There are very high expectations of students to realise their potential and they will be given regular reports and reviews with your Form Tutor to discuss your progress and build upon your personal best. You will not be left to flounder and will be given regular, specific and individual advice on how to succeed.

Progress Tutor System and Pastoral Support
Sixth Formers are divided into small Tutor Groups of a maximum of 20. You will see your Tutor twice daily, at registration time, and also work with them during PSE. Each Tutor is experienced in the demands and rigours of Sixth Form study and will also help you in your application for employment or university.

Your Progress Tutor takes special responsibility for you, is interested in you as a student and works in partnership with you to create a warm, caring and supportive working atmosphere.

Mrs Gupwell will be your Head of Year and, will be closely involved with you as regards your general progress academically and personally, your choice of university and career, your final destination, as well as working with you to organise social and spiritual events.

Other support is available from our Sixth Form Learning Mentor Miss Middleton, Careers Coordinator Ms Kettle, Chaplain Amanda and Pastoral support Mrs Liddall are all willing to listen to any personal concerns you may have.
Mission Statement

St. Paul’s is a Catholic Comprehensive School for girls, which exists primarily to assist Catholic parents in giving their children a Catholic education so that they may lead happy and fulfilled lives, promote the common good of society and attain their eternal destiny.

The School aims:
1. to promote an environment where all experience Christian community living, feel personally valued and are helped to develop and celebrate a personal commitment to Christ and His Church.
2. to provide a broad, balanced, relevant and coherent curriculum, enabling each student to discover and fully develop her potential in the academic, aesthetic, spiritual and vocational dimensions.
3. to develop in students a reverence and responsibility for themselves, others and their environment, together with a deep appreciation for, and tolerance of, diversity in our multicultural society.
4. to enable students to face the future with confidence in their personal qualities and achievements, able to respond positively to the changing needs of society and able to adapt with ease and courage to the demands of family life, their faith community, the world of work or further education.
General Information

Name of school: St Paul’s School for Girls
Vernon Road
Edgbaston
Birmingham
B16 9SL

Telephone: 0121 454 0895
Email: enquiry@stpaulgl.bham.sch.uk
Website: www.stpaulgl.bham.sch.uk

Classification: Voluntary Aided Catholic Comprehensive
Secondary Day School for Girls

Headteacher: Dr D E Casserly. BA(Hons), QTS, MEd, NPQH, PGCR, EdD
Chairman of Governors: Mrs Mary Browning

Office times: 8.00am – 6.00pm M–Th
8:00am—4:30pm F

Number on roll: 1012
Diocese: Birmingham
Local authority: City of Birmingham Education Department
Council House
Margaret Street
Birmingham
B3 3BU

Number of teaching staff: 77
Determined Admission Arrangements for 2020—2021

<table>
<thead>
<tr>
<th>School name</th>
<th>St Paul’s Catholic School for Girls</th>
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<tbody>
<tr>
<td>School address</td>
<td>Vernon Rd, Edgbaston, Birmingham B16 9SL</td>
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<tr>
<td>Headteacher</td>
<td>Dr D E Casserly</td>
</tr>
<tr>
<td>Tel no:</td>
<td>0121 454 0895</td>
</tr>
<tr>
<td>Admission Number:</td>
<td>10 External Candidates</td>
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</tbody>
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**Admissions policy statement**

St Paul’s is a non-selective Catholic Girls’ School. The ethos of this school is Catholic. The school was founded by the Catholic Church to provide education for children of Catholic families. Whenever there are more applications than places available, priority will be given to Catholic children in accordance with the oversubscription criteria listed below. The school is conducted by its governing body as part of the Catholic Church in accordance with its Trust Deed and Instrument of Government and seeks at all times to be a witness to Our Lord Jesus Christ.

As a Catholic school, we aim to provide a Catholic education for all our pupils. At a Catholic school, Catholic doctrine and practice permeate every aspect of the school’s activity. It is essential that the Catholic character of the school’s education be fully supported by all families in the school. We therefore hope that all parents will give their full, unreserved and positive support for the aims and ethos of the school. This does not affect the right of an applicant who is not Catholic to apply for and be admitted to a place at the school in accordance with the admission arrangements.

Governors require that parents approach Parish Priests to support their application and confirm evidence of Baptism. A Supplementary Information Form (SIF) must also be completed and returned directly to the school by the same date (see Note 2).

Every year a high proportion of St. Paul’s Catholic School for Girls pupils from Year 11 enter the Sixth Form to continue their studies. The school operates a sixth form for a total of 180 pupils. 90 places overall will be available in Year 12. Whilst the admission number is 2 if fewer than 88 of the school’s existing pupils transfer into Year 12, additional external pupils will be admitted until Year 12 meets its capacity of 90. Applications for the Sixth Form should be made directly to the school using the application form available from the school. Completed application forms must be returned to school by Friday, 14 December 2019.

In addition to the sixth form’s minimum academic entry requirements pupils will need to satisfy minimum entrance requirements to the courses for which they are applying. If either internal or external applicants fail to meet the minimum course requirements they will be given the opportunity of pursuing any alternative courses for which they do meet the minimum academic requirements. Course requirements are published annually in the school’s prospectus and on its website.

When Year 12 is undersubscribed all applicants meeting the minimum academic entry requirements will be admitted or permitted to progress.

When there are more external applicants that satisfy any academic entry requirements priority will be given in accordance with the oversubscription criteria set out below.

Where there is space in Year 13, i.e. where there are few than 90 pupils in the year group, the school will admit additional pupils up to this number using the oversubscription criteria set out below.

Where there are more applications for places than the number of places available, places will be offered according to the following order of priority. If there is oversubscription within a category, the Governing body will give priority to children living closest to the school determined by the shortest distance (see Note 4).

**Criteria**

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<tr>
<td>1</td>
<td>Baptised Catholic girls (see Note 2) who are looked after or previously looked after (see Note 3)</td>
</tr>
<tr>
<td>2</td>
<td>Baptised Catholic girls (see Note 2)</td>
</tr>
<tr>
<td>3</td>
<td>Non-Catholic girls who are looked after or previously looked after (see Note 3)</td>
</tr>
<tr>
<td>4</td>
<td>Other non-Catholic girls.</td>
</tr>
</tbody>
</table>
Note 1
Children with an Education, Health and Care (EHC) Plan that names the school **MUST** be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.

Note 2
In all categories, for a child to be considered as Catholic, evidence of Catholic Baptism or Reception into the Church will be required. For a definition of a Baptised Catholic, see the Appendix. Those who face difficulties in producing written evidence of Catholic Baptism or Reception into the Church should contact their Parish Priest.

Parents making an application for a Catholic child should also complete a Supplementary Information Form (SIF) **which should be returned directly to the school.** If you do not provide the information required in the Supplementary Information Form and return it by the closing date, together with all supporting documentation, this is likely to affect the criteria that your child is placed into, which is likely to affect your child’s chance of being offered a place at this school.

Note 3
A “looked after child” has the same meaning as in section 22(1) of the Children Act 1989, and means any child who is (a) in the care of the local authority or (b) being provided with accommodation by them in the exercise of their social services functions (e.g. children with foster parents) at the time of making the application to the school. A “previously looked after child” is a child who immediately moved on from that status after becoming subject to an adoption, child arrangement order or special guardianship order.

Note 4
Distances are calculated on the basis of a straight-line measurement between the child’s home address and the front gate of the school. The Local Authority uses a computerised system, which measures all distances in metres. Ordnance Survey supplies the co-ordinates that are used to plot a child’s home address and the address of the school.

In a very small number of cases, where the school is oversubscribed, it may not be possible to decide between the applications of those pupils who are the final qualifiers for a place when applying the published admission criteria.

For example, this may occur when children in the same year group live at the same address, or if the distance between the home and the school is exactly the same, for example, blocks of flats. If there is no other way of separating the application according to the admissions criteria and to admit both, or all, of the children would cause the Published Admission Number for the child’s year group to be exceeded, the Local Authority, on behalf of the Governing Body, will use a computerised system to randomly select the child to be offered the final place.

The governing body will, where possible, admit twins and all siblings from multiple births where one of the children is the last child ranked within the school’s published admission number.

A child’s home address is considered to be a residential property that is the child’s only or main permanent residence and is either: Owned by the child’s parent(s); or Leased to or rented by the child’s parent(s) under lease or written rental agreement of not less than twelve months duration.

Evidence of ownership or rental agreement may be required, plus proof of permanent residence at the property concerned.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the week, then the main residence will be determined as the address where the child lives for the majority of the week. Parents may be requested to supply documentary evidence to satisfy the Governing Body that the child lives at the address put forward by the parents.

If a place in the school is offered on the basis of an address that is subsequently found to be different from a child’s normal and permanent home address, then that place is liable to be withdrawn.

**APPEALS**
Parents who wish to appeal against the decision of the Governors to refuse their daughter a place in the school must apply in writing to Chair of Governors. Appeals will be heard by an independent panel.

There is no charge or cost related to the admission of a girl to this school.

**DEFINITION OF A “BAPTISED CATHOLIC”**

(For use in the Criteria of Admission to Catholic Schools in the Archdiocese of Birmingham)

To establish clarity, consistency and fairness in the application of Criteria of Admission in Catholic Schools in accordance with the Trust Deed of the Archdiocese of Birmingham, it is necessary to define the description of a “Baptised Catholic” for the benefit of parents who are making applications and for governors who formulate and apply the criteria for admissions.

A “Baptised Catholic” is one who: Has been baptised into full communion (Cf. Catechism of the Catholic Church, 837) with the Catholic Church by the Rites of Baptism of one of the various ritual Churches in communion with the See of Rome. Written evidence of this baptism can be obtained by recourse to the Baptismal Registers of the church in which the baptism took place (Cf. Code of Canon Law, 877 & 878). OR

Has been validly baptised in a separated ecclesial community and subsequently received into full communion with the Catholic Church by the Rite of Reception of Baptised Christians into the Full Communion of the Catholic Church. Written evidence of their baptism and reception into full communion with the Catholic Church can be obtained by recourse to the Register of Receptions, or in some cases, a sub-section of the Baptismal Registers of the church in which the Rite of Reception took place (Cf. Rite of Christian Initiation, 399).

**WRITTEN EVIDENCE OF BAPTISM**

The Governing bodies of Catholic schools will require written evidence in the form of a Certificate of Baptism or Certificate of Reception before applications for school places can be considered for categories of “Baptised Catholics”. A Certificate of Baptism or Reception is to include: the full name, date of birth, date of baptism or reception, and parent(s) name(s). The certificate must also show that it is copied from the records kept by the place of baptism or reception. Those who would have difficulty obtaining written evidence of Catholic Baptism/Reception for a good reason, may still be considered as baptised Catholics but only after they have been referred to their parish priest who, after consulting the Vicar General, will decide how the question of Catholic Baptism/Reception is to be resolved and how written evidence is to be produced in accordance with the law of the Church. Those who would be considered to have good reason for not obtaining written evidence would include those who cannot contact the place of Baptism/Reception due to persecution or fear, the destruction of the church and the original records, or where Baptism/Reception was administered validly but not in the Parish church where records are kept. Governors may request extra supporting evidence when the written documents that are produced do not clarify the fact that a person was baptised or received into the Catholic Church, (i.e. where the name and address of the Church is not on the certificate or where the name of the Church does not state whether it is a Catholic Church or not).
The Sixth Form Centre
Comprises: ICT study room, resources room, general teaching rooms, tutorial rooms, 6th Form Learning Hub (formerly the Library), common room with a food bar staffed by Taylor Shaw plus tea and coffee making facilities, water cooler, microwave, refrigerator, dishwashers and individual lockers.

The Learning Hub
Y12 & Yr 13 students have sole use of the Learning Hub and U7 as a Sixth Form Study Centre during lessons. This is a very well resourced learning hub with books, periodicals, CDs and up-to-date equipment for word processing, network multimedia internet and photocopying facilities.

It is staffed by a full-time Learning Hub Supervisor and students are given priority to study here both during the day and after school.

Unifrog Careers Platform
This electronic system enables students to search for universities using sophisticated set of filters that has all live apprenticeship vacancies; allows for comparisons of Oxbridge courses and colleges and supports students through their UCAS application process.

There are seven well-equipped Science Laboratories

The Health & Fitness Studio
The studio contains a range of fitness equipment. Students are always welcome to use these facilities during non-contact time and after school, following an induction session.
Attendance and Punctuality

The ordinary school hours are from 8.50 am to 3.15 pm. Full attendance at all lessons is essential and students are expected to arrive on time for registration at 8.50 am.

In the case of illness it is important that the school is informed by telephoning 0121 454 0895 by 8:00am on the first day of absence, stating name, form and reason for absence.

- The acceptable percentage for attendance is 95% or above.
- 100% attendance is expected and rewarded.
- Attendance below 95% is unacceptable and will be followed up by both the Head of Year and Educational Social Worker.

Dress Code

All students must wear Sixth Form uniform; black skirt or trousers with any coloured top.

No jeans, shorts, trainers or sports wear.
What does Ofsted say?

This is an outstanding school

This is a school with very high expectations of pupils and staff. It also provides impressive pastoral care and high-quality support for all who need it.

A clear ethos of high expectations, matched with high-quality care, compassion and support, suffuses all that the school does. Staff are proud to work at St Paul’s and morale is high. Pupils are equally proud of their school and they enthusiastically repeat the mantra that ‘I am a St Paul’s girl; there’s nothing I cannot achieve.’

Pupils engage enthusiastically in a wide range of extra-curricular activities. These include a variety of sporting and artistic activities, the Duke of Edinburgh’s Award Scheme and an air-training corps. Many pupils take advantage of leadership opportunities, including peer mentoring and membership of the school council. Several Year 9 pupils have been trained as ‘digital leaders’. All year groups take part in an annual retreat and all pupils have the opportunity to attend a residential retreat.

Teachers have high expectations of what pupils are able to achieve and therefore levels of challenge in class are typically high. They use their excellent subject knowledge to plan lessons and activities that are very well matched to what pupils already understand, know and can do. Consequently, pupils rise to the challenge and are able to tackle demanding work.

Pupils’ outcomes at the end of Year 11 have been consistently very strong over the last three years, in all subjects. They make especially strong progress, from their starting points, in English and mathematics. For example, progress in English placed the school in the top 6% of schools nationally in 2016, while progress in mathematics placed it in the top 2%. Pupils also make impressive progress in most subjects, including science, history, geography and religious education.

Teachers use their detailed knowledge of each pupil to plan very effectively for pupils who have additional needs of any kind. For example, pupils who have special educational needs and/or disabilities have ‘learning logs’ that identify the nature of their additional needs and suggestions about how to address them in a lesson.

The most able pupils also have learning logs. Teachers make very effective use of this information when planning activities. Because of this, pupils who have special educational needs and/or disabilities and the most able pupils make strong progress. Similarly, teachers’ planning incorporates strategies to ensure that disadvantaged pupils make equally strong progress.

Pupils are typically confident and articulate. They are keen to do well and they exhibit excellent attitudes to learning in lessons. They listen carefully to their teachers and to each other. They discuss and debate maturely and with confidence.

Pupils are reflective and resilient learners. They are unafraid to make mistakes, understanding that they often lead to learning something new. They are not overly reliant on their teacher, but are able to work effectively by themselves or with others, as appropriate.

The behaviour of pupils is outstanding.

Pupils are unfailingly polite, friendly and helpful in lessons, at social times and as they move around the school.

Pupils enjoy school and, consequently, attendance is consistently higher than the national average for secondary schools. Pupils are punctual, despite many of them travelling a considerable distance to school on public transport.

Pupils are typically confident and articulate. They are keen to do well and they exhibit excellent attitudes to learning in lessons. They listen carefully to their teachers and to each other. They discuss and debate maturely and with confidence.

Pupils are reflective and resilient learners. They are unafraid to make mistakes, understanding that they often lead to learning something new. They are not overly reliant on their teacher, but are able to work effectively by themselves or with others, as appropriate.

Ofsted 2017
What does our Section 48 RE Inspection say?

The overall quality of teaching in RE is judged to be outstanding. Pupils know that teachers have confidence in their ability to achieve because they have a rigorous and positive approach in lessons. They enjoy RE and understand its value for their spiritual and moral development, as well as for their growth in becoming thinking citizens in 21st century Britain, able to argue their point of view with respect, knowledge and integrity.” (Section 48 Inspection 2015)

“Catholic life is outstanding. Parents express commitment to the values of the school, speaking of the ‘natural and unforced piety’ of the school community.” (Section 48 Inspection 2015)

“The school benefits from its foundation by the Sisters of St Paul, and their enduring commitment and support, the availability of the large and beautiful chapel, and the vibrant work of the chaplaincy team who call additionally upon a range of priests, religious and lay people to fulfil tasks. This includes for example; priests who support the branch of the Air Training Corps, and Filipino religious who work with pupils to enhance music at the Filipino Mass.” (Section 48 Inspection 2015)

“Pupils are empowered from their first year at the school to lead collective worship both in their forms and on a wider scale. The school day is punctuated by opportunities for prayer, including the Angelus, so that pupils know how to pray and develop in their relationship with God. Moral development focuses on examining consequences of actions and pupils recognise that they are developing skills in forming a moral framework to their lives.” (Section 48 Inspection 2015)
### What do our Year 13 Students say?

<table>
<thead>
<tr>
<th>Name</th>
<th>Future Aspirations</th>
<th>Grades</th>
<th>Why I stayed at St Paul’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millie</td>
<td>I hope to study medicine at University with a year abroad. I would like to specialise in paediatrics or obstetrics.</td>
<td>I hope to achieve the best grades I can and hopefully A’S.</td>
<td>I stayed at St Paul’s because the teachers are invested in helping you succeed and you are believed in. The teachers provide you with support and it is a place where I have friendships and feel comfortable. At St Paul’s, I am pushed to reach my full potential.</td>
</tr>
<tr>
<td>Nayia</td>
<td>Future aspirations: I want to go to University to study Natural Sciences to eventually go into chemical research.</td>
<td>Grades: hopefully get A*s in my A Level.</td>
<td>Why I stayed at St Paul’s: so I can get the support from the teachers I already knew and as A Levels are much harder than GCSEs.</td>
</tr>
<tr>
<td>Agatha</td>
<td>I hope to go to university to study Law.</td>
<td>I’m hoping to reach my targets of AAB</td>
<td>I stayed at St Paul’s because of the teachers, the teaching methods and the support system which guarantees success.</td>
</tr>
<tr>
<td>Ariannah</td>
<td>I want to go to Bath University to study architecture.</td>
<td>I need to achieve A8*A A in Art, Maths and Physics.</td>
<td>I stayed at St Paul’s as I knew the teachers, I feel comfortable here, I get a lot of support not only with my studies but with my UCAS and personal statement. This makes me feel reassured about myself.</td>
</tr>
<tr>
<td>Elizabeth</td>
<td>I would like to study Philosophy then do a conversion into Law.</td>
<td>I hope to achieve A B B in RE, Politics and History.</td>
<td>I stayed at St Paul’s because it feels like a community, they have helped me to develop in so many ways. I knew I could achieve anything I wanted by staying.</td>
</tr>
<tr>
<td>Aleksandra</td>
<td>I wish to go to university to study Psychology.</td>
<td>I’m hoping to achieve A* A A.</td>
<td>I stayed at St Paul’s because I knew I already loved the atmosphere and support which I receive.</td>
</tr>
</tbody>
</table>
P.S.H.R.E.

In Years 12 and 13 you will have one Personal, Social Health and Religious Education lesson per week. PSHRE is a particularly useful tool and provides you with the opportunity to:-

- **speak** to your Form Tutor about your learning;
- set **targets** and challenging goals;
- develop **learning/study** skills;
- **plan** for education beyond Sixth Form – including applications to university or apprenticeships;
- **consider** issues relevant to young people in our society;
- **participate** in the liturgical life of the school, with time for group prayer in form assemblies.
- develop healthy lifestyle choices.
- Have regular personalised mentoring meetings with your Form Tutor.

Financial Help

Sixth Form Education is free. However, all further education demands financial sacrifices from students and their families. Some financial help is available, in the form of:

- **Free School Meals**, which are available to students whose parents receive Income Support.
- **Student-rate travel passes** for students aged 16-18.

Application forms for these are available from the school.

All students can apply for the 16-19 Bursary Fund to support the purchase of travel passes, textbooks, revision guides, essential trips and learning resources. Assistance will be given according to parental incomes.

Application Forms will be available in school in the Autumn term.

Students have to sign an agreement regarding their work, behaviour and attendance. This is linked into the St. Paul’s Sixth Form Learning Agreement.
School Curriculum

The management and development of the curriculum is under the direction of Miss J Allan, Deputy Headteacher. She works closely with Heads of Department in all matters relating to the curriculum. We are proud of both our qualification and our non-qualification curriculum as well as the many extra-curricular opportunities there are for students.

Non-Qualification Curriculum
PSHRE, Pragmatics Programme (Theology), Voluntary Work, Work Related Learning, Designated Study, Unifrog, MOOCs

Qualifications Offered:
A Level subjects: Art, Biology, Chemistry, Criminology, English Language, English Literature, Film Studies, French, Further Maths, Geography, Italian (native speakers), Politics, History, Mathematics, Physics, Polish (native speakers) Psychology, Religious Studies and Sociology Vocational: the OCR Technical Level 3 Extended Diploma in Health and Social.

Extra Curricular Activities
Liturgical celebrations and sacramental practice, residential experiences, curriculum and work related visits, work experience, field courses, revision and master classes, opportunities to develop personal learning and thinking skills, school concerts and productions, fund raising, sports fixtures and links with other schools and universities. Careers, Family Life, Health, Enterprise, Work Related Learning and British Values Education is delivered in in a cross curricular way and explicitly in Personal, Social, Health and Religious Education.

A Committee of Governors is responsible to the Governing Body for monitoring the School Curriculum.

Each year we have a whole school production:

2015 Hairspray
2016 Beauty and the Beast
2017 School of Rock
2018 Sister Act
2019 Made in Dagenham
Special Educational Needs

The School’s follows the demands of the DfE Revised Code of Practice, its guidelines on Inclusion and the requirements of the SEND and Disability Discrimination Act 2014. The Disability Equality plan is published on the school website.

Pupils with learning needs are placed on the school’s Inclusion list and are given appropriate support in line with DfE and LA recommendations.

SEND is managed by our SENCO Miss Randell. Miss Randell works with a team of support teachers and PIPs (pupil intervention and progress) who liaise regularly with parents and enlists the help of external supporting agencies where appropriate. The work of the department is successful in ensuring access to the curriculum for all our pupils. Copies of the SEND policy are available on application to Miss Randell or via the website.

Child Protection

The School has a statutory obligation to safeguard and promote its pupils’ welfare, safety, health and guidance whilst fostering an honest, open, caring and supportive climate. The welfare of each child is of paramount importance. Appropriate procedures are in place for the monitoring and reporting of any concerns, in accordance with Local Authority guidelines.

Designated Safeguarding Leaders

Governors report annually to parents on the administration of the policy and resources in the school profile. The current number of pupils with statements or an EHC Plan for SEND is 7.

“The use of additional funding to support pupils who have special educational needs and/or disabilities is a strength of the school. Leaders accurately identify pupils’ needs and provide teachers with clear guidance about how to meet these needs in lessons. Teachers use this guidance well when planning lessons so that pupils thrive. When any pupil needs extra help, additional support is provided. “ Ofsted 2017

Pupils who have special educational needs and/or disabilities make good progress because they benefit from outstanding teaching and very well-planned additional support. Ofsted 2017

Dr D Casserly  Miss Allan  Mrs Canavan  Mrs Liddall  Miss Randell  Miss McCauley
Spiritual Development of Pupils

Religious Education

The aim of the Religious Education programme is to support the work of the home and the parish; developing and nourishing growth and faith and a personal relationship with Jesus Christ for all pupils. They are presented with the teachings of Jesus Christ and His Church and are challenged to grow in understanding of truth, and in attitudes with regard to God, self, other people and the world in which they live.

Prayer and Worship

Prayer and Worship are central to our Catholic School tradition and an essential part of pupils’ development.

The Eucharist is celebrated weekly and there is Benediction on the first Friday of each month.

In addition, the Sacrament of Reconciliation and other non-sacramental liturgies occur throughout the year. Pupils are encouraged to offer their personal skills and gifts, in a spirit of sharing and prayer, in the preparation of all liturgies and school assemblies.

Further opportunities for spiritual development are available in Days of Reflection at Savio House, the Briars, Alton and Caldey Island, School Retreats, Residential Experiences, Pilgrimages to Rome and Lourdes and to the World Youth Day.

School Chaplaincy

Our Chaplain is Father Dominic, who is based at the Oratory and will be available on a number of days each week for the celebration of the Liturgy, the Sacrament of Reconciliation and to meet the personal and spiritual needs of the school community. He is assisted by Sr Hilary Beater and Amanda who are available to give pastoral support and guidance to pupils.
Careers

Careers guidance is essential at Post 16. Throughout your courses you will receive a great deal of information from Sixth Form staff in their roles as subject teachers, personal tutors, the Careers Advisor and Heads of Sixth Form.

Tremendous assistance is given to you when making applications to prospective employers or to higher education. This includes the completion of application forms, curriculum vitae, progress files and help with interview techniques through practice interviews. All students being interviewed for a university place are given a rigorous mock interview. Students seeking to join either the teaching or nursing professions can seek help and advice from Ms Patel, our Learning Mentor with entrance tests. Pupils needing other guidance can seek this from tutors and additionally from our contacts at local universities in the Widening Participation/Aim Higher scheme.

Speakers from various colleges and institutions of higher education will address you in Years 12 and 13 and there is the opportunity to make use of ‘Open Days’ as well as Higher Education and Employment Conferences at the NEC and at local universities. We offer enrichment days in the summer term to support you in the UCAS application process. Over the years, St. Paul’s has established excellent links with a number of higher education institutions. These include Oxford, Cambridge, Durham the universities of Birmingham, Aston, Coventry, Leeds, Liverpool, Birmingham City University, as well as Catholic institutions such as Newman University, Birmingham and Trinity, Leeds. Most students have their places at university confirmed soon after the publication of the ‘A’ level results in August. However, experienced staff are always on hand to support the few students whose grades are not high enough for their chosen courses. We support you in making telephone calls to Admission Tutors and guide you in your new applications through Clearing. In this way you can be confident that you will be given every help to find a place in Higher Education.

Non-Qualification Programme

We are particularly proud of our non-qualification programme, which gives students the broad and balanced curriculum which Admission Tutors are looking for in potential applicants. This gives every student the opportunity to attain extra skills, a real advantage when applying to university or for employment. You will also continue in your development of faith as all follow the Pragmatics Programme. In addition, you will offer practical spirituality through voluntary work every other week and will work towards achieving the PiXI Edge award at Masters level. The non-qualification curriculum is closely monitored to ensure all students have the opportunity to participate in a wide range of extra-curricular experiences.

Work Related Learning

Work Experience makes a significant contribution to learning for Sixth Form students. It can be used to enhance A level programmes, to collect evidence for specified units of vocational courses or provide an insight into a vocational area linked to a student’s higher education or career choice.

Students following a vocational course have time built into their programmes of study for work experience. Other students are supported and encouraged to find their own placements during vacation time or at the end of Year 12.

In some cases, the voluntary work carried out as a part of the Pragmatics programme may contribute to a student’s preparation for work e.g. for Teaching, Nursing, Social work, etc.
Curriculum 2020/21 at St Paul’s

St. Paul’s welcomes applications from students keen to work and study in our 6th Form. Intermediate level.

In order to study A Levels you must have achieved 5 GCSE Grade 5 in 5 separate subjects.

Some possible programmes of study:
There are a number of course combinations that you could consider.
Your programme of study will also include enrichment courses and if necessary, resit courses in GCSE English Language and/or Mathematics if you do not have a grade 4 in these subjects.

As you can see from these models, your programme will be designed to suit your own individual needs and career intentions, your interests and your abilities. All courses are dependent on numbers.

Non-Qualification Curriculum:

Personal, Social, Health and Religious Education
Pragmatics Theology Programme
PiXL Edge—Masters Level
Volunteering
Service
The Duke of Edinburgh’s Award
Work Related Learning
Enrichment activities

A Levels

Art and Design
Biology
Chemistry
Criminology
English Language
English Literature
French
Geography
History
Italian (native speakers)
Mathematics
Physics
Polish (native speakers)
Politics
Psychology
Religious Studies
Sociology

OCR Level 3

Extended Level 3 Diploma in Health and Social Care

Level 3 Core Maths

GCSE Retakes

Mathematics
English
ART AND DESIGN ‘A’ LEVEL

Course Entry Requirements:
- Portfolio of work from GCSE
- Art GCSE at Grade 5 or above

Course Tutors:
Mrs Drury

Board: AQA

Career Pathways:
Art Foundation, University, Art History, Advertising, Industry, Teaching, Photographer, Curator, Freelance Artist, Film Set Designer and Fine Artist

General Course Description:
A Level Art incorporates three major elements: supporting studies, practical work, and a personal study (essay). Supporting studies and practical work will comprise a portfolio of skilful and refined work with outcomes based on themes and ideas developed from personal starting points.

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.

A Level Art and Design consists of two Units of work.
Unit 1: Art & Design Coursework 60%
Unit 2: Externally Set Assignment 40%

Students are expected to generate and develop ideas; research primary and contextual sources, record practical and written observations, experiment with media and processes, refine ideas towards producing personal resolved outcomes in response to a theme.

Students can expect the following:
- Experience of working with a broad range of media, including traditional and new media.
- Investigative, analytical, experimental, practical, technical and expressive skills; aesthetic understanding and critical judgement.
- Develop independence of mind in relation to their own ideas, refining their own intentions and personal outcomes.
- Knowledge, understanding and application of art, craft and design in contemporary and past societies and cultures.
- Links with galleries like Ikon, Barber Institute and Birmingham Art Gallery.
- Visits to London and European galleries.
General Course Description:

Do you have an enquiring mind and a sound work ethic? If you have an interest in a wide range of biology topics such as disease, the immune system, genetics, evolution, human biology and plant biology, to mention but a few, and if you enjoy carrying out investigations, then you will enjoy this course.

Many girls go on to read biological related subjects at university. There is a big emphasis on developing practical skills and understanding the process of how science works. This is assessed in the written examination papers and a non-exam practical endorsement part of the course where a minimum of 12 practical activities have to be carried out to demonstrate practical competence.

There is now no coursework for A level Biology. The course is designed to stimulate the enthusiasm of students and to present biology as a subject that is exciting, relevant and challenging.

Course Entry Requirements:

- Grade 6 in Biology or at least two grade 6s in Combined Science
- Grade 5 in English and Grade 6 in Maths

Course Tutors:

- Mrs Rigg
- Miss Staciwa
- Mrs Maxwell
- Miss Randell

Board: OCR

Career Pathways:

Students have studied a wide variety of courses at University, e.g. Biological Sciences, Medicine, Dentistry, Physiotherapy, Pharmacy, Biochemistry, Teaching, Nursing, Environmental Science, Law, Accountancy and many more.

<table>
<thead>
<tr>
<th>Teaching Modules</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Development of practical skills in biology</td>
<td></td>
</tr>
</tbody>
</table>
| Planning, implementing, analysis and evaluation. | Exam 1
- Biological processes
2 hour 15 minutes written paper
37% of total A level (100 marks) |
| 2. Foundations in biology |
| Cells, membranes, organisation, biological molecules and enzymes. | Exam 2
- Biological Diversity
2 hour 15 minutes written paper
37% of total A level (100 marks) |
| 3. Exchange and transport |
| Exchange surfaces, transport in animals and transport in plants. | Exam 3
- Unified Biology
1 hour 30 minutes written paper
26% of total A level (70 marks) |
| 4. Biodiversity, evolution and disease |
| Disease and the immune system, biodiversity, classification and evolution. | Exams will assess content from a combination of modules 1-6. |
| 5. Communication, homeostasis and energy |
| Communication, homeostasis, excretion, hormones, the nervous system, plant and animal responses, photosynthesis and respiration. | Practical Endorsement in Biology |
| 6. Genetics, evolution and ecosystems |
| Cellular control, inheritance, genetic engineering, biotechnology, cloning, ecosystems and sustainability | Non-exam assessment. 12 practical activities Reported separately to grade. |
Course Entry Requirements:

Grade 5 in Chemistry or at least two grade 6s in Combined Science.

Grade 5 in English and Grade 6 in Maths

Course Tutors:
Miss Farooq
Mrs Myers
Mr Dwyer

BOARD: OCR

Career Pathways:
Essential for Medicine, Pharmacy, Veterinary Science, Biochemistry, Teaching, Optometry, Chemical Engineering, Forensic Science, Environmental Science, Sports Science

General Course Description:

Develop essential knowledge and understanding of different areas of the subject

Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods

Develop competence and confidence in a variety of practical, mathematical and problem solving skills

Develop their interest in and enthusiasm for the subject

Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

Practical endorsement in Chemistry (04)*
(non exam assessment)

Periodic table, elements and physical chemistry (01) assesses content from modules 1, 2, 3 and 5 100 marks 2 hours 15 minutes written paper

Synthesis and analytical techniques (02) assesses content from modules 1, 2, 4 and 6 100 marks 2 hours 15 minutes written paper

Unified chemistry (03) assesses content from all modules 70 marks 1 hour 30 minutes written paper
**General Course Description:**

Students will study the literature of love through the ages in Year 12; texts will comprise W. Shakespeare’s “Othello”, “Wuthering Heights” by E. Bronte and a poetry anthology. Assessment will take place at the end of Year 13 and will comprise a 3 hour examination worth 40%.

Students will study texts in shared contexts in Year 13 and will focus on the topic of WW1 and its aftermath. They will study three texts: one prose, one poetry and one drama on this theme. At the end of the course they will sit a 2 hour 30 minute examination worth 40%.

In addition, they will undertake a non-exam assessment where they will have to provide a comparative critical study of two texts, at least one of which must have been written pre-1900. This is worth 20% of the A level.

The course allows students to study a range of texts from different historical periods and genres. They are encouraged to read independently and to take advantage of any theatre visits or workshops offered.

**Course Entry Requirements:**

**Grade 6 in English Literature**

**Course Tutors:**
- Mrs Howard
- Mrs Vukojevic
- Mrs Wynne
- Mrs Thomas

**BOARD: AQA**

**Career Pathways:**
- Teaching, Law, Media, Publishing, Civil Service, Personnel and Management

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**Course Entry Requirements**

**Grade 5 English Language and Literature**
General Course Description:

Students will study a range of texts from a literary and non-literary background. In Year 12 texts studied will be: The Handmaid’s Tale by Margaret Atwood, an anthology of poetry by Carol Ann Duffy and an anthology of texts on the topic of Paris.

In Year 13 students will study the drama A Streetcar Named Desire by Tennessee Williams and The Great Gatsby by F. Scott Fitzgerald. During the study of The Great Gatsby students will develop their own creative writing skills based on the text.

Assessment will take place at the end of year 13 and will comprise one 3 hour exam based on the Year 12 texts and one 2 hour 30 exam based on the Year 13 texts. Each exam is worth 40%.

In addition to this, they will undertake a non-exam assessment where they will have to carry out a comparative critical study of two texts, both literary and non-literary. This is worth 20% of the A level.

The course allows students to study a range of texts from different periods, styles and forms and they are encouraged to read widely and engage with a range of support materials offered.

Course Entry Requirements:

Grade 5 in English Language and Literature (Grade 6 preferable)

Course Tutors:

Mrs Spears
Ms Barker

BOARD: AQA

Career Pathways:

Teaching, Law, Media/Film, Publishing, Journalism, Civil Service/Politics, Marketing, Personnel and Management.
Course Entry Requirements:

Grade 5 and above French/Spanish GCSE
Students must have taken higher papers in subject skills

Course Tutors:

French          Spanish
Mrs Cutler      Miss Malkin
Mrs Johnstone   Ms Mora
Miss Short      Miss Short

BOARD: AQA

Career Pathways:
Languages and Linguistics
Law/International
Law Business Studies
Medicine,
Primary Teaching
Marketing
Advertising

General Course Description:

Students will be studying authentic contemporary materials in French/Spanish from cable television, the internet, newspapers, magazines and films. With the help of these sources they will be studying the history, geography and social structure of French/Spanish speaking countries.

This specification for A level French/Spanish is designed to encouraged students to:

1. develop an interest in, and enthusiasm for, language learning
2. develop understanding of the language in a variety of contexts and genres
3. communicate confidently, clearly and effectively in the language for a range of purposes
4. develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
5. consider their study of the language in a broader context

Paper 1: Listening, Reading and Writing
Paper 2: Writing
Paper 3: Speaking

Native speakers of other languages please enquire as to whether there are examinations in this language.
Course Description:

For those taking ‘A’ level Mathematics, only.

Further Mathematics provides the opportunity to study a wider mathematical curriculum. This supplements A level Mathematics but is examined at the same level.

Linear programme of study

FP 1 Further Pure Maths 1
FP 2 Further Pure Maths 2
2 Application modules

Course Entry Requirements:

Grade 8 at GCSE and studying A level Mathematics

Course Tutors:

Mrs Arnold
Mr Chaytor
Mrs Sanghera
Miss Withe

BOARD: EDEXCEL

Career Pathways:

Strongly recommended for those considering a degree in Mathematics or Engineering.
Course Entry Requirements:

GCSE Grade 5 and above at Geography and Grades 5 in both English and Maths

Course Tutors:
Mrs O’Brien
Mrs Atterbury

General Course Description:

A Level Geography is a two year course which serves to excite minds, challenge perceptions and stimulate investigative and analytical skills. A Level Geography is both familiar and relevant: it revisits some of the concepts covered in GCSE Geography and units are designed to be contemporary and reflect the world today. The study of A Level Geography deepens understanding of the world in which we live whilst also preparing students with the knowledge, skills and enthusiasm sought by higher education and employers.

Physical Geography
Section A: Water and carbon cycles
Section B: Coastal systems and landscapes
Section C: Hazards

Assessment for Physical Geography
Written exam: 2 hours 30 minutes
40% of A-level

Human Geography
Section A: Global systems and global governance
Section B: Changing places
Section C: Contemporary urban environments

Assessment for Human Geography
Written exam: 2 hours 30 minutes
40% of A-level

Geographical Investigation
Students complete a 3,000-4,000 word individual investigation which must include data collected in the field.
20% of A-level

Career Pathways:
Travel, leisure and culture
Environment and sustainability
The business world
Development and global issues
Physical systems (e.g. coastal engineer, hydrologist)
Geographical techniques (e.g. GIS specialist)

BOARD: AQA
General Course Description:

Politics is everywhere and it is everything; it exists because we are inherently social animals who want to be part of a group. These groups need mechanisms to support their organisation, formal institutions that conduct the business of governing. It is ever evolving with the scope of modern society, it is dynamic and exciting. It’s how we live.

Students are assessed through three written examinations at the end of their second year of study. There is no coursework element.

Paper 1: The government and politics of the UK
Paper 2: The government and politics of the USA and comparative politics
Paper 3: Political ideas

Course Entry Requirements:

- GCSE Grade 5 in English Language
- Preferably a Grade 5 in GCSE History

Course Tutors:

Ms Tibbits-Forrest
Mrs Seery
Mr Somerville

BOARD: AQA

Career Pathways:

Higher level study in Politics, Economics, Business and a wide range of courses leading to careers in Law, Politics, Journalism, Policy Making and the Civil Service.
**Course Entry Requirements:**

At least 2 Grade 5s mainly 4s at least GCSE, as well as Grade 4 in Science, Grade 3 in English and Maths

No criminal convictions which would prevent you from working with children. May be subject to a DBS check

**Course Tutors:**

Mrs Djukic  
Mrs Weston  
Mrs Craddock  
Mr Gupwell

**BOARD: OCR**

**Career Pathways:**

Provides a progression route to a variety of Health, Social Care and Early Years career pathways, for example Nursing, Midwifery, Criminology, Social Work, Teaching, Psychology, Occupational Health & Physiotherapy.

The new OCR Diplomas use a combination of assessment styles to give our students confidence that they can apply their knowledge to succeed in the workplace and have the study skills to continue learning throughout their career. This range of vocational assessments - practical and written - mean students can showcase their learning and achievements to best effect when they take their next step, whether that's supporting applications to higher education courses or to potential employers.

**General Course Description:**

The OCR Level 3 Extended Diploma is a full-time qualification equivalent in time and rigour to 3 A levels. It is designed to provide a highly specialist, work-related qualification for use in a range of vocational sectors and provides progression opportunities to higher education, degree and professional development programmes. It attracts UCAS points that equate to 3 A levels.

It gives learners the knowledge, understanding and skills that they need to prepare for employment and gives learners the opportunity to develop a range of skills and techniques, personal skills and attributes essential for successful performance in working life.

Learners will study 17 modules which will include units related to health care, social care and child care settings as well as the core principles of person-centred care, effective communication and reflective practice. 6 of the mandatory units are externally assessed by written exam, while 11 units are coursework assessed. The incorporation of formal examinations has improved and raised the level of rigour required to achieve at the highest grades, making the Extended Diploma more desirable as entry criteria to all universities.

The OCR Level 3 Extended Diploma in Health and Social Care provides much of the underpinning knowledge for the National Occupational Standards in Health and Social Care and consequently acts as a robust introduction to both sectors. It prepares learners for employment in the sectors, apprenticeships or for higher education.

It is also mapped to the NHS Knowledge and Skills Framework, which was developed as part of the Agenda for Change process for updating the way NHS staff roles are defined and developed.

Learners will also benefit from gaining work experience in the sectors. These opportunities will aid career choices and potentially attract learners into the sectors.

**2017**

67% Applied to University and all gained their 1st choice.  
33% Entered employment/Apprenticeship

**2016**

75% Applied to university and gained their 1st choice.  
25% Entered employment/Apprenticeship
### General Course Description:

<table>
<thead>
<tr>
<th>Unit Code and Weighting</th>
<th>Unit Title</th>
<th>How is this unit assessed?</th>
<th>What will I be expected to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit IK 40%</strong></td>
<td>The Making of a Superpower: USA, 1865–1975</td>
<td>Written exam: June 2021 2 hours 30 minutes • three questions (one compulsory) • 80 marks</td>
<td>Questions: Two sections • Section A – one compulsory question linked to historical interpretations (30 marks) • Section B – two from three essays (2 x 25 marks)</td>
</tr>
<tr>
<td></td>
<td>Topics include War in Vietnam and the Civil Rights Movement</td>
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<td></td>
</tr>
<tr>
<td><strong>Unit 2S 40%</strong></td>
<td>The Making of Modern Britain: 1951–2007</td>
<td>Written exam: June 2021 2 hours 30 minutes • three questions (one compulsory) • 80 marks</td>
<td>Questions: Two sections • Section A – one Compulsory question linked to primary sources or sources contemporary to the period (30 marks) • Section B – two from three essays (2 x 25 marks)</td>
</tr>
<tr>
<td></td>
<td>Topics include post war Britain, the ‘Age of Affluence’ and the political, social and economic impact of Margaret Thatcher’s governments.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4 NEA Non Examinated Assessment 20%</strong></td>
<td>An essay which covers 100 years and is subject to historical interpretation. The topic will centre around changes and continuity 1800 — 1918.</td>
<td>Teacher marks internally. Externally moderated. Handed in by February 2022</td>
<td>3,000 – 3,500 words • 40 marks • marked by teachers • moderated by AQA</td>
</tr>
</tbody>
</table>

### Course Entry Requirements:

**Grade 5 in History GCSE**

**Grade 5 in English Language GCSE**

### Course Tutors:

**Mrs Coyle**  
**Miss Mason**

**BOARD: AQA**

Studying A Level History will allow you to further develop important skills that will be useful to you throughout your life and particularly in your chosen career...

- How to assemble data and assess it
- How to investigate facts and use deduction
- How to put over your point of view fluently
- How to work as a team to achieve results

### Career Pathways:

Law, Forensics, Journalism, Civil Service  
Teaching, Police
Course Entry Requirements:

Grade 7 at GCSE Mathematics or high Grade 6 with a pass on the Induction Assessment.

Course Tutors:

Mrs Arnold
Mrs Sanghera
Mrs Kinsella
Mrs Paul
Mrs Patel
Mr Chaytor
Miss Withe

BOARD: AQA

General Course Description:

Core Mathematics reinforces and develops GCSE Higher Level Mathematics (Algebra and Trigonometry mainly). Statistics is the analysis and interpretation of data often related to real life, and is useful for other ‘A’ level subjects and university courses in Psychology, Geography, Biology and many other areas.

Students require a sound understanding of Algebra from Higher Level GCSE and good problem solving skills.

Pure Mathematics
Mechanics
Statistics

You are assessed at the end of the second year and will sit 3 papers of equal weighting.

Career Pathways:

Engineering, Accountancy;
Business Management;
Statistician; Insurance;
Banking.
**General Course Description:**
Measurements and their errors; particles and radiation; waves, mechanics and materials; electricity; further mechanics and thermal physics; fields and their consequences; nuclear physics.

One option from: astrophysics, medical physics, engineering physics, turning points in physics or electronics.

Papers 1 and 2 will assess the core content (worth 34% each).

Paper 3 will assess practical skills and data analysis plus the optional topic (worth 32%).

Students will be awarded an A level grade based on their exams and a ‘pass’ or ‘fail’ ‘practical endorsement’ for practical work in lessons, with a minimum of 12 specified practicals being carried out.

**Course Entry Requirements:**
Grade 6 in Physics or at least two Grade 6s in Combined Science

Grade 5 in English and Grade 6 in Maths

**Course Tutors:**
Miss Sahota
Mr Jones

**BOARD:** AQA

**Career Pathways:**
Engineering, Astronomy, Maths, Economics, Business, Accounting and Finance
General Course Description:
Psychology is the scientific study of the most complex machine on earth, the human mind. We explore how people behave and the influences on that behaviour, both biological and psychological.
Studying A Level Psychology will allow you to further develop important skills that will be useful to you throughout your life and particularly in your chosen career:

- How to question common assumptions and critically assess research findings
- How to conduct research and use statistics to analyse data
- How to work collaboratively
- How to synthesise information to put forward a logical argument.

Paper 1: Introductory topics in Psychology
- Section A: Social influence
- Section B: Memory
- Section C: Attachment
- Section D: Psychopathology

Paper 2: Psychology in context
- Section A: Approaches in Psychology
- Section B: Biopsychology
- Section C: Research methods

Paper 3: Issues and options in Psychology
- Section A: Issues and debates in Psychology
- Section B: Gender
- Section C: Eating behaviour
- Section D: Forensic Psychology

All exams are two hours long and use a variety of short and longer question styles to assess your ability to describe, evaluate and apply psychological knowledge. There is no course work element.
RELIGIOUS STUDIES ‘A’ LEVEL

General Course Description:
The three components will be studied:
The study of religion—including religious beliefs and practices, sources of wisdom and authority
Philosophy of religion—including arguments for the existence of God, religious experience, religious language, the problem of evil, key philosophers
Ethics and religion—including moral theories, applied ethics, ethical language, key scholars

These components will be assessed by examination only. There are three, two hour exams at the end of the course. The examinations will assess students knowledge and understanding (AO1) and application and analysis (AO2).

Course Entry Requirements:
Grade 5 in RE
Grade 5 in English

Course Tutors:
Miss Baines
Mrs Davies
Mrs Dolan

BOARD: Eduqas

Career Pathways:
Religious Studies provides a valuable asset to many careers including:
Teaching; Lecturing;
Journalism; Law;
Broadcasting; Archaeology;
Counselling; Social Science and Nursing.
General Course Description:

Sociology is the study of contemporary society. We use a theoretical framework to explore the influence of societal institutions such as the family or education on an individual’s life chances or behaviours.

The course will develop extended writing skills and students will be expected to understand and consolidate a multitude of complex sources and filter them into a comprehensive and logical argument.

Students will undertake a two year A-level course and will be graded by their performance in three different, 2 hour examinations at the end of their second year of study.

There is no coursework element to the assessment.

Topics studied in Year 1:
Families and Households
Education
Sociological Research Methods

Topics studied in Year 2:
Beliefs in Society – Religions and Ideologies
Crime and Deviance

Career Pathways:
Past students of Sociology have been accepted onto courses leading to Careers in Law, Teaching, Nursing, Social Work, Personnel, Journalism, the Police, Marketing, Management, Criminology, Policy Making and the Civil Service.
If you do not have a Grade 4 in English Language and/or Maths you must re-sit these subjects.

Re-sit opportunities are available in November and May/June.

**ENGLISH GCSE**

Pupils follow the specification for the AQA GCSE English Language course.

**MATHEMATICS GCSE**

Pupils follow the specification for the Edexcel GCSE Mathematics course.
### KS5 Results 2019

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of Pupils</th>
<th>A*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>BIOLOGY</td>
<td>19</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>6</td>
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Class of 2018