



ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

WELCOME

- Top 1% of schools in England and Wales
- 12th highest performing school in England and Wales
- 4th in Birmingham for the highest Oxbridge success

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St Paul's School for Girls



Dear Students and 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 (Feb 2023) in the following comments:



Dr Dawn Casserly

"Sixth-form provision is strong. Students in Years 12 and 13 have learned to become more confident, independent and self-challenging in their work. They are very keen to access the leadership opportunities available to them as well as being involved in projects that help others in the school and in the community.

There are many wider curriculum opportunities on offer. There are over 30 well-attended after-school activities provided for pupils every week. For example, the air cadets programme is very popular, as are the many trips and visits in which pupils are able to take part both at home and abroad.

Careers education in the school is strong and highly valued by pupils and sixth-form students. The personal, social and health education (PSHE) programme is comprehensive and ambitious. It is sequenced and flexible. The pupils themselves have had a part in contributing to the PSHE curriculum, most recently to modules of work in finance and in health. The school successfully prepares all pupils and students for the next stage of their lives."

Ofsted 2023

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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 2023 we had students accepted to some of the most prestigious courses and universities in the country including:

| | | |
|------------------------|--------------------------|-----------------------|
| Aberdeen | Edinburgh | Loughborough |
| Aberystwyth | Exeter | Manchester |
| Aston | Gloucestershire | Newcastle |
| Birbeck, London | Hertfordshire | Nottingham |
| Birmingham | Kent | Oxford Brookes |
| Bristol | King's | Reading |
| Cambridge | Leeds | Sheffield |
| Cardiff | Leicester | Surrey |
| Chichester | Liverpool | Warwick |
| Coventry | London Queen Mary | Worcester |
| East Anglia | London UCL | 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



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Mr Gupwell Head of Year 13

Welcome from Sixth Form



Mrs Craddock Head of Year 12

Welcome to our Sixth Form. We hope that this prospectus provides you with a good overview of what we can offer at St Paul's and why we believe this is the place for you. As you will see, if you look through the quotes by many of our current and former students, we place you at the heart of everything we do. Your success and wellbeing is paramount. We recognise that achieving personal excellence carries with it many challenges; we aim to equip you with key skills and support your mental wellbeing, confident that they are intrinsically linked. We will help you to hone study skills using our expertise and experience, as well as the interpersonal skills that will support your journey towards your chosen career pathway. We have a comprehensive programme which incorporates practical self-help strategies, including yoga, mindfulness and access to our school gym. This complements the support many of you are already aware of, as we have a dedicated and caring pastoral team that continues to work alongside Mrs Canavan and Mrs Liddall.

We are very proud of our Sixth Form Team, comprising of very experienced progress tutors and a Learning Mentors has helped Year 13 to achieve excellent university and apprenticeship outcomes. We have close links to many local and high performing universities and work with them to offer unique opportunities designed to support your future transition. You will enjoy the comforts and benefits of our sixth form environment, which is equipped with a kitchen and sofas, whilst retaining all the benefits of belonging to our St Paul's family. You will thrive academically and spiritually as you and your friends journey towards an exciting and prosperous future.



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What would a normal day be like at St Paul's?

Before Lessons

At St Paul's you are part of a tutor group. Every morning you meet in your form room with your fellow tutees and your progress tutor. Beforehand, you may choose to go to the common room or canteen to meet other friends and get refreshments. During form time, as well as the register, your tutor will check on your well being. As a group you will participate in activities such as assemblies, Mass, sacred space or the Pauline Mile. On a rotation your progress tutor will meet with you to discuss your academic and personal progress.

Lessons

Your lessons will be delivered by specialist teachers. Each lesson lasts 50 minutes and will be delivered in a classroom, computer room or specialist room e.g. gym/laboratory. You will normally have 2 teachers for each subject that you take. There are 6 lessons in a day, totalling 30 in a week. You will have 6 lessons for each 1 A level equivalent subject that you take. All non teacher led time is allocated to Designated Study Time which occurs in the Learning Hub.

Break and Lunch

During this time you are welcome to either spend time in your form room, the common room or outside. For refreshments, you can make the most of your own kitchen area in the common room or you can use the canteen. You have your own food bar in the common room itself should you prefer not to use the main canteen.

After School

If you decide not to go straight home then you are invited to use the Learning Hub as a quiet area to work in until 6pm. If you would prefer to be more active then there are extra curricular activities available to you such as using the gym or Cadets. You may decide that you want to further develop your personal skills and may volunteer to help with extra curricular activities for younger years such as Ecoclub or Sport e.g. Dance/Football.

Timings

| | |
|-------|--------------|
| 8.50 | Registration |
| 9.00 | Tutor Time |
| 9.20 | Lesson 1 |
| 10.10 | Lesson 2 |
| 11.00 | Break |
| 11.15 | Lesson 3 |
| 12.05 | Lesson 4 |
| 12.55 | Lunch |
| 1.30 | Lesson 5 |
| 2.22 | Lesson 6 |
| 3.10 | Registration |
| 3.20 | Dismissal |



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What support will I get at St Paul's?

As well as your Head of Year, Progress Tutor and Teachers there are a whole team of people to support you at St Paul's. Designated study is supervised by a Learning Mentor who is there solely to support the 6th Form both personally, academically and in relation to any future applications e.g. UCAS. You will also have access to our Careers Coordinator, Mrs Rigg and our Lay Chaplain, Alejandra should you need it, additional Pastoral Support is available from:

Mrs Liddall

Ms O'Brien

Ms Robinson-Edwards

Mrs Huggins

Ms Hoare



Special Educational Needs

Should you need them, we have an excellent SEND team led by Mrs O'Neill. The School 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.

Mrs O'Neil 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 Mrs O'Neill or via the website.

"The school has the highest aspirations for all learners, including disadvantaged pupils and those with SEND. Teaching and resources are adapted effectively to meet pupils' needs and to ensure that all can access their learning."

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What facilities are available to me at St Paul's?

The Sixth Form Centre

Our centre comprises of: ICT study rooms, resources room, general teaching rooms, tutorial rooms, 6th Form Learning Hub (formerly the Library), common room with a staffed food bar plus tea and coffee making facilities, water cooler, microwave, refrigerator, dishwashers and individual lockers.

The Learning Hub

Year 12 & Year 13 students have sole use of the Learning Hub and ICT suite as a Sixth Form Study Centre during lessons. This is a very well resourced learning hub with books, periodicals, network multimedia internet and printing facilities. It is staffed by a full-time Learning Mentor and students are given priority to study here both during the day and after school, until 6pm, Mon-Thurs, 4.40 on Fri

Seven well-equipped Science Laboratories

These are serviced by our two experienced Laboratory Technicians.

Health and Fitness Gym

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.



What is the dress code at St Paul's?

All students must wear a smart skirt or trousers with any coloured top. No jeans, shorts, trainers or sports wear.

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What help will I get with further qualification applications at St Paul's?

We offer a bespoke and comprehensive system of support to foster high aspirations and enable Year 13 to develop well prepared and high quality applications to Universities and Apprenticeships. In Year 12, we ensure students have access to a range of workshops from Universities and representatives that give guidance on apprenticeship schemes. In Year 12 and 13 there are opportunities to make use of 'Open Days' as well as Higher Education and Employment Conferences at local universities. We offer enrichment days in the summer term to support you in the UCAS application process.

Our use of Unifrog gives students an advantage when it comes to preparing for their application and conducting high quality research into University courses in the UK and abroad, and also for apprenticeships.

Our Sixth Form staff are experts in giving guidance. Miss Jowa offers one to one support for perfecting personal statements, application forms, and curriculum vitae. Our school is uniquely linked with a range of Universities including Birmingham and Warwick, that work closely with us to support students with their applications and offer us wider access schemes.

All students being interviewed for a university place are given rigorous mock interviews. Students applying to Oxbridge, medical professions, Teaching, Law or requiring extended interviews or entrance exams, will receive additional support and guidance from our Sixth Form Team.

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, St Mary's and Trinity.

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 who need to go through clearing.

What careers help will I get at St Paul's?

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, and progress tutors. Our Careers Coordinator and external Careers Advisor will also be on hand to organise and make you aware of opportunities and experiences that will help inform you about your future career path. You will have a personalised interview with our Careers Advisor. Your access to Unifrog is an excellent resource for researching careers and the necessary qualifications required to secure them.

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.



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How will my spirituality be developed at St Paul's?

Pragmatics

The aim of our Pragmatics Course is to support the work of the home and the parish in developing and nourishing growth in faith and a personal relationship with Jesus Christ. Pragmatics lessons take place for all sixth form students for a double lesson, once a fortnight and are taught by a specialist RE teacher. Students are encouraged to develop the skills of critical analysis and evaluation through the study of contemporary issues in religion, philosophy and ethics such as secularisation, the morality of artificial intelligence or arguments for the existence of God. Every other week students complete voluntary service at a charity or placement of their choice where they have the opportunity to put their faith into action and gain valuable experience of volunteering which can be used as evidence on their UCAS application.



Prayer and Worship

Prayer and Worship are central to our tradition as a Catholic school and an essential part of our students' personal and spiritual development. Mass is celebrated weekly and on holy days of obligation and Adoration and Benediction take place each Thursday lunchtime. In addition, the Sacrament of Reconciliation and other non-sacramental liturgies occur throughout the year, for example Stations of the Cross during Holy Week and Rosary devotions during October and May. Students 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 an annual year group retreat day and voluntary opportunities for residential experiences at Soli House and the HCPT pilgrimage to Lourdes and 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 Mass, the Sacrament of Reconciliation and to meet the personal and spiritual needs of the school community. He is assisted by Alejandra, our Lay Chaplain, who is available to give pastoral support and guidance to pupils.

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What do students say about being in the Sixth Form at St Paul's?

"Being a member of St Paul's sixth form has provided me with skills and various study techniques I would not have been able to acquire anywhere else. Having a support system of teachers who cater their lessons to each class has allowed me to walk out of my lessons feeling enriched with knowledge knowing that I can talk to my teachers if I am ever unsure of something. Attending St Paul's has also helped me remain grounded in my Christian faith amid the challenges of A-level studies."

"Being a Sixth form student at St. Pauls has set me up perfectly for university and further life. The balance between independence and easily accessed support from all members of staff and peers has made the transition to A-Levels a lot less daunting. Not only is St. Pauls a sixth form with a strong academic drive, but there is also emphasis on individual well being and personal skills that are vital in life; allowing us to develop not only as students but as people. We have been given unending opportunities to grow, find ourselves and discover what interests us through trips, speakers in school and dedicated super curricular days."



"I enjoy being at St Paul's Sixth form because I always feel very supported by all my teachers, many of which I have been taught by lower down in the school. This has been particularly beneficial when starting my A-levels as it made the experience feel less daunting by having that sense of familiarity. Also, I have enjoyed all the opportunities we have been given beyond our studies. For example, deep learning day, wellbeing Wednesday and subject specific trips. "

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Being a Student at St Paul's Sixth Form, You have a great support system and there is so much help available. The lessons are interactive, and you have opportunities to ask many questions and develop your subject knowledge. You are supported by so many staff and if there are worries then there's always someone to talk to.

Being a Sixth Form student at St Paul's has many challenges but it's rewarding as you get the upmost support and care from teachers. We revel in academic opportunities including, trips, retreats, and programmes like the EPQ which broaden academia and allow wider perspectives in our subjects. Also, we have the privilege to take on roles of responsibility like Head Girl and Progress Mentors, developing our capability to juggle different responsibilities which is important for the future.

Being a part of the St Paul's sixth form is such an incredible opportunity. We are so lucky in the staff that we, the girls, have at this school look after us and make sure that we are supported academically and emotionally. The St Paul's Sixth Form provides some amazing opportunities that will build all sorts of skills that will helpful for when we are in school and also in the future in university and jobs.

"In our Pragmatics course, we are extremely fortunate to be given the opportunity to go out into society to give something back to the community and make an impact in many people's lives whether it be in a homeless shelter, hospital, primary school or hospice."

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CURRICULUM

Results 2023

A Level

A* - A 53% (25% 2019)

A* - B 88% (54% 2019)

A* - C 97% (83% 2019)

Level 3 Health & Social Care Diploma

D* - D 87% (82% 2019)

D* - pass 100% (100% 2019)

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What is the curriculum available to me at St Paul's?

Our curriculum is ambitious, well structured and well sequenced. We are proud of both our qualification and our non-qualification curriculum as well as the many extra-curricular opportunities there are available to all.

Our Qualification Curriculum

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, in 2022 we were in the top 5% of all schools nationally for Sixth Form Performance (due to COVID this comparison isn't available for 2023). This is the result of our students' determined hard work as well as the motivational work of Progress 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 Progress Tutors. In these reviews students will discuss their progress and build upon their personal best. Students will not be left to flounder and will be given regular, specific and individual advice on how to succeed. The subjects that we offer can be seen on the following pages. In addition, we also offer the opportunity to complete an **Enhanced Project Qualification (EPQ)**.

Our Non-Qualification Curriculum

Our non-qualification programme, gives students the broad and balanced curriculum which Admission Tutors/Employers 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 apprenticeships/employment. Students will also continue in their development of faith as all students follow the Pragmatics Programme. In addition, they will develop practical spirituality through voluntary work every other week. The non-qualification curriculum is closely monitored to ensure all students have the opportunity to participate in a wide range of experiences.

Careers, Family Life, Health, Enterprise, Work Related Learning and British Values Education is delivered in a cross curricular way and explicitly in Personal, Social, Health and Religious Education.

Extracurricular Activities

The opportunities available to students are wide reaching and include: liturgical celebrations, sacramental practice, residential experiences e.g. Iceland, curriculum visits e.g. Pitts Rivers Museum, Oxford, work related visits e.g. Jaguar Land Rover, work experience e.g. City Hospital, field courses e.g. Margam Discovery Centre, revision and master classes e.g. Birmingham University, fund raising e.g. OAP Christmas Party, sports fixtures e.g. Sports Day, school concerts and productions e.g. Mary Poppins 2023.

Mary Poppins 2023



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What qualifications options are available to me at St Paul's?

| Title | Qualification | Exam Board | Entry Requirements |
|--|---------------------------------------|------------|--|
| Applied Science BTEC | Level 3 National Extended Certificate | Pearson | Grades 55 Combined Science Grade 5 Separate Sciences |
| Fine Art | A level | AQA | Portfolio of work from GCSE/ Grade 5 GCSE Art |
| Biology | A Level | OCR | Grade 7 in Biology or Grade 77 in Combined Science Grade 6 in English and Grade 6 in Maths |
| Business (provisional) | A Level | WJEC | Grade 5 in English Grade 5 in Maths |
| Chemistry | A level | OCR | Grade 7 in Chemistry or Grade 77 in Combined Science Grade 6 in Maths |
| Computer Science | A level | OCR | Grade 6 in Computing Grade 6 in Maths |
| Core Maths | AS level | AQA | Grade 5 in GCSE maths but would consider Grade 4 if taking related subjects |
| Criminology | Level 3 Applied Diploma | WJEC | Grade 5 in English |
| Economics (provisional) | A Level | AQA | Grade 5 in English Grade 5 in Maths |
| English Language and Literature | A level | AQA | Grade 6 English Literature Grade 6 English Language |
| English Language | GCSE | AQA | Grade 3 or lower in both English Lit. and English Lang. |
| English Literature | A level | AQA | Grade 6 English Literature Grade 6 English Language |
| Extended Project Qualification | Level 3 | AQA | To be determined by current and predicted results at the start of Year 12 |
| Food Science and Nutrition (provisional) | Level 3 Applied Diploma | WJEC | Grade 6 in Food Preparation and Nutrition Grade 66 in Combined Science or Biology and Chemistry |
| Further Mathematics | A level | AQA | Grade 8 in Maths |
| Geography | A level | AQA | Grade 6 and above in Geography |

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What qualifications options are available to me at St Paul's?

| Title | Qualification | Board | Entry Requirements |
|--|---|---------|--|
| Food Science and Nutrition (provisional) | Level 3 Applied Diploma | WJEC | Grade 6 in Food Preparation and Nutrition Grade 66 in Combined Science or Biology and Chemistry |
| Further Mathematics | A level | AQA | Grade 8 in Maths |
| Geography | A level | AQA | Grade 6 and above in Geography Grades 5 in both English and Maths |
| Health and Social Care | Level 3 Cambridge Technical Extended Diploma (Triple) | OCR | At least 2 Grade 5s; mainly 4s at GCSE, as well as Grade 4 including Science, English and Maths. Minimum Level 2 Pass in KS4 HSC R032 external exam (if HSC taken) |
| Health and Social Care | Level 3 Cambridge Technical Extended Certificate (Single) | OCR | At least 4 Grade 5s including Science, Grade 4 English and Maths. Minimum Level 2 Merit in KS4 HSC R032 external exam (if HSC taken at KS4) |
| History | A level | AQA | Grade 6 History Grade 5 in English Lang. |
| Law (provisional) | A level | OCR | Grade 5 in English |
| Mathematics | A level | AQA | Grade 7 in GCSE Maths |
| Mathematics | GCSE | Edexcel | Grade 3 or lower in GCSE Maths |
| Media Studies (provisional) | A level | WJEC | Grade 5 in English Language |
| Photography (provisional) | A level | AQA | Portfolio of work in any media. |
| Physics | A level | OCR | Grade 7 in Physics or Grades 77 in Combined Science Grade 5 in English and Grade 6 in Maths |
| Polish | A level | AQA | Grade 6 Polish —Students must have taken higher papers in all subject skills |
| Politics | A level | AQA | Grade 6 in English Language Grade 6 in History or the closest equivalent GCSE subject |
| Psychology | A level | AQA | Grade 6 in English Language, Grade 6 in Maths Grade 6 in Biology or Grades 66 Combined Science |
| Religious Studies | A level | Eduqas | Grade 5 in RE and Grade 5 English Language Grade 5 English Literature |
| Sociology | A level | AQA | Grade 5 in English Language |
| Spanish | AS/A level | AQA | Grade 6 Spanish -must have taken higher papers in all subject skills |
| Sport BTEC | Level 3 National Extended Certificate | Pearson | Grade 5 in English , Grade 5 in Science , Merit in Level 2 Sport |
| Textiles (provisional) | A level | Edexcel | Passion for Textile and Art. |

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BTEC APPLIED SCIENCE

Why should I study this course?

This course is equivalent in UCAS tariff points to one A Level. It incorporates Biology, Chemistry and Physics into one course and so is a great way of continuing a broad science education and keeping your options open. There is a large emphasis on practical work and the course is not only assessed through examinations, there are tasks and assignments to complete along the way which contribute towards your final grade.

What does this course include?

Your final grade will be determined by 4 units. Unit 1 and 3 are examinations covering topics from all three sciences. Unit 2 is a practically-assessed unit where you will keep a log book of all practical work and will complete tasks against assessment criteria provided by your teacher. The last unit consists of three assignments on different body systems in the human body which will be marked by your teacher.

What can this course lead to?

As a broadly scientific course, your options are open to pursue different sciences beyond Sixth Form, having not specialised too early on. You may develop a passion for neuroscience, a keen interest in the use of chemical techniques used in forensic science or a desire to learn more about how different waves are used in communication across the planet.

Many of our students are keen to work in medical and health careers and particularly enjoy the way that many aspects of the course can be used to prepare them for degrees such as physiotherapy, nursing or radiology. The practical nature of the course prepares students well for careers working with delicate apparatus and the collecting of accurate data.

Even if a career in the sciences isn't something you're intending, the skills developed in the course such as prioritising tasks, working to deadlines, analysing and evaluating information and working in groups will benefit any career path you choose.

Course Entry Requirements:

Grades 55 Combined Science

Grade 5 Separate Sciences

Exam Board: Pearson

Teachers: Mr Kerks, Ms Farooq, Mr Mupomba, Mr McGovern

"I really like the course because it covers all three sciences in one qualification. It takes the pressure of the end of Year 13 as the exams will already have been completed. I really enjoy the variety of practicals."

Isla, Year 12



St Paul's School for Girls



FINE ART A LEVEL

Why should I study this course?

Studying A Level Art does a lot more than cultivate your skills in drawing, painting, and constructing, it develops your critical thinking and your ability to interpret the world around us which is full of visual images; Art stimulates the imagination, makes you more observant, enhances your problem-solving skills and helps us better understand the past. Art opens the heart and mind to possibilities and fuels the imagination. Creativity will be the single most valuable commodity in both the arts and industry because the world needs creative solutions to the problems we all face and universities are looking for students who have studied a broad and diverse range of subjects—especially Art and design. Artists are creative thinkers and risk takers. They have a 'dare to fail' attitude. Failure for them is a learning curve. They are willing to be different. Artists are willing to change the world.

What does this course include?

Students can expect the following:

This course offers you a unique opportunity to find your own personal artistic path through a variety of mini projects in Year 12. This will empower you to identify the kind of artist you would like to be or the message you would like to convey even if you don't pursue a place on an arts course at University. We have links with galleries like Ikon, Barber Institute and Birmingham Art Gallery, visiting artists and trips to galleries in Birmingham, London and Europe.

What can this course lead to?

Further study at University and jobs in the creative industries e.g. Fashion designer, Fine Artist, Architect, Graphic artist, Animator, Textile designer, Jewellery designer, Digital artist, Photographer, Film maker and jobs in the theatre.

Through a wide range of media, I have used A Level art to experiment with texture, colour and tone on a variety of scales. - Anna, Year 13

Course Entry Requirements:

Portfolio of work from GCSE

Grade 5 or above in Art

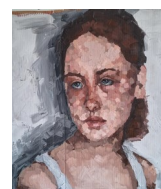
Exam Board: AQA

Teachers: Mrs Drury, Mrs Roadh



I have really enjoyed how A Level art has provided me with opportunity to explore my own ideas and passions through painting. -

Amelie, Year 13



St Paul's School for Girls



BIOLOGY A LEVEL

Why should I study this course?

Do you have an enquiring mind and enjoy a challenge? Then A Level Biology is the subject for you!

A level Biology provides a solid grounding in analytical thinking, writing reports and clear communication – all of which are useful life skills. You will undertake lab and field experiments which underpin the theoretical study; they also hone your teamwork and practical abilities.

The course will give you an exciting insight into the contemporary world of Biology. It covers the key concepts of biology and practical skills. Topics studied include: disease, the immune system, genetics, evolution, human biology and plant biology. There is also greater emphasis on developing practical skills including a field trip and understanding the process of how science works.

What does this course include?

This course includes 3 written papers and a Practical Endorsement in Biology including an off site field trip.

Modules includes:

Development of practical skills (Yr12 & 13)

Foundations in biology (Yr12)

Exchange & transport (Yr12)

Biodiversity, evolution & disease (Yr12)

Communication, homeostasis & energy (Yr13)

Genetics, evolution & ecosystems (Yr13)

What can this course lead to?

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.

Course Entry Requirements:

Grade 7 in Biology or at least two

Grade 7s in Combined Science

Grade 6 in English and

Grade 6 in Maths

Exam Board: OCR

Teachers: Mrs Maxwell, Mrs Rigg,
Mrs O'Neill, Mr Kerks, Mr McGovern

“A level Biology is a fantastic subject to have, offering you access to a huge variety of fields in both University and careers. A level Biology is an all round subject, as it encourages you to be engaged with the complexity of living things and how they interact with each other and their environment.”

Naomi, Year 13



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BUSINESS A LEVEL (PROVISIONAL)

Why should I study this course?

You will be introduced to the dynamic business environment and the importance of entrepreneurial activity in creating business opportunities and sustaining business growth. As a learner you will have the opportunity to develop a wide range of essential skills required for higher education and employment. The subject content enables learners to investigate different types and sizes of organisations in various business sectors and environments, drawing on local, national and global contexts.

Learners will develop an holistic understanding of business and enterprise and be aware of the opportunities and threats of operating in a global marketplace. Learners will be expected to be familiar with current issues in business and be able to investigate, analyse and evaluate contemporary business opportunities and problems in a wide range of contexts, whilst recognising how businesses adapt to operate in a dynamic business environment.

What does this course include?

You will study the four main areas of business, finance, marketing, operations and people. You will consider how businesses develop and implement strategies and look at the models and theories they use. You will study the political, economic and social environmental impacts on decision making and performance. You will look at current issues within business, for example, new legislation, technologies, changing social trends, ethics and Brexit.

What can this course lead to?

A level Business provides a suitable foundation for the study of business or a related area through a range of university courses. There are a good range of excellent business, business management, business finance, marketing and human resources courses across a wide range of higher education establishments. Many students also decide to do a Higher Degree Apprenticeship, where they combine a degree with on-the-job training. For those seeking employment or looking to start their own business, A level Business provides crucial business knowledge alongside a good range of business skills to help young people find their career path in the world of work. Careers that may be of interest for those undertaking business qualifications are: Finance, Marketing, Human resources, Business management, Banking.

Course Entry Requirements:

Grade 5 in English

Grade 5 in Maths

Board: Eduqas (WJEC)

Teachers: tbc



St Paul's School for Girls



CHEMISTRY A LEVEL

Why should I study this course?

The key aims of studying A Level Chemistry are to:

- 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 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

What does this course include?

Building on your GCSE Chemistry knowledge, the course is split into 6 modules:

Module 1 – Development of practical skills in chemistry

Module 2 – Foundations in chemistry

Module 3 – Periodic table and energy

Module 4 – Core organic chemistry

Module 5 – Physical chemistry and transition elements

Module 6 – Organic chemistry and analysis

What can this course lead to?

An A level in chemistry is an essential criteria for many degree subjects including Medicine, Pharmacy, Veterinary Science, Chemistry, Biochemistry, Chemical Engineering and Geology.

Course Entry Requirements::

Grade 7 in Chemistry or

Grades 77 in Combined Science

Grade 6 in Maths

Exam Board: OCR

Advised to also take A level Maths but if not then must take Core Maths.

Teachers: Mrs Myers, Ms Farooq,
Mr Hamzija, Ms Stanway

"I believe chemistry is a good A level choice as the course investigates everyday uses, from scented perfumes to nail polish remover. Our surroundings all follow the concepts of basic chemistry and can be an interesting and useful tool for a variety of jobs to understand the foundations of various materials."

Janet, Year 13



Omnia Omnibus All Things to All People

St Paul's School for Girls



COMPUTER SCIENCE A LEVEL

Why should I study this course?

This qualification is relevant to the modern and changing world of computing, and is also relevant to the higher education community. Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems.

'A' Level Computer Science is focused on programming; it builds on GCSE Computing and emphasises the importance of computational thinking as a discipline.

There is an expanded Maths focus, much of which is embedded within the course.

There is an increased emphasis on coding and programming with a simple assessment model and marking criteria.

What does this course include?

Components 1 and 2 will be a traditionally marked, structured question paper with a mix of question types: short-answer, longer-answer, and levels of response mark scheme-type questions.

Component 1: Computer Systems Covers the characteristics of contemporary systems architecture.

Component 2: Algorithms and Programming.

Component 3: Programming Project You are set a user-driven problem of an appropriate size and complexity to solve. You will need to analyse the problem, design a solution, implement the solution and give a thorough evaluation.

What can this course lead to?

As computer science permeates everyday life, from how devices communicate with each other over the internet to robotics, thinking machines, cyber-security, data analytics and artificial intelligence, the choice of specialised careers is unrivalled. Typical roles in industry include software engineer, developer, analyst, project manager, software architect, tester and operational manager; career development opportunities are vast.

Course Entry Requirements:

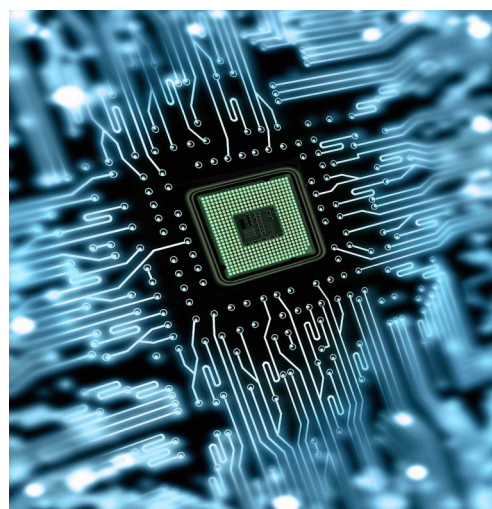
Grade 6 in Computing

Grade 6 in Maths

A strong confidence in coding is required.

Exam Board: OCR

Teachers: Miss Langford



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CORE MATHEMATICS AS LEVEL

Why should I study this course?

Core Maths helps to develop and support skills involved in a variety of subjects. From how to analyse some given information to covering content needed for other A-level subjects such as Psychology, Chemistry and Geography. Personal finance covers tax, national insurance and student loans and explains how these are calculated.

You can have studied either tier at GCSE and still achieve well in Core Mathematics.

What does this course include?

Fermi Estimation

Breaking down difficult problems to make them more manageable.

Personal Finance

Calculating tax, National insurance and student loans payments. Working out loan repayments including mortgages.

Critical Analysis

Analysing data and information to determine if the source is reliable, useful or truthful.

Risk Analysis and Critical Path

Making decisions about the best option to take in terms of the availability of staff and all the extra costs that may be incurred by the project or idea.

What can this course lead to?

Mathematical skills are becoming increasingly important in the workplace and in higher education - studying Core Maths will help students to keep up these essential skills.

Core maths will also support learning in other courses through direct teaching of some overlapping topics and also through the development of mathematical analytical skills.

Course Entry Requirements:

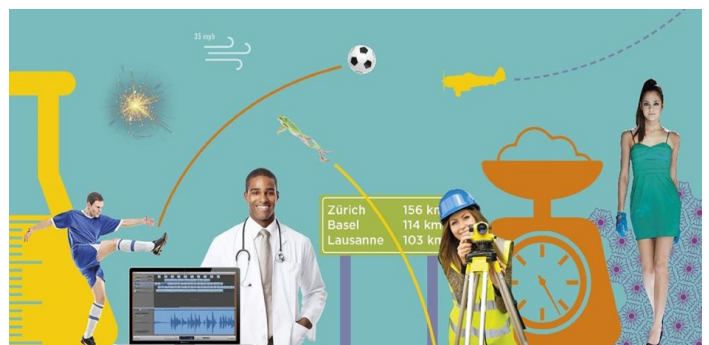
Grade 5 in GCSE maths but would consider Grade 4 if taking related subjects.

Exam Board: AQA

Teachers: Mr Thomas, Mrs Bird

"Core maths was a subject which enabled me to learn and understand the practical uses of maths that is required in day-to-day life after leaving school. The stresses of understanding student loans, national insurance and taxes has been alleviated tremendously."

Elaine, Year 13



St Paul's School for Girls



LEVEL 3 APPLIED DIPLOMA IN CRIMINOLOGY

Why should I study this course?

Criminology is the scientific study of criminal behaviour, on individual, social and natural levels, and how it can be managed, controlled and prevented. This course will enable students to use theories of criminality to analyse criminal situations. Students also develop the knowledge and skills to research policy in practice, assess campaigns for changes in awareness and examine information to review verdicts in criminal cases. Criminology introduces the criminal justice system, drawing on a range of academic disciplines such as law, sociology and psychology. 50% of the course is externally examined and 50% is controlled assessment.

What does this course include?

4 units—each contributing 25% of your overall grade.

In Year 12 you will complete:

- ♦ One 8 hour controlled assessment that analyses types of crime, explores why crimes go unreported, evaluates media representation of crime and delves into how crime is measured. This assessed piece also analyses campaigns for change.
- ♦ One 90 minute exam that explores criminal theories, explaining why people commit crime.

In Year 13 you will complete:

- ♦ One 8 hour controlled assessment that provides an understanding of crime from the moment the offence takes place to the verdict. You will develop the understanding and skills needed to examine information in order to review the justice of verdicts in criminal cases.
- ♦ One 90 minute exam where you will understand the process of bringing an accused to court and evaluate the effectiveness of social control to deliver criminal justice.

What can this course lead to?

A wide range of degree courses including Policing, Law, Social Work and many others. However, the course also offers a specific insight into a variety of job roles within the criminal justice sector, social and probation work to enable you to make informed decisions about potential career routes in this field.

Course Entry Requirements:

Grade 5 in English

Exam Board: WJEC

Teachers: Ms Tibbits Forrest
Mr Gupwell, Mrs Craddock

"I have really enjoyed studying criminology as I find the content fascinating. I also chose the subject due to my interest in Law, which I am going to study at university—the subjects fit really well together."

**Mary, St. Paul's alumnus,
studying Law at University of
Nottingham**

Is motivated to engage with current affairs relating to criminology

Critically evaluates



Is empowered to consider a variety of job roles in the field of criminology

Listens and responds to differing opinions in order to establish their own values



Applies criminological knowledge and understanding to explain novel scenarios

Understands the research process



Utilises key terms effectively to write detailed and precise accounts

Can interpret the impact of a variety of media on public perception and policy

**A successful SPG
criminologist...**



St Paul's School for Girls



ENGLISH LANGUAGE AND LITERATURE A LEVEL

Why should I study this course?

Studying English Language and Literature together is a great combination and one which will equip you with a variety of transferable skills such as writing, analysis, applying context and reading for meaning.

The course is perfect if you enjoy not only the creative aspects of the written word, but also if you are interested in how literature and language reflect society.

This is your opportunity to examine how authors and orators use their art to persuade you to think or act differently – how they use words to take you to another place, another time, another world...

As a result, you will become more skilled at writing and speaking, which are key transferable skills and lifelong assets.

What does this course include?

Year 12: Students will study Margaret Atwood's *The Handmaid's Tale*, a selection of Carol Ann Duffy's poetry and an anthology of texts based around the theme of Paris. At the end of the course they will sit an examination worth 40%.

Year 13: Students will explore conflict and society through the study of *A Streetcar named Desire* and *The Great Gatsby*. At the end of the course they will sit an examination worth 40%.

In addition, students will undertake a non-exam assessment where they will provide a comparative critical study of two texts (a fictional and non-fictional text), which are linked thematically. This is a personal choice and can be linked to your interests or your other subjects. It is an opportunity to explore an area of great interest to you.

What can this course lead to?

This course, as with English Literature, is a pathway to a huge range of higher education courses and degrees. The skills you develop will be invaluable for essay writing, dissertations, report writing and presentations in later life. Potential career pathways are wide and varied: Media, Television and Broadcasting, Journalism, Law, Politics, Marketing, Publishing, Teaching and Civil Service.

Course Entry Requirements:

Grade 6 English Literature

Grade 6 English Language

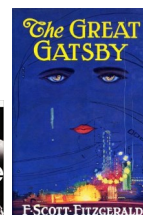
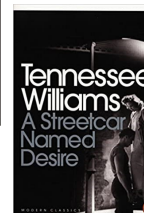
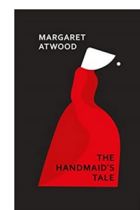
Exam Board: AQA

Teachers: Mrs Barker, Mrs Spears, Ms Weston

"I've loved the discussions we've had so far as part of the course.

We explore how society is presented within literature and make connections with contemporary events. I also study politics and I'm regularly able to make connections between those lessons and what we are currently reading."

Ella, Year 12



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ENGLISH LITERATURE A LEVEL

Why should I study this course?

The study of Literature is a study of human experience and social influences over the years. You will engage with a range of wonderful texts and develop a passion for them.

Many of the skills developed through studying this subject are related to independent thinking — the ability to analyse sophisticated ideas and the ways in which they are presented, to synthesise large and complex texts, and to know how to build a convincing argument are just a few.

What does this course include?

Year 12: Students will study the literature of love through the ages in Year 12; texts will comprise W. Shakespeare's *Othello*, *Wuthering Heights* by E. Brontë and a poetry anthology. Assessment will take place at the end of Year 13 in an examination worth 40%.

Year 13: 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 an examination worth 40%.

In addition, students will undertake a non-exam assessment where they will provide 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 and is an opportunity for students to explore an area of precise interest to them.

What can this course lead to?

English Literature develops skills in research, communication and interpretation that enhance and enrich the study of other subjects across humanities and STEM.

These skills are highly valued by universities and future employers with a wide variety of career options available: Media, Television and Broadcasting, Journalism, Law, Politics, Marketing, Publishing, Teaching and Civil Service.

Course Entry Requirements:

Grade 6 English Literature

Grade 6 English Language

Exam Board: AQA

Teachers: Mrs Howard, Ms Weston, Ms Tabassum

"I took English Literature last year and it was my favourite subject. The course was amazing. The lessons really brought the texts alive; I enjoyed exploring the texts, discussing key concepts in small groups, debating and theatre trips."

Emily, Year 13





Why should I study this course?

Nutrition is a major talking point today, with governments working hard to emphasise the importance of nutrition and health, with the support of constantly evolving diet and food-related research. An understanding of food science and nutrition is relevant to many job roles, from care providers and nutritionists in hospitals, to sports coaches and fitness instructors, hotels, restaurants, and food manufacturers along with government agencies who use this understanding to develop menus, food products and policies that support healthy eating initiatives designed to improve the health of the nation. Complimentary courses include: Biology, Chemistry, Applied Science, BTEC Sport, Geography, Sociology.

Course Entry Requirements:

Grade 6 in Food Preparation & Nutrition

**Grade 6 in Combined Science /or
Grade 6 in Biology & Chemistry**

Exam Board: WJEC

Teachers: Mrs Smith, Mrs Kauser

What does this course include?

You will complete three units:-Unit 1 Meeting nutritional needs of specific groups enables you to demonstrate an understanding of the science of food safety, nutrition and consider the nutritional needs through both theory and practical sessions, gaining the skills to produce quality food items to meet the needs of these individuals. Unit 2 Ensuring Food is Safe to Eat will allow you to develop your understanding of the science of food safety and hygiene and apply this within your own practice. Finally you will study one of the two optional units: Unit 3 'Experimenting to Solve Food Production Problems' where you will plan food science experiments to give advice based on a specific problem – e.g: gritty and bland ice-cream! or Unit 4 'Current Issues in Food Science and Nutrition'

What can this course lead to?

By studying for this diploma, alongside other relevant A Level qualifications learners will gain the knowledge to support entry to higher education courses such as:

- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science and Technology
- BSc (Hons) Sport, Exercise and Nutrition
- BA (Hons) Hospitality and Catering

Many employment opportunities are available including job roles within the food, drink hospitality industries, as well as for medical and health related careers including dietetics, health & social care, and sports and fitness.



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FURTHER MATHEMATICS A LEVEL

Why should I study this course?

Further Maths both broadens and deepens the Maths covered in A Level Maths. It is to be taken alongside Maths A Level, not instead of it. You will cover more Pure Maths and Statistics and also discrete Mathematics, which is an elective module only available to those taking Further Maths.

What does this course include?

Further Pure maths extends the Pure Maths that is covered in A Level Maths. Introduces you to many new topics such as complex/imaginary numbers, matrices, proof by induction, differential equations and polar coordinates.

Further Applied Maths consists of Discrete Maths and statistics. In Discrete Maths you will cover topics such as game theory, algorithms and linear programming. In statistics you will extend the work you do in A Level Maths, being introduced to two new probability distributions along the way.

What can this course lead to?

If you are looking to study Maths at university then more often than not, Further Maths is required. Further Maths can also be a requirement for many degrees with a high maths content such as Engineering, Physics and Economics.

Even if it's not a requirement for entry, you will find that a lot of students on these degree courses have done Further Maths A Level. If you know this is the route you'd like to take, it's a good idea to take Further Maths in order to set yourself up for your degree and ensure you start off on the right foot, armed with knowledge.

Course Entry Requirements:

Grade 8 in GCSE Maths

Exam Board: AQA

Teachers: Mrs Atefi, Mr Chaytor, Mr Webb, Mrs Paul

"I find further maths really interesting, and if you like maths at GCSE you should definitely consider taking it. It introduces new ways of thinking about topics from A Level maths and although it is a difficult subject, I think it is worth it."

Elizabeth, Year 13



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GEOGRAPHY A LEVEL

Why should I study this course?

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.

What does this course include?

Physical Geography

Section A: Water and carbon cycles
Section B: Coastal systems and landscapes
Section C: Hazards
40% of A-level

Human Geography

Section A: Global systems and global governance
Section B: Changing places
Section C: Contemporary urban environments
40% of A-level

Geographical Investigation

Students have the opportunity to choose an area of Geography which they find interesting and create their own independent investigation. In preparation for this, students will experience 4 days in the field, covering both Human and Physical content and training in a range of data collection techniques.

The write up, of which, is 3,000-4,000 words and equates to 20% of the A-level.



Course Entry Requirements:

Grade 6 and above in Geography
Grades 5 in both English and Maths
Exam Board: AQA

Teachers: Mrs Rich, Mrs O'Brien, Mrs Evans

What can this course lead to?

With A Level Geography the possibilities are truly endless. There are a wide range of universities who see Geography as extremely valuable not just for your grade, but the transferable skills you develop which cross over with Biology and English to name a few. It can help you move into a wide variety of future careers; Travel, Leisure and Culture, Environment and Sustainability, Development and Global issues, Physical systems (e.g. Coastal Engineer, Hydrologist) as well as the future of technological Geographical techniques (e.g. GIS specialist).

"I love Geography because whatever we learn it is relevant to what's happening in the world. I enjoy how much Globalisation crossed over with Business and Physical Geography and has so many links with Biology. I have loved the NEA and having independence to create my own investigation."

Georgia, Year 13

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HEALTH AND SOCIAL CARE LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED DIPLOMA IN

Why should I study this course?

- Equivalent to 3 A Levels.
- 100% success rate of going to first choice university/ course of study.
- Only 2 exam units are done in each assessment window.
- All assessments can be resubmitted/ resat to improve your grade.
- Supportive and encouraging teachers.
- Flexible learning approaches.

What does this course include?

- 17 modules of work—11 are coursework assessed by your teachers.
- All modules are related to health care, social care and child care settings.
- Key modules include anatomy and physiology, research methods, equality and diversity, infection control and promoting positive behaviour.
- Core principles of person-centred care, effective communication and reflective practice are embedded throughout all modules.

What can this course lead to?

- Nursing at Cardiff University
- Midwifery at Staffordshire University
- Paramedic Science at Worcester University
- Teaching at Newman University
- Social work at University of Birmingham
- Occupational Therapy at Coventry University
- Criminology at Chester University
- Business Management and Human Resources at Aston University

Course Entry Requirements:

At least 2 Grade 5s; mainly 4s at GCSE including Science , English and Maths.
Minimum Level 2 Pass in KS4 HSC external exam unit R032.

No criminal convictions which would prevent you from working with children.

May be subject to a DBS check.

Exam Board: OCR

Teachers: Mrs Djukic, Mrs Weston,
Miss Fernandez Navarro, Mr McGovern

“The support I receive from the teachers is great, I have really gained in confidence and know that I can achieve good grades because my teachers have carefully guided us as individuals, providing personalised help when needed. This course requires you to be proactive with your studies and organised to meet deadlines! It's 65% coursework, and if exams are not for you, then that's a huge bonus because there's less emphasis on exams in this course.

Go for it!”

Blessing, Year 13



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HEALTH AND SOCIAL CARE LEVEL 3 CAMBRIDGE TECHNICAL EXTENDED CERTIFICATE IN

Why should I study this course?

- Equivalent to 1 A Level.
- Only 1 exam unit is done in each assessment window.
- All assessments can be resubmitted/ resat to improve your grade.
- Supportive and encouraging teachers
- Flexible learning approaches.

What does this course include?

- 6 modules of work—3 are coursework assessed by your teachers; 3 are assessed by external examination.
- All modules are related to Health Care, Social Care and Child Care settings.
- Key modules include anatomy and physiology, the impact of long-term physiological conditions, equality and diversity, infection control.
- Core principles of Person-Centred care, effective communication and reflective practice are embedded throughout all modules.

What can this course lead to?

(HSC Grade plus 2 other A levels)

| | |
|----------------------|---------------------------------------|
| Nursing | Distinction , Grade B, Grade C |
| Midwifery | Distinction , grade B, Grade B |
| Teaching | Distinction , Grade B, Grade C |
| | Merit , Grade B, Grade B |
| Psychology | Merit , Grade B, Grade C |
| Criminology | Distinction , Grade B, Grade C |
| Business Management— | Merit , Grade B, Grade B |

Course Entry Requirements:

At least 4 Grade 5s including Science.

Grade 4 in Maths and English. Minimum Level 2 Merit in KS4 HSC external exam unit R032.

No criminal convictions which would prevent you from working with children.

May be subject to a DBS check.

Exam Board: OCR

Teachers: Mrs Djukic, Mrs Weston, Mr McGovern, Miss Fernandez Navarro

"In HSC I have been learning new skills which are crucial for study and everyday life, developing my self-confidence. I have been overwhelmed with the personalised support each student receives, showing that we are valued as individuals. Being able to study HSC alongside other A levels would allow me to use my ever-developing study skills to become a more effective learner and achieve my goals."

Anoushka, Year 13



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HISTORY A LEVEL

Why should I study this course?

History A Level will broaden your knowledge and understanding of both British and American history and politics. It will help you to engage more fully in the ever changing world in which we live. It is a subject which encourages debate and discussion, wider reading from a range of historical perspectives and the opportunity to study independently, with excellent support.

What does this course include?

There are two examined units and one non examined coursework unit. Paper One is a broad study of America from the abolition of slavery to the end of the Vietnam War. Paper Two is a modern British History depth study which begins with Attlee's government post World War Two and ends with the very changed Britain governed by Blair and Brown. Political, economic and social changes, alongside international affairs are explored in both modules. Coursework is a 4,5000 essay which considers change and continuity in Victorian Britain and Ireland.

What can this course lead to?

Studying A Level History will allow you to further develop important skills that will support you at university and in your chosen career. Notably:

- ✕ How to assemble data and assess it
- ✕ How to investigate facts and use deduction
- ✕ How to communicate fluently

It particularly supports the following career pathways: Law, Forensics, Journalism, Civil Service, Teaching, Police, Research, Business and Politics.

Course Entry Requirements:

Grade 6 in History and
Grade 5 in English Language.

Exam Board: AQA

Teachers: Mrs Coyle, Miss Mason

"A Level History has allowed me to enhance my analytical skills by challenging me academically and intellectually. The process of engaging fully with aspects of an historical period is exciting and fulfilling, as is relating these changes to present day situations."

Clare, Year 13



Year 13 researching British society at the Black Country Museum.

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LAW A LEVEL (PROVISIONAL)

Why should I study this course?

Law is a subject which impacts on us all. Laws are rules made by the state (Parliament, government and the judiciary) to regulate all areas of life from crime, contract, property and wills to family, personal injury, sport and media. For law to be enforced successfully there also need to be systems through which it is delivered such as courts, the legal profession, other forms of dispute resolution but also systems for changing the law and keeping it relevant and up to date.

What does this course include?

You will study the English legal system, law making and three areas of both private and public law in England and Wales.

Through the study of criminal law, the law of tort and contract law, you will learn, develop and apply the techniques of legal method and reasoning to analyse and offer answers to legal problems, and construct and communicate legal arguments.

Law A level is entirely assessed by exam. There are 3 exams at the end of your 2 years of study.

What can this course lead to?

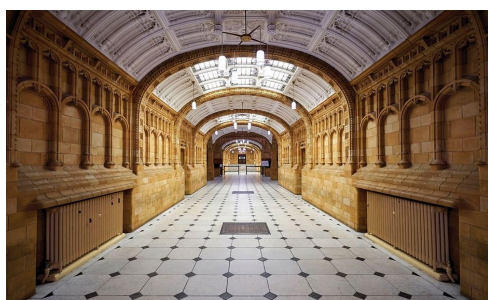
Students can go on to study a wide variety of degrees including the LLB and other law-related degrees. Some choose alternative pathways by becoming paralegals, legal apprentices, training to become legal executives or working for the police or government (Department of Justice). Law is also useful for students who are aiming towards careers in journalism, real estate, accountancy, business and the civil service.

Course Entry Requirements:

Grade 5 in English

Board: OCR

Teachers: tbc



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MATHEMATICS A LEVEL

Why should I study this course?

The A Level Maths course will develop your existing knowledge of Maths into a range of more advanced maths study areas. It will introduce you to the possibilities offered by algebra, trigonometry, geometry, differentiation and integration. You will take your maths knowledge into the world of physics, examining the ways in which maths influences a number of processes. You'll study mathematical modelling, kinematics, physical forces and momentum, Newton's laws of motion, circular motion and the application of differential equations. You will also study statistics, which is the collection, organisation, analysis, interpretation and presentation of data.

What does this course include?

Pure Maths includes topics you will be familiar with from GCSE, along with some new ones, including but not limited to: Algebra, Trigonometry, Geometry, Differentiation and Integration.

Applied Maths consists of mechanics and statistics. Mechanics is maths applied to motion and forces producing motion. Statistics involves analysing and interpreting data.

The table breaks down how you will be assessed at the of Year 13.

| | | |
|---------|---------|---------------------|
| Paper 1 | 2 Hours | Pure content only |
| Paper 2 | 2 Hours | Pure and mechanics |
| Paper 3 | 2 Hours | Pure and statistics |

What can this course lead to?

By studying Maths at A-Level, you'll develop a number of skills, such as: problem-solving, analytical skills, research skills and logic. Studying Maths, even if only to A-Level, has a number of advantages in the careers market, and gives you a number of job opportunities. You may even find that you'll use your Maths skills in totally unrelated fields. Some exciting careers that could be open to you if you study A-Level Maths include: Construction, Architecture, Medicine or Scientific Research, Teaching and Tutoring, Games Development, Engineering, Accounting, Finance and Business Management.

Course Entry Requirements:

Grade 7 in GCSE Maths

Exam Board: AQA

Teachers: Mrs Arnold, Mrs Sanghera, Mr Chaytor, Mrs Atefi, Mr Webb, Miss Forrest, Mrs Paul

"As 6th form progressed, I liked seeing how A Level maths linked to all my other subjects, even the ones I didn't expect it to appear in such as Psychology, because what I was learning put me in a better position than other students who didn't study maths. The maths department provide lots of resources to support our learning and get us involved in maths outside of the specification to keep us engaged."

Alyssa, Year 13



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Why should I study this course?

We are excited to offer Media Studies at A Level for 2024. Media studies is perfect if you are creative and enjoy analysing and creating different types of media content. You will have the opportunity to look at a wide range of media products including film, TV, music videos, magazines, websites, social media, podcasts, video games and advertisements.

The course will allow you to explore different interpretations, consider different audience responses and consider the impact that media has on individuals and wider society. In addition to this, you will explore media theories and will apply them to the wide range of examples we study.

You will develop your written, analytical and creative skills in this course, all of which are very attractive to universities and employers.

What does this course include?

2 exams at the end of year 13 and an NEA (non exam assessment) which forms 30% of the overall grade.

In year 12 you will study media language and representation. This involves exploring an unseen media source and considering its impact as well as how groups are represented in it. You will study adverts, music videos, newspapers and marketing materials. You will also explore the media industry and audiences, looking at how the industry works and the relationship between media and the audience. *2 hours 15 min exam (35%)*

In year 13 you will study the following: television in the global age, magazines: mainstream and alternative media and media in the online age. You will look at the media language used in these, representation, industry influence, media context and audience response. *2 hours 30 min exam (35%)*

NEA: you will produce a cross media production for a set brief e.g. a magazine or a podcast. You will be responsible for designing it and creating all of the original content for it. *(30%)*

What can this course lead to?

This A Level will help you with a whole range of degree courses, such as journalism, design, media production, marketing and many, many more. In terms of careers, Media A Level can lead to a range of different routes, such as social media management, marketing, public relations, publishing, copywriting, film production amongst others. The strong skills of analysis, creativity and attention to detail that you will develop through studying media will be transferrable to lots of careers.

Course Entry Requirements:

English language grade 5

Exam Board: WJEC EDUQAS

Teachers: Mrs Spears



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PHOTOGRAPHY A LEVEL (PROVISIONAL)

Why should I study this course?

Drawing with light.

Study A-level photography to:

- learn how to capture the world as you see it
- develop practical photographic techniques
- explore a range of areas such as portraiture, documentary photography, fashion photography and moving image.

To find out more about course content and areas of study, visit: aqa.org.uk/why-photography

What does this course include?

You will be introduced to a variety of experiences that explore a range of photographic media, techniques and processes using both traditional and new technologies.

You will explore elements of visual language, line, form, colour, pattern and texture in the context of photography, develop an awareness of intended audience or purpose for areas of photography while responding to an issue, theme, concept or idea.

You will learn the appreciation of viewpoint, composition, aperture, and movement and the appropriate use of the camera, film, lenses, filters and lighting.

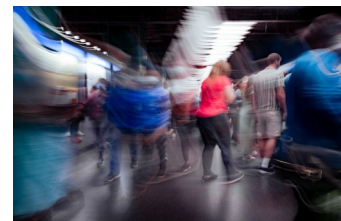


Course Entry Requirements:

Portfolio of work in any media

Exam Board: AQA

Teachers: Mrs Drury, Mrs Roadh



"I was on a fantastic A-level Art and Design course that encouraged us to keep developing our individual styles. Studying photography was most exciting when I began experimenting in the darkroom. I recently graduated with a first-class honours BA in photography and am working as a Gallery Assistant while creating my own practice. Working in the creative industry is where ideas can blossom and become reality." Chanté Derville, Gallery Assistant

What can this course lead to?

Some students go on to Art Foundation courses or Photography degrees. Good photography skills will serve you well throughout a range of creative and related professions, including marketing, design, digital media and film making.

St Paul's School for Girls



PHYSICS A LEVEL

Why should I study this course?

Physics helps you to understand the world around you. If you would like to know how the Moon influences our world, what happens to objects when they travel near the speed of light and how a ball point pen can become a deadly weapon, then you should study Physics. Studying Physics will give you skills that are in demand in any job under the Sun — communication skills, data analysis, numeracy etc. So come join us and make your future interesting with us.

What does this course include?

The course has 6 modules:

Module 1: Physics practical skills

Module 2: Foundations of Physics

Module 3: Forces and motion

Module 4: Electrons, waves and photons

Module 5: Newtonian world and astrophysics

Module 6: Particles and medical physics

What can this course lead to?

The opportunities are endless. With the strong analytical and problem-solving skills you will develop if you are successful in this course, you could choose any career you like. Some of the popular ones for A-level Physics students are Engineering, Architecture, Maths, Economics, Business, Accounting, Finance, Medical Physics and Meteorologist.

Course Entry Requirements:

Grade 7 in Physics or Grades 77 in Combined Science

Grade 5 in English and Grade 6 in Maths

Exam Board: OCR

Advised to also take A level Maths but if not then must take Core Maths.

Teachers: Mrs Bhamra, Ms Roche

"A-Level Physics is an exciting and interesting subject with plenty of real world applications in fields as varied as sustainable energy and fashion designing. I loved studying Physics and would recommend it as an A-level subject to anyone who wants to understand the world around them."

Laura, Year 13



A student scooting around the room on Mr Jones' hoverboard.

St Paul's School for Girls



POLISH A LEVEL

Why should I study this course?

Polish A Level is for native speakers only.

By learning Polish, you'll be able to acquaint yourself with a country with one of the most fascinating and turbulent histories in Europe. This history still has influence on life and politics in the country today, and may offer the key to understanding the region's present.

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

Polish is a Slavic language. Thanks to the similar sounds, sentence structures, grammatical rules, and cognates, you'll definitely have a head start. You can learn Czech, Slovakian, Serbian, and even Russian much more easily after Polish.

What does this course include?

Aspects of Polish-speaking society: past and current trends, artistry, culture in the Polish-speaking world past and present, aspects of political life in the Polish-speaking world past and present, One text and one film study, grammar and an individual research project (one of four sub-themes).

You have to speak Polish to truly understand the beauty and depth of Polish novels and poetry.

What can this course lead to?

Past students of Polish have been accepted onto courses leading to careers in Law, Mathematics, Psychology, Business, Biology and joint honours degree courses with other languages. If you ever had dreams to study abroad in Europe, Poland is a great country to do that. Not to mention how great Polish higher education can be. Jagiellonian University, University of Warsaw, Adam Mickiewicz University, and the Gdansk University of Technology are the four best higher education institutions in Poland.

Course Entry Requirements:

Grade 6 in Polish

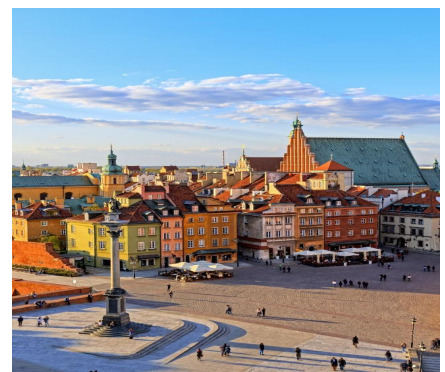
Students must have taken higher papers in all subject skills

Exam Board: AQA

Teachers: Mrs Slyzyk

"Polish at A Level allows students to explore and discuss different issues in society, as well as the culture. The subject helps to develop analytical and essay writing skills which are important to progress to university. I would recommend taking a language for A Level".

Emily, Year 13



St Paul's School for Girls



POLITICS A LEVEL

Why should I study this course?

The world of UK and worldwide politics does not stand still. As a consequence of this, the study of politics is a dynamic subject that reflects the contemporary and ever changing political landscape. Politics A Level combines complex theory with current affairs and is a well respected, rigorous and academic discipline.

What does this course include?

Assessment through 3 written examinations at the end of your second year of study. These exams evaluate your ability to write detailed, accurate and analytical essays that form logical arguments and reach distinct conclusions.

Subject content explores the government and politics of the UK and the USA. You will delve into the countries' executives, legislatures and their judiciaries. You will explore their political parties, electoral systems and the democratic nature of their political sphere. You will evaluate political ideologies such as conservatism and liberalism.

What can this course lead to?

A variety of degree courses such as Philosophy, Politics, Economics, Law, History and International Relations. Future careers include Law, Journalism, roles in the civil service and policy research.



Visit to Birmingham City
Council Chambers—2022

Course Entry Requirements:

Grade 6 in English Language

Preferably a Grade 6 in History (the closest equivalent GCSE subject)

Exam Board: AQA

Teachers: Ms Tibbits-Forrest,
Mrs Seery

"Studying politics has given me an insight into how governments operate and the ideologies that inform decisions. I wanted to confidently understand the political discussions of contemporary society"

Sharon, Year 13

"Politics is much more than politicians who sit in the stuffy chambers of Westminster. A Level politics has enriched my knowledge of political ideologies and provided me with an insight into how the United States and UK face constitutional challenges."

Laura, Year 13

St Paul's School for Girls



PSYCHOLOGY A LEVEL

Why should I study this course?

Psychology is the study of behaviour and mental processes in individuals, based on research and experiments. It's a fascinating science with cutting-edge theories that have extensive real-world application.

Psychology investigates how we understand and interact with the world. This course covers a vast range of behaviours and mental processes which explore the human mind, our interactions with others and the world around us.

Students learn a variety of academic skills, including analytical thinking, verbal and written communication, problem solving, practical application of theories and planning scientific research.

What does this course include?

Three exams at the end of Year 13 — each exam is 2 hours and worth 33% of the final A-level mark. There is no coursework element.

The types of exam questions include multiple choice, short answer, application questions and extended writing.

Students will be taught 11 modules within the A-level course, such as Social Influence, Memory, Attachment, Psychopathology and Biopsychology.

There is a focus on scientific knowledge (particularly Biology) and Maths skills (taught within the Research Methods module).



Painting: 'St. Paul's Psychologist' by Lila Craddock

What can this course lead to?

A-level Psychology is a qualification that can compliment a range of university degrees and careers - any pathway that involves working with people, the public, customers or clients will involve elements of Psychology. Possible career pathways include Social Work, Law, the criminal justice system, healthcare, therapies, counselling and clinical psychology, human relations and public relations, advertising and marketing, and many more.

Course Entry Requirements:

Grade 6 in English Language, Maths, Biology/Combined Science

Exam Board: AQA

Teachers: Mrs Craddock, Miss Halliday, Ms Tibbits-Forrest

"I chose Psychology for A Level because I was intrigued by the broad but important topics and skills, such as knowledge about the scientific theory, mathematics, research skills, and essay writing.

Studying this social science made me realise how complex each individual is, and how much we have yet to discover about our living world.

Most importantly, it made me realise that I have a passion for neuroscience, which is what I hope to study in university soon. I'd strongly recommend taking Psychology for A Level."

Joanna, St. Paul's alumnus, studying Psychology at the University of Bath

St Paul's School for Girls



RELIGIOUS STUDIES A LEVEL

Why should I study this course?

Religious Studies A Level seeks to explore life's 'big questions'. The course particularly develops students' analysis and evaluation skills. You will consider a diverse range of religious, philosophical and ethical issues which will challenge you to be inquisitive and to think deeply. Teachers are experienced in the demands of the course and will support you as you make the transition from GCSE to A Level.

What does this course include?

We study three components,

Christianity, Philosophy and Ethics which have equal weighting. We ask the 'big' questions of life such as:

- Can we prove God's existence?
- Can we speak meaningfully about God?
- Is resurrection possible?
- Are certain actions always wrong?
- How free are we?



Course Entry Requirements:

Grade 5 in RE

Grade 5 in English Language or Literature.

Exam Board: Eduqas

Teachers: Mrs McLean, Mrs Dolan, Mrs Debek, Ms O'Connor Walshe, Mrs Meer-sand, Mrs Brooks

"A-level RE builds upon GCSE RE, as we delve deeper into more ethical and controversial issues that are prevalent in our contemporary society. Discussion plays an important part in developing our views and articulating them. We evaluate opposing views and come to an independent conclusions about certain topics ranging from the credibility of the Bible, all the way to whether religion promotes neurosis and the role feminism plays in religion, so you never really get bored." **Samuela, studying Theology and Religion with a year abroad at the University of Bristol**

What can this course lead to?

Religious Studies provides a valuable foundation to many degrees and careers including: Theology; Philosophy; Teaching; Lecturing; Journalism; Law; Broadcasting; Archaeology; Psychology; Counselling, Social Science, Nursing, Medicine; Midwifery.

St Paul's School for Girls



SOCIOLOGY A LEVEL

Why should I study this course?

Sociology is the study of the contemporary social world and as such you will explore the connections between the academic theory you will evaluate and your own experience of the world. You will investigate current affairs to scrutinise social issues and examine the usefulness of legislation and policy put into place to deal with the problems faced in society.

Sociology is a versatile subject that develops a broad skill set including critical scrutiny of research and the formulation of rational arguments. Students learn a variety of academic skills, including analytical thinking, verbal and written communication, and practical application of theories.

What does this course include?

Three exams at the end of Year 13—largely assessed by your ability to formulate accurate, detailed and analytical extended pieces of writing. The types of exam questions include short answer, application questions and extended writing. Each exam is 2 hours and worth 33% of the final A-level mark. There is no coursework element.

The modules covered include an understanding and analysis of sociological research into families and households, education, beliefs in society and crime and deviance. You will also explore sociological theory and methods of research.



Preet Kaur Gill MP
@PreetKGillMP

Wonderful morning at St Paul's Girls school in my constituency. They have started a campaign and petition to end period poverty. So inspired by the students at their political interest in making a difference. [#periodpoverty](#)



Course Entry Requirements:

Grade 5 in English Language

Exam Board: AQA

Teachers: Miss McCauley, Mr Gupwell, Miss Halliday, Ms Tibbits Forrest

"I enjoy Sociology because it has enabled me to gain a greater understanding of the society I live in. What fascinates me more is looking at how this has changed over time. Hence I found the topic of childhood and how it has developed particularly interesting. The idea that children were often viewed as a burden or indeed an income source, but are now protected and better cared for than ever before highlights this and interests me deeply."

Mia, St. Paul's alumnus

What can this course lead to?

Sociology is a flexible subject that leads to many degree courses. Potential career pathways include public policy research, roles in the civil service, social research, policing, probation work and roles in central and local government.

St Paul's School for Girls



SPANISH A LEVEL

Why should I study this course?

The aim of the A Level Spanish course is to help you to appreciate the nature and diversity of different cultures and people and acquire knowledge, skills and understanding for practical use, further study and employment.

Speaking Spanish will open the door to a rich, gorgeous and historically important culture and it makes travelling a whole lot easier as it is one of the second most spoken languages in the world!

What does this course include?

Year 12: Evolution of Spanish society: (e.g. Change in family structure, political and artistic culture in the Hispanic world (e.g. music, modern-day means of communication, festivals and traditions), grammar, a film study.

Year 13: Immigration and the multicultural Spanish society: (e.g. social and public reaction to immigration, positive impacts of immigration), The Franco dictatorship and the transition to democracy (e.g. Spanish civil war, daily life during the Franco dictatorship), grammar (extended), a literary text and an independent research project.

What can this course lead to?

Languages can lead to a wide range of professions, for example: interpreting, translating, working in public and private businesses, law, engineering, politics, computing, travel and tourism, teaching and journalism. Languages are an invaluable skill to have; they are key to the exciting multinational world we live in!

Previous Spanish A Level students have gone on to university to study Medicine, Law, International Relations, Geography with a year abroad in a Spanish speaking country or to work abroad as an au-pair.

"Leaving the EU will imply major changes in the UK's labour market. Our ability to succeed in a competitive global environment will be even more dependent on having a workforce which is fit for purpose. Within this context, language competence is far more than just another tool in the box, but rather a prerequisite and a facilitator for the development of a wide spectrum of other vital skills and attributes." (Ann Carlisle, Chief Executive, Chartered Institute of Linguists)

Course Entry Requirements:

Grade 6 in Spanish

Students must have taken higher papers in all subject skills

Exam Board: AQA

Teachers: Ms Mora,
Miss Short

"Through film and literature, I have developed my critical analysis, research skills and creativity which will support me as I progress to university to study Medicine alongside the opportunity to do European Studies with a placement at the University of Madrid."

Naomi - University of Manchester

Medicine with Spanish (2nd Year)



St Paul's School for Girls



BTEC SPORT LEVEL 3

Why should I study this course?

BTec Sport Level 3 is ideal for post-16 learners who want to continue their education through applied learning and who aim to progress to higher education and ultimately to employment in the sports sector. The qualification is equivalent in size to one A Level.

What does this course include?

Learners will study three mandatory units:

- Unit 1: Anatomy and Physiology (Written exam)
- Unit 2: Fitness Training and Programming for Health, Sport and Well-being (Synopsis exam)
- Unit 3: Professional Development in the Sports Industry (Coursework)

Learners will also choose one optional unit (coursework)

What can this course lead to?

BSc (Hons) Sport Studies

BA (Hons) in Sport Studies and Business, if taken alongside A Levels in Business and Maths

BSc (Hons) in Sport Psychology, if taken alongside a BTEC National Extended Certificate in Applied Science and A Level in Psychology

BA (Hons) in Sports Education and Special and Inclusive Education, if taken alongside an A Level in English Language and a BTEC National Extended Certificate in Performing Arts

BA (Hons) in Sport and Exercise Science, if taken alongside a BTEC National Diploma in Applied Science.

Example Career options

- Nutritionist
- Sports coach/Assistant Coach
- PE teacher
- Referee
- Strength and conditioning coach

Course Entry Requirements:

Grade 5 in English

Grade 55 in Science

Merit in Level 2 Sport if taken

Regularly participate in sport outside of school

Exam Board: Pearson

Teacher: Mrs Toolan-Bell

"The course provides and gives the opportunity to learn about different areas of fitness. There is a lot of support and resources to aid our learning and enhance our ability to achieve academic success."

Amelia, Year 13



St Paul's School for Girls



TEXTILES A LEVEL (PROVISIONAL)



Why should I study this course?

This highly creative and successful course aims to give you the confidence and skills to explore a diverse range of themes and to develop a questioning and analytical attitude. You will experiment working in a sketchbook and develop ideas through sampling different techniques and go on to produce a final response.

What does this course include?

There are a range of extension opportunities for students studying A level Textiles.

Previous visits have included Birmingham University where students participated in a series of workshops developing their skills and working in the studios at Birmingham University. This gave students an opportunity to work within the department and have a taster of the courses on offer. We have also benefited from professional workshops carried out by professionals who work in the Textile industry including a local Milliner, 'Bobbi Heath' who has designed and made many hats for films and TV shows. Students explored 'Organic forms' and created a head dress which was later exhibited in the St Paul's Fashion show.

Assessment of A level

Component one: personal portfolio

60% of the qualification

72 marks (18 marks for each of the assessment areas)

Component 2: Externally set assignment

40% of the qualification

72 marks (18 marks for each of the assessment areas)

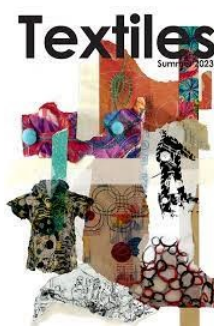
Includes a 15 hour exam—students will work unaided to produce a final response.

Course Entry requirements:

Have a passion for Textiles and Art as there is a strong Art element to this course.

Board: Edexcel/PEARSON

Teacher: Mrs Mullan



What can this course lead to?

The Textile A level has an excellent reputation where many students progress onto a foundation diploma in Art and Design or to a variety of high profile BA (Hons) Degree courses. This course aims to provide you with opportunities to develop artistic skills which will lead to a range of creative careers.



St Paul's School for Girls



EXTENDED PROJECT QUALIFICATION LEVEL 3

Why should I study this additional, optional course?

The Extended Project Qualification (EPQ) is an optional course that is taught and completed alongside a student's A-level or BTEC qualifications. It provides students with the opportunity to explore and expand upon an area or topic of personal interest that goes beyond their syllabuses and relates to their chosen university degree or career pathway. Students plan, research and write an academic essay on their chosen topic, whilst developing a wide range of personal and academic skills, including: planning and management of a project, decision making and problem solving, presentation skills and communication

What does this course include?

The first part of the EPQ is taught lessons on the skills students need to complete the course. Then students work on their project independently, with guidance throughout the academic year. The EPQ will utilise 2 timetabled DST sessions per week, with the majority of the project to be completed outside of lessons. Students will start the course in the November of Year 12, and finish the course in the October of Year 13. By the end of the project, students will have produced:

- A production log — an academic record/diary of their EPQ project
- A 5,000 word academic essay on their chosen topic
- A presentation about their EPQ project, which will be delivered to an audience

Students are assessed on all three components, and will be marked on their abilities to: manage the project, use resources, develop and realise their project, and review their project and learning.

What can this course lead to?

The EPQ allows students to develop their project management and academic writing skills, which are valued by higher education providers and employers. The EPQ focuses on students learning and honing a wide range of academic and personal skills, including: organisation and time-management, decision making, creative thinking and problem solving, researching and sourcing information, analysing and evaluating data and information, learning how to cite and reference research, how to build an argument, and how to deliver a presentation. The EPQ gives students the opportunity to explore an area of personal fascination, which will help them to positively stand out when applying to universities, apprenticeships or employers for any subject or career. This is to the extent that the EPQ is worth UCAS points (the equivalent of half an A-level) which students can use for when they are applying to universities.

Course Entry Requirements:

To be determined by current and predicted results at the start of Year 12

Board: AQA

Teacher: Miss Halliday

*"Taking on the EPQ course has been a way to drive my passion for science forward. Not only did the subject help put my research skills to the test, but it also allowed me to develop the necessary time management skills which would be useful for any future endeavours I take. Additionally, exploring the topic of immunotherapy within my EPQ has provided me with a greater appreciation of the world of today's medicine, and has more so affirmed my resolve to study medicine at University." **Julianne, 2023 EPQ student***

*"Doing my EPQ on neurosurgery helped ignite my passion for medicine. Doing an advanced course like this has allowed me to develop multiple skills including resilience, organisation, and initiative. Overall, not only did I enjoy researching such an interesting topic at a higher level, being able to hone relevant skills and undertake research linked to medicine was very useful and I thoroughly enjoyed it!" **Miles, 2023 EPQ student***

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St Paul's School for Girls



SPANISH AS LEVEL

Why should I study this additional, optional course?

The aim of the AS Level Spanish course is to help you to appreciate the nature and diversity of different cultures and people and acquire knowledge, skills and understanding for practical use, further study and employment.

Speaking Spanish will open the door to a rich, gorgeous and historically important culture and it makes travelling a whole lot easier as it is one of the 2nd most spoken language in the world!

Employers often require an understanding of other cultures, good oral communication skills and the discipline and work ethic that learning a language entails.

What does this course include?

Year 12: Evolution of Spanish society: (e.g. Change in family structure, political and artistic culture in the Hispanic world (e.g. music, modern-day means of communication, festivals and traditions), grammar, a film study and a speaking card with general conversation.

What can this course lead to?

Languages can lead to a wide range of professions, for example: interpreting, translating, working in public and private businesses, law, engineering, politics, computing, travel and tourism, teaching and journalism. Languages are an invaluable skill to have; they are key to the exciting multinational world we live in!

Previous Spanish students have gone on to university to study Medicine, Law, International Relations, Geography with a year abroad in a Spanish speaking country or to work abroad as an au-pair.

"Leaving the EU will imply major changes in the UK's labour market. Our ability to succeed in a competitive global environment will be even more dependent on having a workforce which is fit for purpose. Within this context, language competence is far more than just another tool in the box, but rather a prerequisite and a facilitator for the development of a wide spectrum of other vital skills and attributes." (Ann Carlisle, Chief Executive, Chartered Institute of Linguists)

Course Entry Requirements:

Grade 6 GCSE

Students must have taken higher papers in all subject skills

Board: AQA

Teachers: Miss Mora, Miss Short

" Studying AS Spanish was definitely one of the best decisions I made in year 12. I had the opportunity to delve much deeper into topics I studied briefly at GCSE. I recommend AS Spanish to anyone with a passion for Hispanic culture and film".

Lucie, Year 13





ST PAUL'S SCHOOL FOR GIRLS SIXTH FORM

USEFUL INFORMATION

Scan our QR code to follow our social media pages & browse our website!



Omnia Omnibus All Things to All People

St Paul's School for Girls



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 Monday– Thursday

8:00am—4:30pm Friday

Number on roll: 1023

Diocese: Birmingham

Local authority: City of Birmingham Education

Department

Council House

Margaret Street

Birmingham

B3 3BU

Number of teaching staff: 85



St Paul's School for Girls



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 can 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.



Omnia Omnibus All Things to All People

St Paul's School for Girls



What does our 2021 Section 48 RE Inspection say about our school?

"This is an Outstanding Catholic school because: Catholic Life permeates all aspects of the school, from the fabric of the building to every lesson and activity that takes place. The school is firmly grounded in the mission and heritage of the trustees of the Sisters of Charity of St Paul the Apostle, and the mission of Mother Genevieve Dupuis, 'Do your very best for the children'."

"The pupils present a deep respect for themselves, others, and the environment. Behaviour is exemplary and this is recognised and valued by the students."

"Pupils are happy and confident because of the exceptional pastoral care and support they receive. All students are known by name; staff truly know the individuals who form part of the school community."

"Pupils benefit from hugely positive relationships throughout the school and the level of pastoral care provided to support their journey."

"All pupils appreciate, value, and actively participate in the Catholic Life and mission of the school. It is the foremost reason for choosing to attend the school and for choosing to continue studying in the Sixth Form. All pupils recognise and value the unique heritage and tradition of the school."

"There is a hugely positive atmosphere around the school and a genuine sense of praise and thanksgiving. Most notable is pupils' participation in the extensive range of extra-curricular opportunities available to them, including the Duke of Edinburgh's Award and the RAF Combined Cadet Force, which promote the school's mission."

"All pupils are incredibly proud to be part of St Paul's School for Girls. The mantra, 'I am a St Paul's girl – there is nothing I cannot achieve,' is both believed and lived by all pupils."

"Pupils work exceptionally well as independent learners in addition to effectively engaging with their peers in collaborative activities. In group tasks, pupils naturally go beyond the scope of the task to secure their understanding through discussion and collaboration. This is because of their inquisitive minds."

"Questioning is highly impressive with teachers skilled to tease out the learning from pupils, assess the quality of their answers and adjust their teaching strategies accordingly. Misconceptions are addressed routinely; as a result, pupils have a polished understanding of terminology and core knowledge."

"Pupils are trained to constantly evaluate their performance through self-reflection and peer reflection in addition for the formal points of assessment used by teachers."

"Collective Worship is integral to the daily life of the school. Prayer and liturgy, in its various forms, inspires pupils in their vocations and leave a lasting impression on their spiritual and moral development."

"Pupils are religiously literate and engaged young people."



St Paul's School for Girls



What did Ofsted say in 2023?

Ofsted Inspection dates: 2 and 3 February 2023

Outcome St Paul's School for Girls continues to be an outstanding school. What is it like to attend this school?

Leaders at St Paul's School for Girls have created a welcoming school culture where there is high ambition for pupils. Pupils are aware of the very high expectations the school has of them and do everything they can to meet or to exceed these. There are strong, caring relationships between staff and pupils. Pupils conduct themselves exceptionally well in lessons and during social times.

Pupils are confident, polite and tolerant individuals. They respect and value each other. Parents and carers think highly of the school. One parent commented that, 'St Paul's is not just a secondary school, it is a second home to our daughter.'

All pupils enjoy a broad and ambitious curriculum. This includes for disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND).

Pupils feel safe and well looked after. They are confident that if they have a problem, there will be someone to talk to. Pupils are clear that bullying hardly ever happens and, if it does, it is dealt with straightaway. Pupils have access to a wide range of enrichment activities after school and at weekends. They particularly enjoy sporting and performing arts clubs. These are very well attended by pupils, including disadvantaged pupils and those pupils with SEND.

What does the school do well and what does it need to do better?

The school's curriculum is broad and ambitious in all three key stages. The curriculum is well sequenced and progressive and has rigour. There is a drive for excellence and a belief that all pupils can do their very best. There is confidence that pupils will live up to the expectations that the school has of them to reach the very highest possible standards. Pupils will tell you, 'I am a St Paul's girl; there's nothing I cannot achieve.'

Pupils are confident, inspired and fully engaged in their learning. Staff enjoy working at the school and have a passion to make a difference to the lives of pupils. Teachers have strong subject knowledge, and their lessons are often inspirational. Pupils enjoy their learning and are supportive of each other in lessons. Post-assessment advice from teachers helps pupils to improve their learning substantially.

Pupils, including those students in the sixth form, greatly value the opportunities they have to work with teachers in revision lessons outside their regular classes.

Pupils benefit from different ways to know more and remember more. These include questioning exercises at the start of lessons, short quizzes and revisiting previous learning. Pupils' work is of a consistently high quality across the curriculum. The school has the highest aspirations for all learners, including disadvantaged pupils and those with SEND. Teaching and resources are adapted effectively to meet pupils' needs and to ensure that all can access their learning.

All teachers are teachers of reading. Leaders have ensured that pupils are able, over time, to improve their reading skills strongly. Leaders work with staff across the school to embed reading strategies in all subject areas. Sixth-form provision is strong. Students in Years 12 and 13 have learned to become more confident, independent and self-challenging in their work. They are very keen to access the leadership opportunities available to them as well as being involved in projects that help others in the school and in the community.

There are many wider curriculum opportunities on offer. There are over 30 well-attended after-school activities provided for pupils every week. For example, the air cadets programme is very popular, as are the many trips and visits in which pupils are able to take part both at home and abroad.

Careers education in the school is strong and highly valued by pupils and sixth-form students. The personal, social and health education (PSHE) programme is comprehensive and ambitious. It is sequenced and flexible. The pupils themselves have had a part in contributing to the PSHE curriculum, most recently to modules of work in finance and in health. The school successfully prepares all pupils and students for the next stage of their lives.

High expectations and very strong pastoral care mean that behaviour is nearly always exemplary in the school. The St Paul's culture is very clear and is driven by the school's values. Pupils respond positively to rewards and have clear and regular reminders of expectations.

Staff feel valued by leaders. They commented that their workload and well-being are seen as priorities. Governors are dedicated, supportive and challenging. They fulfil their duties with diligence and professionalism. Governors know the school well and provide appropriate advice and guidance, as well as moral and spiritual support. Inspection report: St Paul's School for Girls 2 and 3 February 2023

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Pupils learn how to keep themselves safe, including when online and in the community. All staff receive regular safeguarding training and updates. They know how to identify and report safeguarding concerns. Robust systems are in place to ensure that all concerns are followed up quickly.

Relationships between staff and pupils at the school are strong. Because of this, pupils feel confident that there are trusted adults to whom they can speak.

Leaders work well with external agencies. They ensure that the right support is in place for vulnerable pupils and their families.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in May 2017.

Ofsted 2023

St Paul's School for Girls



Determined Admission Arrangements for 2024— 2025

| | | | |
|-------------------|--|---------|---------------|
| School name | St Paul's Catholic School for Girls | | |
| School address | Vernon Rd, Edgbaston, Birmingham B16 9SL | | |
| Headteacher | Dr D E Casserly | Tel no: | 0121 454 0895 |
| Admission Number: | 200 | | |

| | | | |
|-----------------------------|--|---|---|
| Admissions policy statement | <p>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.</p> <p>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.</p> <p>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).</p> <p>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 200 pupils. 100 places overall will be available in Year 12. Whilst the admission number is 2 if fewer than 98 of the school's existing pupils transfer into Year 12, additional external pupils will be admitted until Year 12 meets its capacity of 100.</p> <p>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, 09 December 2023..</p> <p>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. Both internal and external pupils wishing to enter the sixth form will be expected to have met the same minimum academic entry requirements for the sixth form. These are e.g. 5 Grade 4-9 or equivalent, in GCSEs/BTECs/ Diplomas in 5 separate subjects. (not including Citizenship). 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.</p> <p>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.</p> <p>Where there is space in Year 13, i.e. where there are few than 100 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).</p> <p>Please note that Children with an Education, Health and Care Plan (EHC) that names the school , MUST be admitted. This will reduce the number of places available to applicants. This is not an oversubscription criteria.</p> | | |
| | Criteria | 1 | Baptised Catholic girls (see Note 2) who are looked after or previously looked after (see Note 3) |
| | | 2 | Baptised Catholic girls (see Note 2) |
| | | 3 | Non-Catholic girls who are looked after or previously looked after (see Note 3) |
| | | 4 | Other non-Catholic girls. |

St Paul's School for Girls



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).

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St Paul's School for Girls



What are the attendance and punctuality expectations?

The ordinary school hours are from 8.50 am to 3.20 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 at 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.

What financial help is available at St Paul's?

Sixth Form Education is free. 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 for students aged 16-18, application forms are available in school.

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

Who is responsible for Child Protection at St Paul's?

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.

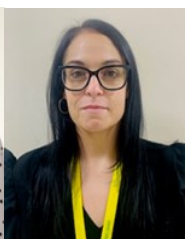
Designated Safeguarding Leaders



Dr Casserly
Headteacher



Mrs Canavan
Deputy
Headteacher



Miss Pandhal
Head
of Year



Mrs Kinsella
Head
of Year



Mrs Liddall
Family
Liaison



Miss McCauley
Head
of Year



Mrs Rigg
Assistant
Headteacher



Mrs O'Neill
SENCo

St Paul's School for Girls



A Level Results

| Name | A* % | A % | B % | C % | D % | E% |
|-------------------------|---------|--------|-------|-------|-------|------|
| Art | 25 | 0 | 75 | 0 | 0 | |
| Biology | 0 | 57.1 | 28.6 | 14.3 | 0 | |
| Chemistry | 0 | 72.2 | 27.8 | 0 | 0 | |
| English Langand Lit | 0 | 10 | 50 | 40 | 0 | |
| English Literature | 25 | 25 | 12.5 | 25 | 12.5 | |
| French | 0 | 33.3 | 66.7 | 0 | 0 | |
| Further Maths | 0 | 0 | 0 | 100 | 0 | |
| Geography | 0 | 30 | 60 | 10 | 0 | |
| Government and Politics | 0 | 11.1 | 33.3 | 33.3 | 22.2 | |
| History | 16.7 | 16.7 | 38.9 | 16.7 | 11.1 | |
| Maths | 10 | 60 | 20 | 10 | 0 | |
| Physics | 0 | 100 | 0 | 0 | 0 | |
| Polish | 50 | 50 | 0 | 0 | 0 | |
| Psychology | 0 | 31.8 | 54.5 | 13.6 | 0 | |
| RE | 0 | 15 | 50 | 30 | 5 | |
| Sociology | 16.7 | 12.5 | 54.2 | 8.3 | 8.3 | |
| Spanish | 0 | 50 | 50 | 0 | 0 | |
| French AS | | 100 | 0 | 0 | 0 | |
| Spanish AS | | 100 | 0 | 0 | 0 | |
| Core Maths | | 63.6 | 9.1 | 0 | 18.2 | 9.1 |
| EPQ | 28.6 | 14.3 | 14.3 | 28.6 | 0 | 14.3 |
| Criminology | 0 | 42.9 | 57.1 | 0 | 0 | |
| Summary | 0 | 42.9 | 57.1 | 0 | 0 | |
| Name | D*D*D % | D*DD % | DDD % | DDM % | DMM % | |
| Health and Social Care | 20 | 40 | 5 | 10 | 15 | |
| Name | D* % | D % | | | | |
| Applied Science Level 3 | 62.5 | 37.5 | | | | |
| Sport Level 3 | 100 | 0 | | | | |