



# ST GEORGE'S SCHOOL HARPENDEN

A non-denominational Christian day and boarding school



## Sixth Form Prospectus 2022–2024



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# Introduction

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Year 11 students now need to make decisions about their post-16 options. Whilst they will be past the age of compulsory education at school, those under 18 years old are required to ensure they are in:

- full time education, or
- an apprenticeship/traineeship, or
- employment, including self-employment or voluntary employment for more than 20 hours a week.

The Sixth Form at St George's is one option for students to consider. It offers a range of mostly academic subjects for those who enjoy the challenge of rigorous study. This prospectus aims to inform all prospective students, as clearly as possible, about the planned curriculum and the Sixth Form "package" offered at St George's. Joining St George's is a wholehearted commitment, both academically and in terms of the wider school community. In considering St George's as a post-16 option, you need to consider the whole package, which is detailed for you in this prospectus.

It is important that you read through all the information provided in this prospectus. Internal students will receive guidance from the Sixth Form team, your tutor and subject staff. Talk to them about your suitability for courses and think carefully about the combination of subjects you may choose. Read the subject pages later on in this booklet very carefully before making your final choice.

**“Sixth Form at St George’s has been an incredible experience with just the right balance of freedom and hard work to prepare us for the real world after school, by slowly introducing us to being more independent and giving us the ability to choose what we do with our time. If you’re worried about fitting into a new environment honestly don’t be, because everyone is a little apprehensive going to a new place but with so many social events, clubs or House competitions, there are loads of opportunities for you to make new friends and meet new people. There’s always something for everyone. Whether you’re sporty, arty, a chess pro, good at music or you’re like me who just likes to have a good time, you will fit in perfectly. I’ve made so many new friends here which I hope to keep for a long time after we leave. St George’s is a really great place to be, with the teachers supporting you wherever you may need it and the school community in general just being really welcoming.”**

**Temí, ex-student**

# The Sixth Form Experience

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The Sixth Form experience is very different to life in middle school, even for those who have attended this School for some time. The expectations for behaviour, demeanour, appearance and contribution to the community, as well as relishing the challenges of both taught subjects and independent studies, are very demanding.

Sixth Form students at St George's are treated as young adults and are expected to respond to this. Our Sixth Form lead our community and the activities and competitions within the School. They also help with mentoring and in-class support. They are respected by staff and other students alike for their attitude and approach to the responsibilities they accept.

Teaching and learning in the Sixth Form is significantly different to that of Year 11. Students have a great deal of freedom and are expected to work independently, read widely to prepare for lessons and manage their time effectively to deliver their work to stringent deadlines. This prepares them for life beyond school, making them able to adapt to a work, training or institutional environment effectively.

St George's encourages pupils to enter the Sixth Form who have decided to commit themselves to the high expectations and academic standards of the School. They will want to support and uphold the School's traditional values and ethos. Sixth Formers will want to be active members of a community which is based on tradition and has an active Chapel life. This will involve weekday Chapel attendance. Many students in the Sixth Form also participate in Sunday worship and some lead the School's Christian Union group, "More to Life". Sixth Formers must take part in compulsory games and represent the School if required during the week and at weekends. Loyalty to the School, the Houses and participation in the wide range of extra-curricular activities is a priority.

St George's has a long tradition of welcoming applications from students taking their GCSEs at other schools who wish to continue their academic success in a traditional, high achieving school. St George's will be pleased to meet with applicants whose secondary education has not been accredited by GCSEs, such as a curriculum offered at an overseas school or international school.

Boarder applications for Sixth Form places are welcomed. St George's will interview all boarder candidates and expect to meet their parents. Early application for a boarding place is essential, and the School will assess each candidate's suitability as a boarder for Keswick (Girls) House and Crosthwaite (Boys) House.

The School will plan a programme of courses based on the curriculum requirements of existing pupils and places on courses will be offered to applicants from other schools if there are places available.

St George's Sixth Form comes as a "package" of strict discipline, strict dress code, clear expectations and high standards. On entry to the Sixth Form, we issue a student/parent guide so that students can "get it right", negating any need for them to claim they "did not know". A student who applies to join our Sixth Form is "signing up" for this **whole package**.

**"I am so glad to be studying A Levels at St George's. The Sixth Form has a great combination of independent study and structure. Although it may not work for everyone, the disciplined environment means I am consistently striving to reach my potential. This makes it easy to balance the large but manageable workload as well as enjoying the privileges of Sixth Form life. Since joining Year 12, I have felt a great sense of community amongst the year group. Even in these unusual times, I feel integrated within the whole school. When surrounded by subject teachers and tutors who are always there to help and genuinely want the best for me, I find myself only too willing to give back to younger years through mentoring and in any other way possible. To me that is what makes the atmosphere at this school so special."**

**Lottie, Year 13**

# Wellbeing and Pastoral Support

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Whilst we are a large Sixth Form, the School is divided into four Houses, which pastorally care for the students on a day to day basis. Through the House tutoring system, students are encouraged to participate in House competitions and display commitment to the community.

Tutor groups in the Sixth Form are a combination of Year 12 and Year 13, with the older students being able to mentor the younger Sixth Formers.

Students are surrounded by a strong pastoral system and, with the specialist knowledge of the Director and the Deputy Director of Sixth Form on the transition post-18 and the behaviours and characteristics that lead to success, Sixth Form students are provided with a wealth of helpful support. As a result of such care, together with welcoming student ambassadors and the "buddy system" in Houses, St George's Sixth Formers are able to foster positive relations with others, including staff, particularly if they have joined the School – or if previously here, they expand their social circles to include new students. Exploring a wider range of relationships with peers helps personal development. The level of autonomy in Sixth Form also builds student confidence as they begin to realise what they can attain independently. As they look to their future, visualising what this could be, they appreciate the role that learning plays, the joy of discovering information, ideas and individual skills, providing them with purpose throughout Sixth Form and onwards. Their personal growth through these experiences develops them into mature, resilient people, ready to face the world and relish its challenges. We look forward to helping them.

**"As a previous St George's student for five years, the idea of Sixth Form was very daunting to me because of the jump from Year 11 to Sixth Form and all the responsibilities that come with it. However, the first couple of weeks in Sixth Form have been incredible. The way in which everyone in the Sixth Form has come together as a community is amazing. The atmosphere in the first couple of days was welcoming and friendly with the Upper Sixth Formers greeting and including us. A huge change from Year 11 is the independence you are given as a Sixth Form student. St George's Sixth Form provides the perfect place for someone who wants to find themselves and achieve the best possible grades at the same time.**

**What I have noticed in the first weeks in the Sixth Form is the vast amount of support that the students can seek if they are struggling with the transfer from Year 11. St George's provides a helpful and understanding place that wants the best for you. The Sixth Form staff, teachers, tutors, your Head of House, learning support and student services are all there for you if required.**

**Coming into Sixth Form, I envisioned it to be an overwhelming and an impossible workload that would only result in stress, but if you fully immerse yourself into the school spirit and make full use of your study periods, all those thoughts become a matter of the past. I am ecstatic to spend my next two years at such an inclusive school and I truly believe these next two years will be the best two years of my educational experience."**

**Henry, Year 13**

# Applying to the Sixth Form

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## Current Students & Sixth Form Entry

Current students attending St George's are required to meet certain criteria during Year 11 in order to join the Sixth Form, including Chapel attendance (in Years 10 and 11), exam attendance and meeting controlled assessment deadlines for their GCSE subjects. We welcome those who have shown their appreciation for what the School has to offer through their contribution to the community and commitment to their studies.

## External Students & Sixth Form Entry

We welcome external students into our Sixth Form as they add a new dynamic to the year group, bringing new characters, friendships and unknown potential. Last year a third of Year 12 consisted of students new to the School, many of whom quickly made a superb contribution to the life of this community (including becoming House Captains). Georgians make new students welcome and often volunteer as ambassadors to ensure they settle in quickly, getting involved in House events, extra-curricular activities, social or study groups. New students who meet our expectations, rapidly become "Georgians", and feel at home in our community.

## Admission to the Sixth Form

We wish to encourage students who want to meet the challenge of A Levels, to seek entry to the Sixth Form at St George's. The School does not run an "open access Sixth Form"; entry is **conditional** and regular reviews of a student's performance are carried out.

For details about our admissions criteria, including our over-subscription criteria, please read the "**St George's Determined Sixth Form Criteria for Day Admissions 2022**" which can be found on the School Website in the "**Join Us-Sixth Form Admissions**" section: <https://www.stgeorges.herts.sch.uk/page/?title=Sixth+Form+Admissions&pid=30>

## The Options Form

The Options Form allows us to gauge the demands for subjects from our current students, so that we can plan a Sixth Form curriculum with basic blocking created from option requests. We will discuss any issues with a current student's application in February and March, endeavouring to resolve any problems. We create the blocking with the best fit possible for the maximum number of students. Once the blocking has been created, we are unable to change it. Unfortunately, this may result in an individual student being unable to select their combination of subjects. Any request to change the blocking would affect a greater number of students, and is therefore not a viable proposition. We then consider the Options Forms from external students to see if we have spaces on the courses that they have requested, making offers in March/April.

## Providing Information

We ask students to consider carefully what they hope to gain from attending the Sixth Form at St George's including how they wish to get involved in activities beyond their studies. We are interested in how well these students will integrate based on their planned contribution to St George's. We also ask potential new students to inform us of any issues that would help the School to ensure the student will establish a healthy approach to their studies and to thrive in their new environment.



# Choosing your Subjects

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Students must be on three programmes of study to qualify as full-time students. St George's does not have part time students in Year 12 or 13 unless there are compelling medical or other extreme extenuating circumstances.

Most students will study three A Levels for two years. The Options Form will require students to confirm three subjects. **If for any reason, we cannot accommodate a current student's request (due to a clash in blocking subjects, or not running the subject at all due to poor uptake or staffing constraints) we will contact that student to discuss a replacement that combines well with the subjects that can be timetabled.** A current student can indicate in their "request" box, other subjects they have considered so that we can look at these alternatives before a meeting.

- Students wishing to study Mathematics and Further Mathematics **must** request to study two further subjects, thus constituting 4 A Level subjects. Some universities view these Mathematics A Levels as too similar to be separate subjects.
- Students with a very high GCSE score profile may request to study 4 A Level subjects for 2 years using the "Request for 4th Subject" box. The reasoning for this request must be sound as the 2-year time commitment may prove arduous.

Higher education establishments will not ask for more than three A Levels (or equivalent). High achievement in three subjects is more valuable than lower achievement in four A Levels. Our experience with the linear A Levels is that three will prove significantly challenging.

Students are expected to spend at least 12 hours on each subject per week. This consists of 4 hours of taught lessons and a minimum of 8-10 hours of independent study per subject per week, independently completing work set, consolidating their understanding and preparing for the next lesson (during study periods and at home). They will have a total of 10 study periods on their timetable (unless studying four subjects). This level of independent work is essential as part of preparation for study beyond Sixth Form, but students requiring more staff input will find they can attend drop in sessions with staff or form study groups where peer interaction can improve the skills of all concerned.

Students who feel they have further capacity can take on other challenges beyond taught subjects which will provide evidence of their independence abilities through extra-curricular activities or extended learning opportunities (e.g., EPQ, MOOCs). Some students study privately for exams although they sit these through the School (e.g., Chinese etc. for EAL students), accumulating extra qualifications.

Oxford University have commented about whether a student needs more qualifications than three A Levels:

*"Our courses require students to have not less than three A-levels, or other equivalent qualifications. Many candidates do take additional AS-levels, A-levels, or other qualifications such as the EPQ. These additional qualifications can be one way of demonstrating the academic abilities that will be required for the intense studying of an Oxford degree, but they are not essential.. Students can also demonstrate their abilities by exploring their subject beyond what is expected by their exam syllabus. Oxford tutors may prefer a candidate who has read around their subject beyond school and college work, and who shows a great passion for, and engagement with, their subject, over a candidate who may have taken more qualifications or more subjects, but who is unable to discuss their interests with any enthusiasm or in any depth."*

We expect students to seek advice from a range of people who know them and can help advise them on the best way forward. This will include whether an academic Sixth Form is suitable and which combination of subjects is best.

## Subject Combinations

Students are advised to combine subjects that will allow them progression to the career field or higher education course that they are considering.

Students who have little idea of a future pathway should consider their skill base, predicted grades, resilience and determination to overcome any difficulties that studying any subject at this level will provide.

If current students are considering **higher education**, please look at the "Subjects Required for Different Degree Courses" information in the St George's booklet "16+ Planning Your Future". All students need to be aware that some universities may discount subjects with a similar content or the same government assigned (discount) code, regarding these as the same subject for entry purposes. External students can research "facilitating subjects".

The most competitive universities would expect students to have at least two academic subjects that facilitate access to their course. Other universities are more flexible in their demands and will accept a variety of subjects, with vocational courses accepting vocational technical qualifications and more practical subjects. Doing some research now will forewarn students and thus avoid disappointment of having chosen the "wrong" subjects when making decisions about post-18 options. Current students should seek advice from the Sixth Form Leadership (email or via their tutor). Research using UCAS COURSE SEARCH can indicate if a university has specific subjects/levels required at GCSE or A Level or point equivalent, and any qualifications/combinations that are not suitable preparation for their courses for current entry.

Independent, impartial advice and guidance is available from **YC Hertfordshire**; current students should contact pastoral staff to arrange an interview, if you have not already done so. Dependent on the demand, current students may be limited to one meeting only; this is to ensure all current students have access to this in house service.

## "Project Management"

Studying requires "management" of each subject. All subjects are difficult; they demand ambitious vision, plenty of appropriate practice to develop specific skills and intelligences (there are many), and sheer hard grafted effort, effective organisational systems and a positive and resilient attitude to learning in order to cope with setbacks and criticism. Some subjects will particularly require superb skills in note taking, exam technique, practical work skills, time management, essay writing skills, dexterity and/or creative thinking. All subjects require interpretation of information in detail to show a level of understanding; this is distinctly different from GCSE, where rote or purely taught information can be used to answer questions successfully. This is when students who have been overly helped or closely tutored will find the level of understanding required for higher academic study may not have been developed by this intense method. **Success in a GCSE subject does not automatically convert into success at A Level.**

All courses will set **pre-course work**: reading, skill building, revisiting higher GCSE knowledge or gathering materials and acquiring knowledge. Students will make a better start to their course by knowing the key subject meanings, as well as reading the subject specification and mark scheme, placing a copy of this in their pre purchased file/portfolio. If the student finds these tasks onerous rather than relishing this preparation with enthusiasm, this may also be an indicator as to their suitability for that subject at that level, or this level of study at all. The pre-course work will be distributed to students at a later stage in the admissions process.

Being prepared for the start of Year 12 will enable us to ensure that the student is on the correct courses. In order to help with this and to gauge the student's aptitude, subjects will check the student's skill set and knowledge in the first 2/3 weeks. By week 3, we expect all students to be settled onto their courses and we are unlikely to allow any change of subject after this point since courses will have progressed rapidly.

## Alternative Plans ("Plan B")

**Gaining a place in Sixth Form**, particularly applying to study A Levels, should not be a default decision. Deciding to study academic subjects needs careful consideration and, if performance in Year 11 indicates that the student will struggle with the challenges, then they should make plans for more appropriate progression routes. If a current student/parent wishes to have a discussion about these options then House staff, Sixth Form staff or independent, impartial advice and guidance from YC Hertfordshire staff can be provided (current students should ask for an interview through their tutor, if they have not already had one in Year 11).

## Sustaining a place in the Sixth Form

Thriving in Sixth Form requires the right approach from the start. St George's is a comprehensive school, with lower entry requirements for A Level courses than selective schools, and it accepts that student outcomes will vary. Results for any school should be understood to be significantly affected by the calibre of the student; the "value added" says more about the achievements than the raw results may indicate. However, students who persistently fail to attempt work to deadline, who submit inadequate work which is inconsistent with their ability, who do not come equipped to lessons, or who affect the learning of others through their behaviour will find themselves facing escalating sanctions. These include dismissal from a lesson (whilst expected to find out and catch up on missed work)/writing a side/community service/short detention/long detention (Friday)/loss of privilege/loss of all Sixth Form privileges; eventually rising in seriousness up to and including exclusion from School. Where a student's performance fails to respond in spite of all reasonable interventions, such an exclusion can be permanent.

Students unable to cope with this level of study despite their best efforts would be advised to leave before discovering at the end of two years that they would have been better spending their time following an alternative route. Staff will communicate through progress reviews and parents' evenings but at critical times, they will send letters or emails and then require meetings with parent and student if it appears the student is not thriving and would be best choosing a new start elsewhere. Some students, due to pre-known extenuating circumstances, may be placed on "termly review", which allows them to trial for a term, with the proviso that if evidence (e.g., levels 3 or 4 on progress review cards) suggests they are not thriving on any course, they would then leave at the end of that term. If successful, their trial would be extended to a further term. These students may manage to complete a year, or even two, if they can adapt to the work ethic and standards required to achieve on their courses. At all times they must be cognizant of the fact that if St George's is not the right environment for them despite the opportunity offered and support provided, then the termly meeting will help them find an alternative progression path, since this will be in the student's best interests.

### PLEASE NOTE:

We may not be able to accommodate every combination of subjects.

A subject or group will only run if there is sufficient demand and if resources allow. Where difficulties arise, discussions will take place with individual current students in February/March 2022.

## Summary of Sixth Form Entry Requirements for Entry in September 2022

All entrants must have a **minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, and with three of their passes at grade 6 or above.**

(Please note that the School will accept the following equivalent grade boundaries: IGCSE grade A = GCSE grade 7; IGCSE grade B = GCSE grade 6; IGCSE grade C = GCSE grade 5.)

**In addition, there are specific entry requirements for each course, which are summarised below.**

Even if they meet the requirements for their course, students may still struggle to attain well, given the step up required; attainment at GCSE does not automatically translate to attainment at A Level, which is assessing a more advanced set of skills. Alternative courses may offer them a chance to achieve better outcomes that lead to successful futures, even if these are not A Levels. Choosing the most appropriate qualification for success due to the learning style of the student, is very important at this stage.

<b>Course (A Level)</b>	<b><u>Minimum Specific GCSE Full Course or Other Entry Requirements</u></b>
Art and Design – Fine Art	<i>St George's Sixth Form Entry Requirements</i>
Art and Design – Graphic Communication	<i>St George's Sixth Form Entry Requirements</i>
Art and Design – Photography	<i>St George's Sixth Form Entry Requirements</i>
Biology	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>Combined Science: Trilogy grade 6/6 (a double award)  <b>and</b> Mathematics grade 6</p> <p><b>OR</b></p> <p>Biology grade 6 (if studying separate sciences)  <b>and</b> Mathematics grade 6</p> <p><b>AND</b></p> <p>Students will also be required to take Biology with at least one subject that will help develop scientific thinking (Chemistry, Physics, Psychology or Mathematics) or with a subject that has a biological component (Geography or Physical Education).</p>
Business	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>English (Language or Literature) grade 6  <b>and</b> Mathematics grade 6  <b>and</b> (if studied) Business <b>or</b> Economics grade 6</p>
Chemistry	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>Combined Science: Trilogy grade 6/6 (a double award)  <b>and</b> Mathematics grade 6</p> <p><b>OR</b></p> <p>Chemistry grade 6 (if studying separate sciences)  <b>and</b> Mathematics grade 6</p>
Computer Science	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>Mathematics (Higher Level) grade 6  <b>and</b> English Language grade 5</p>

<b>Course (A Level)</b>	<b><u>Minimum Specific GCSE Full Course or Other Entry Requirements</u></b>
Design and Technology: Product Design	<i>St George's Sixth Form Entry Requirements including:</i>  Design and Technology grade 6 <b>and</b> Mathematics grade 5
Drama and Theatre	<i>St George's Sixth Form Entry Requirements</i>
Economics	<i>St George's Sixth Form Entry Requirements including:</i>  English (Language or Literature) grade 6 <b>and</b> Mathematics grade 6 <b>and (if studied) Business or Economics grade 6</b>
English Literature	<i>St George's Sixth Form Entry Requirements including:</i>  English Language grade 6 <b>and</b> English Literature grade 6
French	<i>St George's Sixth Form Entry Requirements including:</i>  French grade 6
Geography	<i>St George's Sixth Form Entry Requirements including:</i>  Geography grade 6 <b>OR (if students have not studied Geography)</b> English (Language or Literature) grade 6 <b>and</b> Mathematics grade 6 <b>and</b> Science grade 6
German	<i>St George's Sixth Form Entry Requirements including:</i>  German grade 6
History	<i>St George's Sixth Form Entry Requirements including:</i>  History grade 6 <b>OR (if students have not studied GCSE History)</b> English (Language or Literature) grade 7
Mathematics	<i>St George's Sixth Form Entry Requirements including:</i>  Mathematics grade 7
Mathematics and Further Mathematics (2 separate A Levels)	<i>St George's Sixth Form Entry requirements including:</i>  Mathematics grade 7 <b><u>and can only be studied if taking 2 other A Level subjects</u></b>
Music	<i>St George's Sixth Form Entry Requirements</i>  Advisable to have taken GCSE Music and it would be an advantage (but not essential) to have Grade 5 Theory An ability to play an instrument, or to sing, is essential It is expected that students will have instrumental/vocal lessons

<b>Course (A Level)</b>	<b><u>Minimum Specific GCSE Full Course or Other Entry Requirements</u></b>
Physical Education	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>English (Language or Literature) grade 6  <b>and</b> Combined Science: Trilogy grade 6/6 (a double award)  <b>and (if studied)</b> Physical Education grade 6</p> <p><b>OR</b></p> <p>English (Language or Literature) grade 6  <b>and</b> Biology grade 6 (if studying separate sciences)  <b>and (if studied)</b> Physical Education grade 6</p> <p><b>AND</b> all students must be participating in their sport at a good to high level. If GCSE Physical Education was undertaken, then this would be equivalent to a practical mark in band 4 or above.</p>
Physics	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>Mathematics grade 6  <b>and</b> Combined Science: Trilogy grade 6/6 (a double award)</p> <p><b>OR</b></p> <p>Mathematics grade 6  <b>and</b> Physics grade 6 (if studying separate sciences)</p> <p>It is not essential that students take A Level Mathematics, but it is strongly recommended due to the highly mathematical nature of the subject, especially in the latter parts of the 2-year course.</p>
Politics	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>History <b>or</b> English Literature grade 6.</p>
Psychology	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>English (Language or Literature) grade 6  <b>and</b> Mathematics grade 6  <b>and</b> Combined Science: Trilogy grade 6/6 (a double award)</p> <p><b>OR</b></p> <p>English (Language or Literature) grade 6  <b>and</b> Mathematics grade 6  <b>and</b> Biology grade 6 (if studying separate sciences)</p>
Religious Studies (Philosophy and Ethics)	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>English Language grade 6  <b>and (if studied)</b> Religious Studies grade 6</p>

<b>Consortium Course (A Level)</b>	<b><u>Minimum Specific GCSE Full Course or Other Entry Requirements</u></b>
Media Studies (taught at SJL)	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>Media or Film Studies grade 6  <b>OR (if Media or Film Studies have not previously been studied)</b>  English grade 6</p>
Spanish (taught at RPS)	<p><i>St George's Sixth Form Entry Requirements including:</i></p> <p>Spanish grade 6</p>

## Meeting Entry Requirements – Results Day

On **Results Day**, the student must meet the entry requirements for the three Level 3 qualifications that they have chosen.

Students who do not meet the entry requirements for their course will need to find an alternative subject course for which they do meet the entry requirements. It should be noted that it may **not** be possible to accommodate the new subject request, which will be dependent on various factors, and students may therefore lose their Sixth Form place and, if applicable, their Boarding place as well.

A student who does not meet the entry requirements, but, due to an error in marking by the exam board, then challenges their GCSE result and subsequently meets the entry grades by course registration day in September will be offered their place, if requested. Please let us know if you plan to challenge the marking by the exam board.

We are always willing to consider any extenuating circumstances (of which we have been previously informed) that may affect the student's achievement at GCSE. Individual cases are given due consideration as to the students' chances of thriving on the two-year courses in the light of such information provided.

External international students are required to have "equivalent, appropriate transferable, qualifications" for entry onto the subjects including in English and Mathematics. They need to recognise that the British education system may require them to sit the British equivalent of English and Mathematics, in their own time and at their own expense.

International students who have not taken British GCSEs or International GCSEs **must** provide the necessary equivalence proof to verify their qualifications. The School will accept a Certificate of Comparability from UK NARIC when making its determination.

**External students** are expected to send in a copy of their statement of results along with the course confirmation form to guarantee their place, within 5 days (including Results Day).

Students and/or their parents should be present (or arrange a suitable proxy) on Results Day, to sort out any issues which may arise from the student's results. We prefer to talk to the student to sort out any issues and, if planning a journey on that day, be ready to amend arrangements and delay departure, if a discussion is needed. If there are no issues, students will automatically be timetabled for their original subject offer.

If a student decides not to take the Sixth Form place offered, they **must** immediately notify the Sixth Form Office using the form provided; the School has a legal duty to report the destinations of St George's leavers. This also then allows the place to be released to other applicants.

We will offer any vacancies that may arise to other external students or late applicants. We will not accept new entrants after the first complete week of the Autumn Term of Year 12, without extreme extenuating circumstances.

# Important Diary Dates and Deadlines

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## External Candidates

<b>Thursday 25th November 2021</b>	Deadline for the return of the Opportunities at 16+ Evening reply.
<b>Tuesday 11th January 2022</b>	<p><b>Opportunities at 16+ Evening</b></p> <p>The Evening comprises of an introductory talk about St George's Sixth Form, our expectations and the application process. This is followed by the opportunity to attend three subject specific talks where staff will outline the key features of the Sixth Form courses. The Evening is by invitation only and <b>reply slips must be received by Thursday 25th November 2021</b> (the invitation letter is included in the Sixth Form Application pack). This is not an Open Evening and there are no tours of the School.</p>
<b>Friday 4th February 2022</b>	<p><b>Deadline for the return of the Sixth Form Application Forms</b></p> <p>External applicants can apply for <u>either a DAY or a BOARDING place</u>, but <b>not</b> both. The application processes are very different. Any External student interested in boarding must therefore make direct contact with Boarding Admissions – <a href="mailto:boarding@stgeorges.herts.sch.uk">boarding@stgeorges.herts.sch.uk</a>.</p> <p><b>All</b> External students must <u>fully complete all sections</u> of the Sixth Form External Options Form. If relevant, additional information can be appended to the Form (e.g., a Personal Statement), but this would be supplementary to completing the Form, not instead of.</p> <p>External <u>Day</u> applicants <u>must also complete and return the Supplementary Information Form</u> ("SIF" – Application for Admission for a Day Place Form) with the External Options Form.</p>
<b>End of March 2022</b>	Letter sent to all External Applicants regarding the outcome of their Sixth Form application.
<b>Tuesday 19th April 2022</b>	Deadline for receipt of replies to the Sixth Form conditional offer letters.
<b>May 2022</b>	<p><b>Letter sent regarding the External Applicants Induction Day</b></p> <p>All External applicants who are offered and accept a conditional offer of a Sixth Form place at St George's School will be sent a letter with details of the External Applicants Induction Day to be held on Thursday 30th June 2022. The letter will also contain a Confidential Admission Form, which needs to be completed and returned by Wednesday 18th May 2022.</p>
<b>Wednesday 18th May 2022</b>	Deadline for return of the completed Confidential Admission Form
<b>Thursday 30th June 2022</b>	<p><b>External Applicants Induction Day – Compulsory Attendance</b></p> <p>All External applicants who are offered and accept a conditional offer of a Sixth Form place at St George's School are expected to attend the External Applicants Induction Day. This date has been set well in advance to ensure all External students can attend; External students should therefore not book holidays, etc. which would preclude them from attending. <u>Attendance is compulsory</u>, with the exception of overseas boarders.</p>
<b>Thursday 25th August 2022</b>	<p><b>GCSE Results Day</b></p> <p>External applicants must fulfil all the entry criteria to enter St George's Sixth Form in Year 12 in September 2022. Entrants <u>must</u> have a minimum of five full GCSEs at grades 9–5, which would include both English</p>



	<p>(Language or Literature) and Mathematics, and with three of their passes at grade 6 or above. Students must also meet the specific subject entry requirements for each course. All students must study at least three recognised courses in the Sixth Form.</p> <p>NB: If you wish to talk to the Director of Sixth Form Education in person, you are welcome to come to St George's School on GCSE Results Day. On that day, they will be available from 9.00am–1.00pm and from 1.30pm–3.30pm.</p>
<b>Friday 26th August 2022</b>	<p><b><u>Note: Earlier deadline for students requesting a subject change</u></b></p> <p><b>Deadline for return of the online Sixth Form Acceptance Form and Statement of Results for students requesting a subject change.</b></p> <p>Any External applicant who accepted a conditional offer of a place at St George's and is now requested a change of subject must complete and return the Sixth Form Acceptance Form, together with a copy of their official Statement of Results, by this deadline.</p>
<b>Tuesday 30th August 2022</b>	<p><b>Deadline for the return of the online Sixth Form Acceptance Form and Statement of Results</b></p> <p>All applicants who accepted a conditional offer of a place at St George's must complete and return the Sixth Form Acceptance Form, and if accepting a place, enclose a copy of their Statement of Results.</p> <p><b>Please note that if the School does not receive all the required documentation by the deadline of 12 noon (UK time) on Tuesday 30th August, 2022, the student will forfeit their conditional Sixth Form place and it may be offered to other eligible students.</b></p>

## Internal Candidates

Thursday 25th November 2021	<b>Deadline for the return of the Opportunities at 16+ Evening reply slip</b>
Tuesday 11th January 2022	<p><b>Opportunities at 16+ Evening</b></p> <p>The Evening comprises of an introductory talk about St George's Sixth Form, our expectations and the application process. There is also the opportunity to attend 3 subject specific talks where staff will outline the key features of the Sixth Form courses. The Evening is by invitation only and <b>reply slips must be received by Tuesday 25th November 2021</b> (the invitation letter is included in the Sixth Form Application pack).</p>
Monday 24th January 2022	Subject Fayre for Year 11 and Year 10 – 1.30pm to 2.00pm – Assembly Hall.
Monday 21st February 2022	<p><b>Deadline for completing the on-line Sixth Form Internal Options Form.</b></p> <p><b>All</b> internal students who wish to apply to St George's Sixth Form <b>must complete</b> the on-line Sixth Form Internal Options Form by <b>Monday 21st February 2022</b>. If an internal student does not complete this Form by the deadline, it will be assumed that they do not wish to continue their education in the Sixth Form at St George's. Any such internal students will be required to complete a form with details of their proposed Post-16 destination(s).</p>
Friday 22nd April 2022	Issue of Sixth Form Provisional Conditional Offer and Subject Allocation Form or Post 16 Destination Form to internal students.
Friday 29th April 2022	Deadline for the return of the Sixth Form Provisional Conditional Offer and Subject Allocation Form or Post-16 Destination Form.
Thursday 25th August 2022	<p><b>GCSE Results Day</b></p> <p>Internal students must fulfil <b>all</b> the entry criteria to enter St George's Sixth Form in Year 12 in September 2022. Entrants <b>must</b> have a minimum of five full GCSEs at grades 9–5, which would include both English (Language or Literature) and Mathematics, and with three of their passes at grade 6 or above. Students must also meet the specific subject entry requirements for each course. All students <b>must study</b> at least three <b>recognised courses in the Sixth Form</b>.</p> <p>NB: The Director and Deputy Director of Sixth Form Education, and the Directors of Learning (subject staff) will be available from 9.00am–1.00pm and from 1.30pm–3.30pm.</p>
Friday 26th August 2022  12 noon (UK time)	<p><b>Note: Earlier deadline for students requesting a subject change.</b></p> <p><b>Deadline for return of the online Sixth Form Acceptance Form and Statement of Results for students requesting a subject change.</b></p> <p>Any External applicant who accepted a conditional offer of a place at St George's and is now requested a change of subject must complete and return the Sixth Form Acceptance Form, together with a copy of their official Statement of Results, by this deadline.</p>
Tuesday, 30th August 2022  12 noon (UK time)	<p><b>Deadline for the return of the online Sixth Form Acceptance Form and Statement of Results.</b></p> <p>All applicants who accepted a conditional offer of a place at St George's must complete and return the Sixth Form Acceptance Form, and if accepting a place, enclose a copy of their Statement of Results.</p>

	<p>Please note that if the School does not receive all the required documentation by the deadline of 12 noon (UK time) on Tuesday 30th August, 2022, the student will forfeit their conditional Sixth Form place and it may be offered to other eligible students.</p>
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“I joined St George’s as an external student. Originally, I attended a high school in Luton and I applied to St George’s for a plethora of reasons, but the main reason being the opportunities St George’s could provide me with post-18.

Being new to the School I had a lot of worries like; did I pick the right A Levels? Will I make friends? Are the teachers nice? I was extremely anxious to say the least. However, after my first day all the nerves went away. Despite being an external student, I never was made to feel like one, I never felt ostracized or like I didn’t belong. From the very beginning I made many friends and felt very welcome.

The staff at St George's are so supportive, they all really take the time to help you and genuinely have your best interests at heart. Especially the Sixth Form team, who were very welcoming. They understood how all the students were feeling after an eventful past 6 months and the change from GCSEs to A Levels, and made the transitions easy. On top of that, they are very helpful whenever I need help or advice on things like: uni open days, personal statement issues, or just help in general.

I can confidently say I would not want to be studying my A Levels anywhere else. And I am excited to see where my journey with St George’s will lead me at the end of the next two years.”

Hawwa, Year 13

“Life as a Sixth Form St George’s student has – above all – prepared me for the future. The one and a half years I have spent studying here has matured and readied me for my further studies in the next stage of education. One of the skills I am most grateful to have obtained is time management. Deciding how to best allocate my time to achieve the goals I set for myself – avoiding procrastination and distractions – has made me a much more focused and logical worker. In the Sixth Form, I have benefitted from many opportunities to further myself and make me a more well-rounded individual. An example of this is the prefect scheme; this is a very competitive yet enjoyable process in which each student has the chance to become a part of their House’s prefect team in a specific role.

Socially, the Sixth Form is a welcoming and warm environment. As a student who has spent all my secondary school life at St George’s, I can honestly say that my current friendship group is made up of just as many new students as ones who I knew before. Throughout my Sixth Form education, my subject teachers have all been outstanding in their efforts to assist me with any difficulties I have had. Regular tutor base time with peers and my tutor has also really helped me with aspects of school life aside from academics: whether that be as major as applying to universities through UCAS or as simple as recommending me a good Netflix show to enjoy at the weekend! I have really enjoyed my time at St George’s Sixth Form and feel it has given me the opportunity to thrive in a comfortable, professional and friendly work environment.”

Noah, ex-student

# Subject Curriculum

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Art and Design – Fine Art  
Art and Design – Graphic Communication  
Art and Design – Photography  
Biology  
Business  
Chemistry  
Computer Science  
Design and Technology: Product Design  
Drama and Theatre  
Economics  
English Literature  
French  
Geography

German  
History  
Mathematics  
Mathematics and Further Mathematics  
Media Studies (*Consortium subject taught at SJL*)  
Music  
Physical Education  
Physics  
Politics  
Psychology  
Religious Studies (Philosophy & Ethics)  
Spanish (*Consortium subject taught at RPS*)

## PLEASE NOTE:

1. Biology can only be taken if students also choose to opt for at least one other subject that covers scientific ideas, environmental factors or elements of physiology.
2. Students who choose to follow one or more of the Sciences and who do not opt for Mathematics A Level should be prepared to study the Mathematics element of that course through extra independent study or, if timetabling permits and there is availability, attend Statistics or Mechanics classes.
3. Subjects will be timetabled in blocks. All the subjects in a block will be taught at the same time and therefore **SOME COMBINATIONS OF SUBJECTS WILL NOT BE POSSIBLE.**
4. We may not be able to accommodate every combination of subjects. We will seek to minimise the restrictions on option combinations through our blocking, but if there is a clash, we will speak to the students concerned to find an alternative combination. A subject or group will only run if there is sufficient demand and resources allow. Where difficulties arise, discussions will take place with individual current students in February/March 2022. If a change of subject "request" is made after blocking, that change may not be possible.
5. In addition to the subjects listed above, all students participate in Games, attend a programme of tutorial activities, Friday 5 enrichment sessions and help in classes through Learning Support. Students also attend a weekly House Assembly and House Chapel.
6. Any subjects made available within our Consortium with Roundwood Park and Sir John Lawes may have a limited number of places available. Therefore, we cannot guarantee that a place will be available. Be aware that students attending Consortium lessons must attend these even when St George's is closed or has suspended the timetable for an event.
7. If there are more students for a Consortium subject than there are places available, priority will be given to students from the school at which the subject is being taught in the first instance, through initial choices in the Spring and Summer Terms of 2022. There are **no guarantees** of a place on a Consortium subject.
8. Students must fulfil the entry requirements for the school at which they are registered **and** the individual subject entry requirements at whichever school the subject is taught.

Following a careful reading of this Prospectus and after the Opportunities at 16+ Evening, any student wishing to apply to the Sixth Form at St George's must complete the appropriate OPTIONS FORM by the required deadline. The above subject lists should be used to record the student's choices. Any current internal student who does not wish to apply to the Sixth Form at St George's or subsequently decides to move on elsewhere after Year 11, will need to provide the School with the details, as we are required by the Government to keep official destination records. External Day applicants should complete the online External Options Form together with the online Supplementary Information Form for Day Sixth Form Admissions.

# Art and Design – Fine Art

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**Examination Board:** Edexcel

**Qualification:** A Level

**Specification website:** <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

## Over 80% habitually gain a grade A or A\* in Fine Art

### Introduction

This is a highly exciting, creative and successful course. Over the last number of years, on average over 80% of participants have gained an A\* or A grade. It is therefore one of the most successful Fine Art A Level courses in the Country. This qualification is valid for Russell group or Oxbridge universities. Indeed, all Universities value the contrast it brings to other subjects and the inherent creative problem solving it develops. Students will develop practical skills as well as developing their knowledge and understanding of culture, Art history, social issues and the work and preoccupations of other artists. Projects and themes are often self-chosen and thus the course develops independent study skills and allows students to pursue their interests and passions.

### Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above.

### Course Content

Throughout Fine Art, students will encounter a broad range of techniques, materials and processes. They will develop skills, explore ideas and make observations to support the creation of high-quality Fine Art outcomes. They will be introduced to a variety of areas within Fine Art including painting, printing, drawing, mixed media, sculpture, ceramics and installation. They will develop their visual skills and explore different ways of using materials and tools to develop their own ideas. Students will explore a variety of mark making techniques, experiment with collage and discover the properties of materials whilst exploring visual language through drawing. We place a strong emphasis on drawing, as it is crucial to innovation across all creative disciplines regardless of specialisms. As a Department, we support student progress through regular weekly feedback sessions offering a platform for discussion and development to ensure creative practice and acquisition of skills are constantly progressing and moving forward. Students can develop and work independently, often choosing their own themes of investigation and they will be supported throughout the 2-year course by staff who are experienced within a wide variety of disciplines, enabling them to develop their creative practice. The course culminates in an extensive and exuberant exhibition that is open to family and friends.

### Assessment

#### Component 1: Coursework

Practical work and Personal study

60% of the total A Level

Internally assessed

#### Component 2: Externally Set Assignment

40% of the total A Level

Internally assessed

### Who is this course suited to?

You will be well suited to this course if you are: creative and enjoy independent creative problem solving; keen to learn to develop practical skills such as painting, drawing and sculpture; keen to learn about and understand the work of other artists.

## **What other subjects complement this A Level?**

Fine Art links well with all subjects as it encourages you to think creatively and to problem solve. It also offers a contrast and balance to other subjects. It pairs well with the sciences and complements the Humanities with its study of cultures, movements and artists.

## **Career Opportunities**

The creative industries are one of the fastest growing sectors in the UK. There is predicted to be one million new jobs in the sector within the next five years ([www.Gov.uk/creative industries](http://www.Gov.uk/creative-industries)) Careers include: Architect, Illustrator, animator, Story Board illustrator, Printmaker, Art Conservation, Gallery Curator, Cartoonist, Film Maker, Special effects maker, Book Illustrator, Museum Curator, Teacher, Art Director, Commercial Artist. Graphic Design and Communication, Advertising and Brand Development, 3D Animation and Gaming Design, Cinematography, Art Conservation, Gallery Curation, Post production, Film Production, Camera work and Direction, Prop Development and Set Design, Special FX development, Book Illustration, Art Direction, Events Planning and Management and many other roles requiring creativity. The late Steve Jobs, of Apple fame, was renowned for only employing graduates with a Visual Arts Degree, believing that they had the requisite imagination and creative problem-solving skills necessary for cutting edge industry. There is a huge plethora of jobs in the visual Arts industry.

## **Other Information**

You will have an opportunity to extend your experiences of work first-hand by taking part in a number of visits to galleries and events. The course is anchored at the start of the autumn term with a trip to Tate Britain and Modern, followed by a 'bonding' Greek meal on the South Bank. (Approximate cost £40.00). A highlight of the course is a 4-day spring trip to Florence. This acts as a catalyst for the Understanding of the history of European Art, and as a springboard to students' own projects. The cost of this trip is approximately £740.

**“The teaching in the Art Department is outstanding. They improve everyone's abilities, transforming students into artists”**

**Katie, Year 13**

**“I really value that in Fine Art, you can use your imagination and create your own narrative to put into your projects.”**

**Amelia, Year 13**

# Art and Design – Graphic Communication

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**Examination Board:** Edexcel

**Qualification:** A Level

**Specification website:** <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

## Over 90% habitually gain a grade A or A\* in Graphics

### Introduction

This is a highly exciting, creative and successful course. Over the last number of years, on average over 90% of participants have gained an A\* or A grade. It is therefore one of the most successful Graphics A Level courses in the Country. Many previous students have gained places at Russell group or Oxbridge Universities. Undergraduate courses value the contrast it brings to other subjects and the inherent creative problem solving it develops. Students will develop practical skills as well as developing knowledge and understanding of Graphic Design and Communication, Culture, Art history, social issues and the work and preoccupations of other designers, multidisciplinary artists and craftspeople. Projects, skills and themes are taught yet self-directed which allows students to develop their own creative voice and enables independent study and ownership of work. Projects are wide reaching and extend Cultural Capital knowledge, which is shared across the teaching group.

### Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above.

### Course Content

Throughout Graphic Communication students will encounter a broad range of concepts, theories, techniques, materials and processes. They will develop skills, explore ideas and make observations to support the creation of high-quality site-specific outcomes. Students will be introduced to a variety of areas within Graphic Communication including computer aided design concepts, letterpress printing, printmaking, mixed media and hand rendering with some drawing and site-specific installation. Students will also develop visual skills and explore a variety of materials and tools to develop their own ideas. Students will initially learn and use a range of techniques and start to build a cohesive project journey, documenting progress and gaining ideas and knowledge. There will be a strong emphasis on acquiring skills, generating concepts and the development of ideas using appropriate methodology and process. As a Department, we support student progress through regular weekly feedback sessions offering a platform for discussion and development to ensure that creative practice and acquisition of skills are constantly progressing and moving forward. Work can be developed independently. Themes and areas of investigation are usually self-chosen, and you will be guided throughout the two-year course by staff who are experienced across a wide variety of disciplines, enabling you to develop your creative practice. The course culminates in an extensive and exuberant exhibition that is open to family and friends.

### Assessment

#### Component 1: Coursework

Practical work and Personal study

60% of the total A Level

Internally assessed

#### Component 2: Externally Set Assignment

40% of the total A Level

Internally assessed

### Who is this course suited to?

You will be well suited to this course if you are: creative and enjoy independent innovation and problem solving; keen to learn to develop conceptual and practical skills; eager to learn about and understand the work of other Designers, Artists and Multidisciplinary Creatives.



## What other subjects complement this A Level?

Graphic Communication connects easily to other A Levels, often providing a context within which to research and create a project linked to another area of study. It also develops the ability to problem solve and build a personal area of focus. Graphic Communication complements Sciences and other Arts and Humanities subjects, often enabling and culminating in a thematic project connected to a personal interest or A Level.

## Career Opportunities

The creative industries are one of the fastest growing sectors in the UK. It is predicted that there will be one million new jobs in the sector within the next five years ([www.Gov.uk/creativeindustries](http://www.Gov.uk/creativeindustries)). Careers include Graphic Design and Communication, Advertising and Brand Development, Architecture, Illustration, Animation, 3D Animation and Gaming Design, Cinematography, Printmaking, Art Conservation, Gallery Curation, Post production, Film Production, Camera work and Direction, Prop Development and Set Design, Special FX development, Book Illustration, Teaching, Art Direction, Events Planning and Management and many other roles requiring creativity. The late Steve Jobs, of Apple fame, was renowned for only employing graduates with a Visual Arts Degree, believing that they had the requisite imagination and creative problem-solving skills necessary for this cutting-edge industry. There is a huge plethora of jobs in the visual Arts industry.

## Other Information

You will have an opportunity to extend your experiences of work first-hand by taking part in a number of visits to galleries and events. The course is anchored at the start of the Autumn term with a trip to Tate Britain and Modern, followed by a 'bonding' Greek meal on the South Bank. (Approximate cost £40.00). **A highlight of the course is a 4-day spring trip to Florence.** This acts as a catalyst for the Understanding of the history of European Art, Culture and Design – and as a springboard for students' project work. The cost of this trip is approximately £740.

**“I absolutely love this subject. You get to express your own ideas and make it personal to you”**

**Lauren, Year 13**

# Art and Design – Photography

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**Examination Board:** Edexcel

**Qualification:** A Level

**Specification website:** <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

## Over 80% habitually gain a grade A or A\* in Photography

### Introduction

This is a highly exciting, creative and successful course. Over the last number of years on average over 85% of participants have gained an A\* or A grade. It is therefore one of the most successful Photography A Level courses in the Country. This qualification is valid for Russell group or Oxbridge universities. Indeed, all Universities value the contrast it brings to other subjects and the inherent creative problem solving it develops. Students will develop practical skills as well as developing their knowledge and understanding of culture, Art history, social issues and the work and preoccupations of other artists. Projects and themes are often self-chosen and thus the course develops independent study skills and allows students to pursue their interests and passions. We have an enviable dark room with 15 enlargers that students can utilise at all points of the course.

### Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above.

### Course Content

Throughout Photography, students will encounter a broad range of techniques, materials and processes. They will develop skills, explore ideas and make observations to support the creation of high-quality Photographic outcomes, including site-specific installations. They will be introduced to a variety of areas within Photography including dark room skills, photograms, digital and film camera use, pin hole photography, digital manipulation, photographic composition, mixed media photography and quite simply how to take an outstanding photograph! As a Department, we support student progress through regular weekly feedback sessions offering a platform for discussion and development to ensure creative practice and acquisition of skills are constantly progressing and moving forward. Students can develop and work independently, often choosing their own themes of investigation and they will be supported throughout the 2-year course by staff who are experienced within a wide variety of disciplines, enabling them to develop their creative practice. The course culminates in an extensive and exuberant exhibition that is open to family and friends.

### Assessment

#### Component 1: Coursework

Practical work and Personal study

60% of the total A Level

Internally assessed

#### Component 2: Externally Set Assignment

40% of the total A Level

Internally assessed

### Who is this course suited to?

You will be well suited to this course if you are: creative and enjoy independent creative problem solving; keen to learn to develop practical skills such as painting, drawing and sculpture; keen to learn about and understand the work of other artists.

## What other subjects complement this A Level?

Photography links well with all subjects as it encourages you to think creatively and to problem solve. It also offers a contrast and balance to other subjects. It pairs well with the sciences, as there is a strong technical element. Indeed, past students have gone on to study engineering with Photography as an A Level. It also complements the Humanities and Arts with its study of cultures, movements and artists.

## Career Opportunities

The creative industries are one of the fastest growing sectors in the UK. There is predicted to be one million new jobs in the sector within the next five years ([www.Gov.uk/creative industries](http://www.Gov.uk/creative-industries)) Careers include: Fashion photography, documentary photography, magazine editor, Architecture, animator, Story Board illustrator, Film Maker, Special effects maker, Teacher, Art Director, Commercial Artist. The late Steve Jobs, of Apple fame, was renowned for only employing graduates with a Visual Arts Degree, believing that they had the requisite imagination and creative problem-solving skills necessary for cutting edge industry. There is a huge plethora of jobs in the visual Arts industry.

## Other Information

You will have an opportunity to extend your experiences of work first-hand by taking part in a number of visits to galleries and events. The course is anchored at the start of the autumn term with a trip to Tate Britain and Modern, followed by a 'bonding' Greek meal on the South Bank. (approximate cost £40.00). A highlight of the course is a 4-day spring trip to Florence. This acts as a catalyst for the Understanding of the history of European Art, and a springboard to students' own projects. The cost of this trip is approximately £740.

**“I am really passionate about Photography because it allows me to implement my interests through the eyes of a camera lens”**

**George, Year 13**

# Biology

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/science/as-and-a-level/biology-7401-7402>

## Introduction

Biology is a comprehensive study about life and all its forms. The importance of biology in everyday life is unquestionable as it allows us to know our body better and to understand the value of the earth's resources and potential threats in the environment. Genetics, immunology, physiology, zoology and ecology are but different branches of biology. Be it a smallest cell or large ecosystem, biology covers it all. Biology explores issues such as genetic engineering, stem cell research applications and global warming. The scope of biology is unlimited, and this is a subject that has the element of wonder.

## Entry Requirements

A minimum of five GCSEs or equivalent at grades 9–5, which would include English (Language or Literature), and must include Mathematics at grade 6 or above **and either** Combined Science Trilogy at grade 6/6 **or** Biology grade 6 or above (if studying separate sciences).

Students will also be required to take Biology with at least one subject that will help develop scientific thinking (Chemistry, Physics, Psychology or Mathematics), or with a subject that has a biological component (Geography or Physical Education).

## Course Content

The course consists of eight topic areas that cover the major disciplines in Biology. The topics studied in the Year 1 course give you a deeper understanding of the key ideas introduced at GCSE, such as the study of biological molecules, cell structure, and cell replication. In Year 2, you will gain higher level of knowledge of important biological processes, such as photosynthesis, respiration, nutrient cycles and genetic inheritance. In the final year, there is also a focus on you developing your ability to understand and explain the important links between topic areas. You will complete a minimum of 12 required practicals, allowing you to develop a range of new technical skills and the ability to plan and carry out practical work with an increasing level of independence. You are encouraged to drive your own learning through the carrying out of independent learning tasks and by regularly being given the opportunity to evaluate your own progress. Students are fully supported by an experienced team of staff that will help you develop your subject knowledge, by providing regular feedback on assignments and end of topic tests, as well as encouraging and supporting you in developing your wider study skills.

## Assessment

Paper 1 Topics 1–4 including practical techniques (Year 1 Topics) 35%

Paper 2 Topics 5–8 including practical techniques (Year 2 Topic) 35%

Paper 3 Topics 1–8 30%

Practical assessment (pass/fail) – teacher assessed. A pass is essential for most science-based degree courses, but this does not directly contribute to the overall A Level grade. Students are assessed on both specific practical techniques and general scientific skills.

## Who is this course suited to?

You will be well suited to this course if you are curious about the processes that lie behind the complexities of life on Earth, as well as the ethical issues around some aspects of biological studies. You should have good analytical skills and be willing to pay attention to detail. You will be confident in both your numeracy and literacy skills. You will be keen to develop your scientific practical skills and understanding of scientific processes.

## What other subjects complement this A Level?

For students wishing to undertake a Biology degree post-18, they should consider taking Chemistry, Physics or Maths alongside their Biology A Level. A Level Biology content complements subjects with a biological element to the course such as Psychology, Physical Education or Geography.

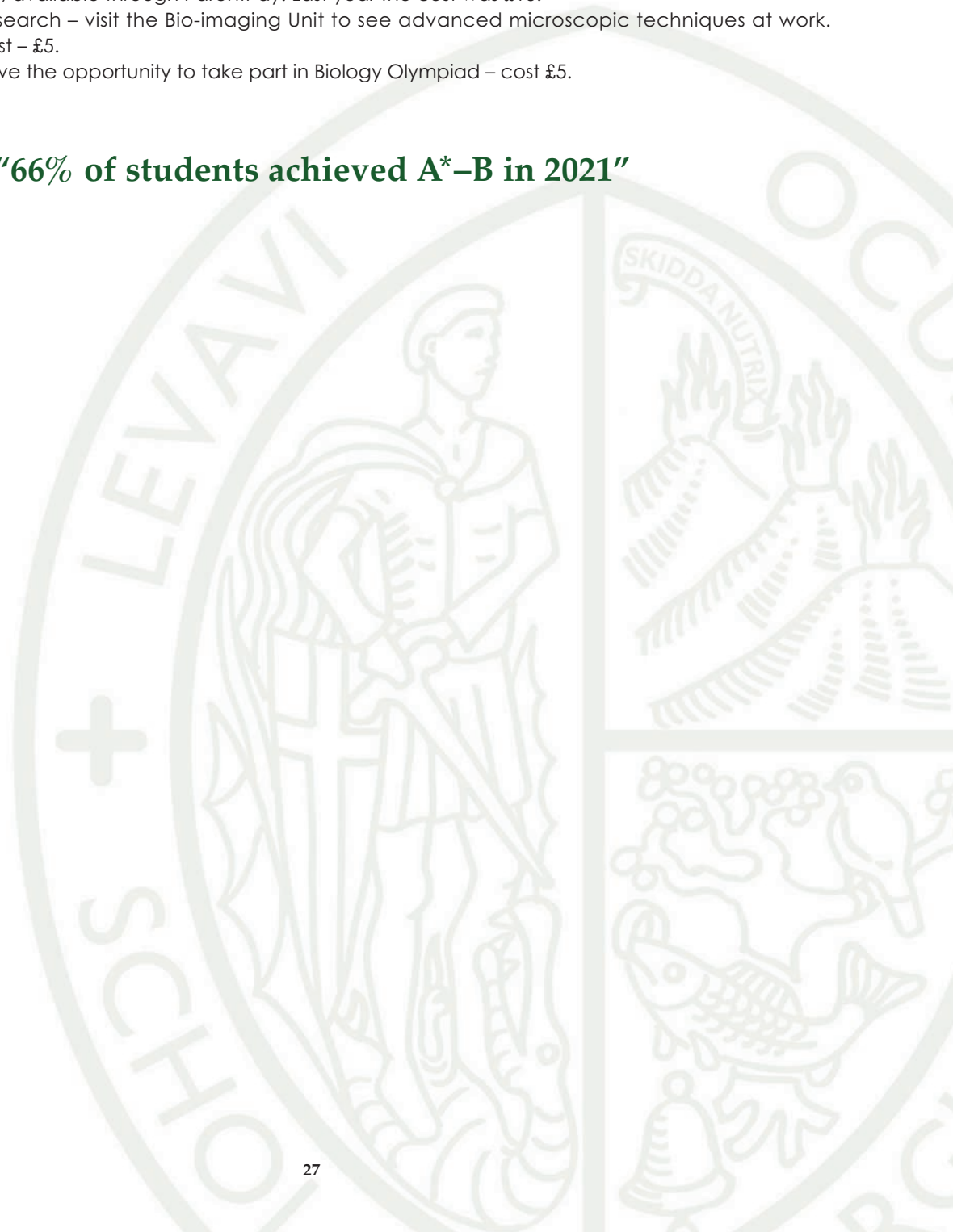
## Career Opportunities

There is a wide range of career pathways available to students with a biology qualification including academic, medical or industrial research and development, entry into health care related professions, forensic science and education. In addition, a scientific background can also be an important asset in other areas such as economics, politics and journalism.

## Other Information

- Recommended textbook **"AQA Biology A Level Second Edition Student Book"** Oxford university press. Cost £40.00 available via OUP website and good bookstores.
- Biological Science Review – it is recommended that students subscribe to this specially written journal for A Level Biologists, available through ParentPay. Last year the cost was £15.
- Rothamsted Research – visit the Bio-imaging Unit to see advanced microscopic techniques at work. Approximate cost – £5.
- Students also have the opportunity to take part in Biology Olympiad – cost £5.

**"66% of students achieved A\*–B in 2021"**



# Business

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**Examination Board:** AQA

**Qualification:** A Level Business

**Specification website:** <https://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015.PDF>

## 72% of students achieved A\*–B in 2021

### Introduction

With the pace of change ever increasing, Business offers the opportunity to acquire knowledge, apply it to real world situations and analyse causes and effects on an individual and global scale. In doing so, students will develop key skills in communication, organisation and evaluation to take forward into the modern world of commerce.

### Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9-5, with three of the passes at grade 6 or above in English (Language or Literature), Mathematics and one further subject.
- If either Business or Economics have been previously studied, a GCSE grade 6 or above in that subject.

### Course Content

Students will develop a critical understanding of business organisations and business activity. In doing so an appreciation of business behaviour from a variety of stakeholder viewpoints will be gained.

As an introduction, students will learn why businesses exist and the reasons for choosing and changing business structure.

The four key functional areas in Business – Finance, Human Resources, Marketing and Operations - are studied in detail. Students will gain knowledge of how each sector operates in practice and develop the skills to evaluate the impact of decision-making within each and across functions.

In Year 13, work builds on that studied in Year 12 by analysing the strategic position of a business, considering challenges faced in a broader and longer-term context. Included here is the extension of study on an international scale with particular emphasis on such external influences as Politics, Economics, Sociology, Technology and the Environment in an increasingly competitive and globalised business arena.

### Assessment

At the end of year 2, students will sit three papers each covering content covered over both years.

#### Paper 1

Section A – 15 multiple-choice questions

Section B – short answer questions

Section C & D – essay questions (two from four)

#### Paper 2

Three compulsory data response questions

#### Paper 3

One compulsory case study (unseen) comprising approximately six questions.

Each paper is 2 hours in duration and comprises 33.3% of the overall grade.

## **Who is this course suited to?**

Creative thinkers who like to see theory and practice combine in the 'real world'. Core skills that are developed include communication, organisation and teamwork through such activities as presentations to the group and the encouragement of entrepreneurship. An understanding and interest in numeracy, IT and Finance is of benefit.

## **What other subjects complement this A Level?**

Covering such a broad range of topics, Business combines well with a wide range of both Arts and Science subjects.

## **Career Opportunities**

The study of Business is a good foundation for a wide variety of careers such as Accounting, Banking, Business Administration, Marketing, HR and Logistics. Many of the skills learnt are transferable between industries.

## **Other Information**

Students are invited to participate in competitions such as 'Dragon's Apprentice', on a local school level, and 'BASE' on a national level. Students are taken to Business conference events to help prepare for exams. An optional study tour to New York is included in the school calendar.

**“In a world where the pace of change is ever increasing, Business enables me to engage with the real world like no other subject. Gaining a broader understanding of how Marketing, Finance, HR and Operations work on a local, national and international scale will prepare me for a wide variety of career options”**

**Anna, Year 13**

# Chemistry

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/science/as-and-a-level/chemistry-7404-7405>

## Introduction

Chemistry is the study of matter—what it consists of, what its properties are, and how it changes. It provides a basis for the understanding of all scientific disciplines. Students studying chemistry will develop their powers of analysis, their problem solving and critical thinking skills and their ability to understand concepts and models. The practical component of the course will also develop crucial employability skills such as researching, teamwork and communication skills.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5/A\*–C, which would include English (Language or Literature), Mathematics grade 6/B or above **and**

**Either:** Combined Science: Trilogy grade 6/6 (a double award) or above.

**Or:** Chemistry grade 6 or above (if studying separate sciences) and a further subject at grade 6 or above.

However, it is **strongly advised** that students should have attained an average **grade 7 or above in the Chemistry papers of the Combined Science: Trilogy component or in GCSE Chemistry (separate sciences)** to cope with the more challenging content at A Level. Students should also note that A Level Chemistry is a very numerate subject. Previous students with grade 6/B in GCSE Maths have found many aspects of the course very challenging, so a grade 7/A or above in GCSE Maths would be advantageous.

## Course Content

The course builds on the key principles of GCSE Chemistry such as atomic structure, bonding, mole calculations, reaction rates and equilibria, although knowledge of the additional topics in the Separate science GCSE is not assumed. In Year 12, these topics are extended significantly and new topics such as energetics and basic organic chemistry are also covered. In Year 13, a wide range of organic chemistry is studied together with topics such as electrochemistry, thermodynamics and the chemistry of transition metals. Students will gain a deeper understanding of the wonders of the Periodic Table and learn how and why many reactions happen, together with the knowledge of how to synthesise a range of organic materials. Many topics have a mathematical component and students can expect to find some element of mathematics in at least half of all lessons. Students are required to complete 12 assessed practical experiments either individually or in pairs, which cover a range of practical techniques such as titration, calorimetry, refluxing, vacuum filtration and recrystallisation. There will be some practical component to an average one lesson per week, which enables students to develop a range of practical skills and gain a better understanding of scientific method.

## Assessment

100% examination (3 exam papers) at the end of the two-year course covering all topics including the required practicals.

Practical assessment (pass/fail) – teacher assessed. Whilst this does not directly contribute to the overall A Level grade, a pass is essential for most science-based degree courses. Students are assessed on both specific practical techniques and general scientific skills.



## Who is this course suited to?

You will be well suited to this course if you are: logical, analytical, numerate, can appreciate concepts and models and enjoy problem solving. You should have an interest in, and an enjoyment of, the study of Chemistry and be keen to learn and understand new chemical concepts and principles. You will be keen to develop your scientific practical skills with a range of equipment and techniques.

## What other subjects complement this A Level?

Chemistry supports Biology well but also links well to Physics, Mathematics, Geography, Psychology, Food Technology and PE. Many students also pursue it as a means of broadening their curriculum when studying other subjects not normally associated with science such as Art, Business and the Humanities generally.

## Career Opportunities

- Chemistry is a subject that can be studied in its own right in pursuit of worthwhile careers in the chemical, biochemical or pharmaceutical industries – such careers may be in a direct research or development environment or in other more business-related roles within these industries.
- Chemistry is mandatory for students wishing to be doctors, dentists, vets, pharmacists or forensic scientists.
- Chemistry also has direct application in a very wide range of areas including medical, biological, geographical and geological sciences, food technology, materials science, engineering, environmental science, teaching and scientific journalism.
- Chemistry is regarded as a strong academic A Level and as such is also highly regarded by universities or companies for non-scientific subjects including computer science, law and business, financial or management related courses.

## Other Information

### Competitions

- All students are given the opportunity to enter the Cambridge Chemistry Challenge (an Olympiad style competition for year 12 and below).
- The main RSC Chemistry Olympiad competition, held in January is open to year 13 chemists.
- These problem-solving exam-based competitions are cost-free and provide students with the opportunity to stretch themselves beyond A level, applying their knowledge and skill to interesting and challenging scenarios with the chance of gaining a certificate of great value for subsequent university applications.

### Costs

- Recommended text book **“AQA Chemistry A Level Second Edition Student Book”** Oxford university press. Cost £44.00 available via OUP or Amazon websites and good bookstores.
- Students are provided with access to an on-line copy of the text book but may prefer to buy their own copy to write on.
- Chemistry Review – it is recommended that students subscribe to this specially written journal for A Level Chemists, available via ParentPay. Last year the cost was £15.
- The Chemistry Department has a limited stock of old laboratory coats and will provide safety goggles, although some students may choose to purchase their own.

**“In 2021 70% of our students achieved A\*–B grades,  
with 50% achieving A\*–A”**

# Computer Science

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**Examination Board:** OCR

**Qualification:** A Level

**Specification website:** <https://www.ocr.org.uk/qualifications/as-and-a-level/computer-science-h046-h446-from-2015/>

## Introduction

Computer Science has been a fundamental building block of the society we live in today, from helping to crack cipher codes during WW2 through to the internet and smart phones, cloud computing and data security. With the future challenges that Computer Scientists will have to unravel, this course has an emphasis on problem solving, programming as well as delivering a fundamental understanding of how computers work.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9-5, including English Language, with three of the passes at grade 6 or above in Mathematics (Higher level) and two other subjects.

If Computer Science has not been studied before at GCSE, then students will need to demonstrate a keen and active interest in programming.

## Course Content

The content of this A Level in Computer Science is divided into three components.

### Component 01 – Computer Systems

This component will introduce learners to the internal workings of the Central Processing Unit (CPU) and the exchange of data. It will also look at software development, data types and legal and ethical issues. It is expected that learners will draw on this underpinning content when studying computational thinking, developing programming techniques and devising their own programming approach in the Programming project component.

### Component 02 – Algorithms and Programming

This component will incorporate and build on the knowledge and understanding gained in the Computer systems component (01). Learners should understand what is meant by computational thinking and the benefits of applying computational thinking to solving a wide variety of problems, understand the principles of solving problems by computational methods. They should also be able to use algorithms to describe problems and analyse a problem by identifying its component parts.

### Component 03 – Programming Project

Learners will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Learners are expected to apply appropriate principles from an agile development approach to the project development. While the project assessment criteria are organised into specific categories, it is anticipated that the final report will document the agile development process and elements for each of the assessment categories will appear throughout the report.

## Assessment

The A Level in Computer Science is a linear qualification with 100% terminal external assessment. This qualification consists of two examined components (01 and 02), externally assessed by OCR and one internally assessed and moderated non-exam assessment component (03). Both examinations are of 2 hours and 30 minutes duration, each with a 40% weighting. The non-exam assessment (coursework unit) has a weighting of 20%.

## Who is this course suited to?

You will be well suited to this course if you are an analytical thinker and enjoy solving problems with an interest in coding. Being keen to understand software development and algorithms as well as the moral and ethical side of computing are a few of the attributes needed in Computer Science.

## What other subjects complement this A Level?

Computer Science complements Mathematics, Further Mathematics, Physics and Economics.

## Career Opportunities

Studying Computer Science at A Level could lead to further study in Computer Science, Information Systems and Artificial Intelligence. Future career areas could include Cyber Security, Systems Analyst, Games Developer, Supply Chain Manager, Data Engineering, Software Engineering, Network Administrator.

## Other Information

Even though it is not necessary for students to have studied Computer Science at GCSE Level, they must have a keen and active interest in the subject. Students will need a logical mind with a persistent and methodical approach to solving problems and writing computer programs. All students will be expected to do additional reading outside of lesson times to help develop a wider understanding of the applications of computers and the effects of their use. Students will also need to be committed to independently developing their programming skills outside of lesson times.

**“Computer Science has taught me fundamental skills in logical thinking that are applicable across all STEM subjects. We get to take part in lots of fun activities, from coding to ethical debates. I strongly recommend it to anyone, as learning the fundamentals of computer science and coding is useful in all sorts of jobs!”**

# Design and Technology: Product Design

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

## Introduction

Product Design is an A Level that aims to strengthen learners' critical thinking and problem-solving skills within a creative environment, enabling students to develop and make products that solve real world problems, considering their own and others' needs, wants, aspirations and values. Learners are openly encouraged to take design risks and develop products through an iterative design process. Using a mixture of traditional and emerging technology, students will respond to a given design context and be encouraged to explore this area in great detail. A major requirement for participation in this course is a commitment to and the enjoyment of designing and engineering quality prototypes. Product Design is a rigorous, challenging and academic subject that must not be seen as an opportunity to simply make artefacts, but as an opportunity to solve real world problems with innovation and creativity.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature), and must include Mathematics grade 5, Design & Technology grade 6 and two other passes at grade 6 or above.

## Course Content

Throughout Product Design, you will engage with a wide range of materials and manufacturing technologies both traditional and disruptive. We will cover a wide range of topic areas from modern manufacturing systems to user centred design. All students will receive training in modern CAD software to support your design and manufacturing skills, as well as focused practical lessons to learn manufacturing techniques. A typical week within a Product Design lesson could include, researching existing products and engaging with design history; Investigating the context of a problem and generating ideas to solve it; engaging with new materials and technologies; learning and practicing new and traditional industrial processes; producing 3D drawings and 3D printouts of prototypes. Learners are given their own workshop and studio space to use as well as the support and expertise of staff from a wide range of disciplines.

## Assessment

### Component 1: NEA

Research, Design and Practical work

100 marks

50% of the total A Level

Internally assessed, externally moderated

### Component 2: Technical Principles

Industrial Processes, materials and manufacturing systems

120 marks

25% of the total A Level

Externally examined

### Component 3: Designing & Making Principles

Design history, design-based processes and study of products

80 marks

25% of the total A Level

Externally examined

## Who is this course suited to?

This course is suited to students who are keen on making a positive impact in the wider world, through designing and engineering prototypes for real life users and situations. If you are skilled in creative thinking and want to learn more about prototyping through a wide range of materials, both traditional and modern, this is a subject for you. Design and Technology acts as a good balance between wholly academic subjects and vocational learning.

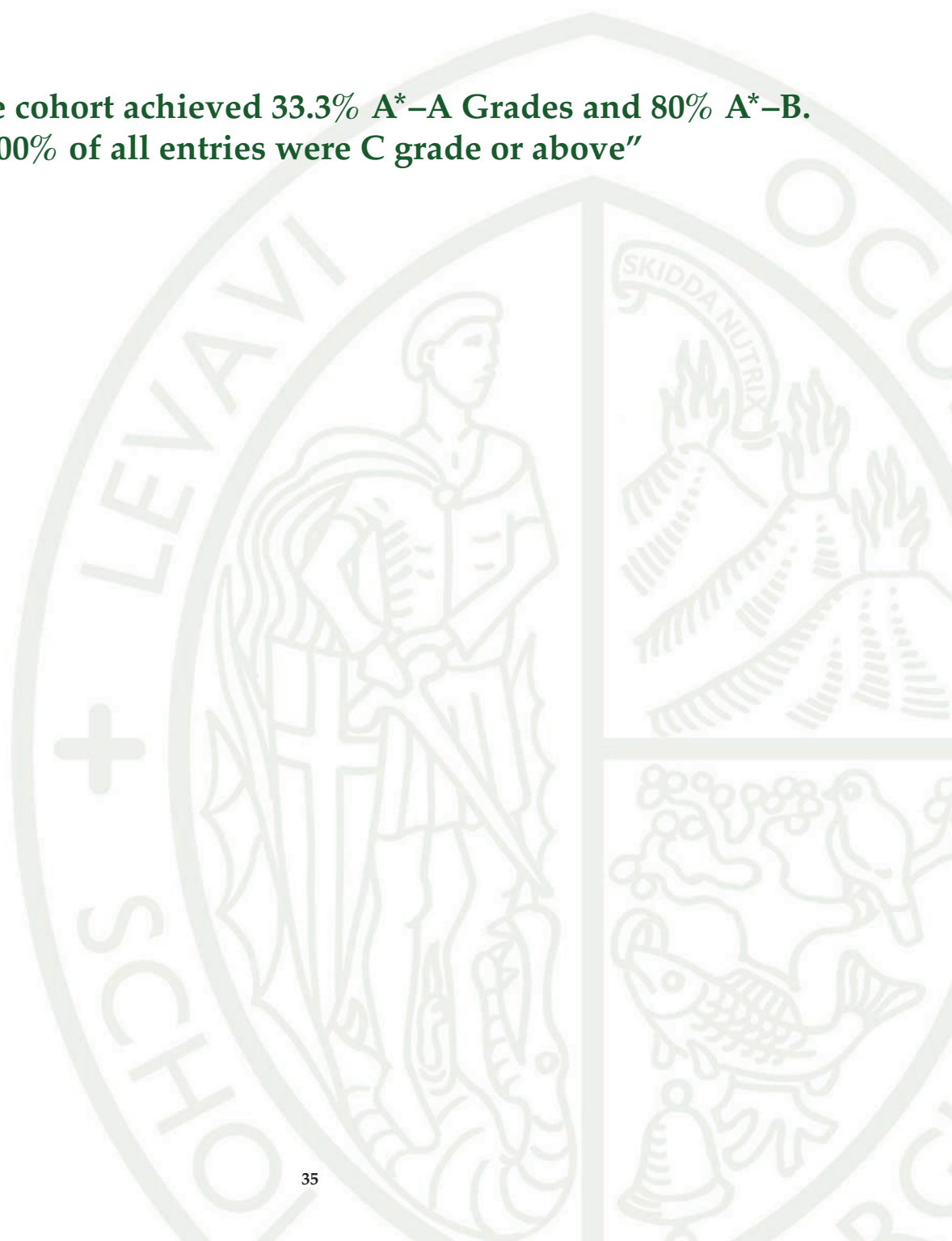
## What other subjects complement this A Level?

Design and Technology complements a wide range of subjects including Mathematics, Physics, Geography, History and Art.

## Career Opportunities

As a product designer, you could go into a wide range of careers including, but not limited to, industrial design; architecture; robotics; engineering; graphic design.

**“In 2021, the cohort achieved 33.3% A\*–A Grades and 80% A\*–B.  
100% of all entries were C grade or above”**



# Drama and Theatre

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**Examination Board:** AQA

**Qualification:** A Level Drama and Theatre

**Specification website:** [www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262](http://www.aqa.org.uk/subjects/drama/a-level/drama-and-theatre-7262)

## Introduction

Drama and Theatre is a rigorous and challenging A Level and should not just be considered by those wishing to pursue a career in the theatre. It is designed to inspire you to become creative thinkers, problem solvers and confident collaborators, as well as to equip you with the analytical and evaluative skills necessary to succeed at higher education, whether you continue to study Drama and Theatre or decide to pursue any other subject.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics.

It is not essential to have studied Drama at GCSE.

## Course Content

Taking this course will encourage you to develop your interest in and enjoyment of drama and theatre, both through practical workshops, where you will hone your performance, or technical skills, as well as through experiencing Live Theatre as critical audience members. The course is not just for performers; we also cater for students who are interested in exploring the technical and design aspects of theatre. Practical work involves both scripted and devised drama, as well as exploring a range of theatrical styles and the works of different practitioners. Alongside the practical work, you will also study two set plays, and develop the ability to approach these from the perspectives of Director, Performer and Designer.

## Assessment

### Component 1: Drama and Theatre

3 hour written examination

Study of two set plays and analysis of live theatre production

Externally assessed

40% of A Level

### Component 2: Creating Original Drama (practical)

Devised Performance work – acting, technical, or design

Accompanying Working Notebook

Internally assessed/externally moderated

30% of A Level

### Component 3: Making Theatre (practical)

Scripted Performance work – acting, technical, or design

Accompanying Reflective Report

Visiting examiner/external assessment

30% of A Level

## Who is this course suited to?

You will be well suited to this course if you are: creative, able to collaborate with others, and have an interest in the performing arts – particularly theatre, television and film. Lessons are dynamic and will frequently involve practical group work; you need to be prepared to be active!

## What other subjects complement this A Level?

One of the best things about Drama and Theatre is its diversity, flexibility and broad appeal. It can be studied alongside a wide range of subjects – for example, some students also follow English, History, Geography, Politics, Music, or any Art/creative course. However, it has also been successfully combined with contrasting subjects, such as the Sciences and Maths, offering students the opportunity to move away from pure desk-based learning.

## Career Opportunities

Drama and Theatre not only trains students in different theatre disciplines, but also provides them with a number of transferable skills in communications and team-building suitable for different career paths and opportunities. Career opportunities for students who study A Level Drama and Theatre include Arts/theatre administration, arts and other forms of journalism, director, actor, designer, playwright, stage management, theatre management, theatrical agent, technician, broadcasting, media presenting, education, business and human resource management, social work, law, drama therapy and scriptwriting.

Those considering careers where public speaking is important (e.g., politics, law, journalism and marketing) would find skills acquired through this course extremely useful.

## Other Information

- Students are encouraged to purchase their own play texts which they can annotate; clean texts will be issued in the exam.
- In addition, students are encouraged to broaden their knowledge through background and wider reading.
- It is a requirement for students to attend School organised theatre trips, some of which are local and some of which will be in the West End. As Drama and Theatre students, we can often benefit from discounted tickets!

**“Drama has given me so much confidence and belief in myself... it has taught me that Drama at St George’s isn’t just a subject, but also a family”**

Sapphire, ex-student

**“The Drama Department became my safe space and has helped me endlessly”**

Lauren, ex-student

**“You’ve instilled a passion in him that he is now taking forward to the next stage”**

parents of Giles, ex-student

# Economics

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**Examination Board:** AQA

**Qualification:** A Level Economics

**Specification website:** <https://www.aqa.org.uk/subjects/economics/as-and-a-level/economics-7135-7136>

**In 2021, 78% of our students achieved A\*–B**

## Introduction

In an ever-changing world, Economics as a Social Science is an academically challenging subject providing an opportunity to study a range of crucial issues affecting the economy in an analytical and objective manner.

## Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9–5, with 3 of the passes at grade 6 or above in English (Language or Literature), Mathematics and one further subject.
- If either Economics or Business have been previously studied, a GCSE grade 6 or above in that subject.

## Course Content

### Paper 1 Markets and market failure

An introduction to the basic economic problem of allocation of scarce resources considering infinite needs and wants. Students will gain an understanding of how markets work, causes and consequences of market failure and the role of governments in correcting these failures.

### Paper 2 National and international economy

A development of the understanding of key macro-economic issues relating to the national and international economy. Students will learn about the UK economy with reference to measures of economic performance, aggregate demand and supply, national income and economic growth. A range of government policies will be considered as well as the international economy.

### Paper 3 Economic principles and issues

This synoptic unit requires students to integrate modules 1 and 2, developing skills to think as economists. Such topics as poverty and inequality, emerging markets and developing economies enable an understanding on a global scale.

By developing analytical and quantitative skills through an understanding of our economic and social environment, students will be equipped with knowledge, abilities and attitudes required in the modern workplace.

## Assessment

At the end of year 2 students will sit three papers covering content studied over both years.

### Papers 1 and 2

- Section A – case study response (unseen prior to exam)  
– both papers include one question requiring an extended answer
- Section B – one extended essay from a choice of three

### Paper 3

- Section A – 30 multiple-choice questions
- Section B – case study response (unseen prior to exam)

Each paper is 2 hours in duration and comprises 33.3% of the overall grade.



## Who is this course suited to?

Logical and critical thinkers are particularly suited to Economics with an interest in problem solving through the analysis of data. A knowledge of current affairs and commerce with a cultural awareness will extend learning opportunities.

## What other subjects complement this A Level?

As a Social Science, Economics combines well with a wide range of both Arts and Science subjects.

## Career Opportunities

The study of Economics is a good foundation for a wide variety of careers such as Law, Accounting, Finance, Industry & Commerce and Politics.

## Other Information

Students are invited to attend public lectures to enrich their learning and attend Economics conferences to help them prepare for exams. An optional study tour to New York is included in the school calendar.

**“Economics is a great subject to study, not only because of the future doors it opens, but also because it offers the opportunity to see real world applications in ways unlike most other subjects. You learn to understand economic theory and see it in action on an international scale while also learning about decision making at the individual and producer level. Economics balances analytical techniques and essay writing skills in an engaging way for all students – including those who have not studied the subject at GCSE – giving transferable skills to a host of humanities and social sciences”**

**Ben, Year 13**

# English Literature

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**Examination Board:** WJEC/EDUQAS

**Qualification:** A Level

**Specification website:** [https://www.eduqas.co.uk/qualifications/english-literature-as-a-level/#tab\\_overview](https://www.eduqas.co.uk/qualifications/english-literature-as-a-level/#tab_overview)

**In 2021, 75% of our students achieved A\*–B**

## Introduction

This English Literature A Level is particularly stimulating allowing for an in-depth study of literature covering a wide range of literary forms, periods and authors, as well as permitting students to explore aspects of the texts which most fascinate them.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include Mathematics, with three of the passes at grade 6 or above in English Language, English Literature and a further subject.

## Course Content

Students study **eight** texts – three drama, one of which must be Shakespeare, three poetry, and two novels. We currently look at the poetry of Rossetti and students are most likely to study the figurative delights of Seamus Heaney's *Field Work* and Owen Sheers' *Skirrid Hill*, or the selected poems of the infamous couple Sylvia Plath and Ted Hughes. Our Shakespeare play is the tragic tale of daughters betraying their father and making him mad: *King Lear*, while the paired drama texts are likely to be John Webster's macabre tragedy *Duchess of Malfi* and Tennessee Williams' stormy and passionate *Streetcar Named Desire*. The non-exam assessment is the most exciting part of the course offering the freedom to compare texts of our choosing and permitting students to write about aspects of the texts which particularly interest them. In lessons, students will be encouraged to discuss and debate their interpretations, while experiencing a full gamut of teaching styles, to aid them in moulding their own theories. Those who enjoy history, are captivated by the psychological workings of the human mind, or simply relish the "detective" work involved in deconstructing a piece of writing to discover a writer's hidden meaning, will all relish this course.

## Assessment

**Unit 1: Poetry** (open book – clean copy, written examination, 2 hours – 30% of A Level)

**Unit 2: Drama** (closed book, written examination – 2 hours – 30% of A Level)

**Unit 3: Unseen Texts** (written examination, 2 hours – 20% of A Level)

**Unit 4: Prose Study** (Non-exam assessment – 20% of A Level)

## Who is this course suited to?

It is vital that students are very competent readers and writers. As writers, they should have acquired the ability to express themselves with precision and with accuracy in a variety of different ways.

Ideally, a candidate opting to study A Level English Literature should have developed a love of reading and a desire to read more widely and in more depth.

## What other subjects complement this A Level?

English Literature combines well with History, Drama and Theatre, or Art, but it does not have to be taken in combination with other Art subjects. Indeed, it can provide a valuable balance to science and maths-based subjects.

## **Career Opportunities**

English Literature at A Level is a cornerstone of any Art/Humanities degree course, providing a key foundation for courses in Law, Psychology, Media Studies and Philosophy – or any subject that demands high levels of literacy and analytical skills.

As a career qualification, A Level English Literature is invaluable for any profession which requires you to be articulate, imaginative and literate; therefore, it is relevant to the worlds of business, industry, education and the media.

## **Other information**

All students are advised to purchase their own texts since annotating is an invaluable aid to study. Clean texts will be provided for any open book examination. It is the policy of the Department to enhance the study of the texts with theatre visits, conferences and other relevant trips, and therefore there may be additional costs levied when it is deemed to be necessary and desirable.

**“I really enjoy English because the lessons are interactive, and everyone gets involved to share their opinions on the texts. The teachers are so supportive and helpful and have increased my appreciation and understanding for renowned poets such as Christina Rossetti.”**

**Esther, Year 13**

**“A Level English Literature at St George’s is so much fun; the teachers encourage us to express our own opinions and challenge others in open class discussions. Studying English will improve essay writing skills and critical thinking and has led to me discovering my own unique viewpoints on the range of set texts we study.”**

**Rosie, Year 13**

# French

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652/introduction>

## Introduction

This exciting and thought-provoking course aims to enable students to develop and build on the knowledge and skills they acquired at GCSE Level French, and use the language learned in a variety of contexts that will be useful in the wider world of travel and work. They will gain an insight into the French culture and reflect on aspects of contemporary society. The course provides them with the opportunity to enhance their employment prospects in a post-Brexit world, facilitate foreign travel and experience the enjoyment and motivation of improving their linguistic level.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above in French and in two further subjects.

## Course Content

Throughout the course, teachers and students use as much target language as is feasible. Work draws on authentic materials taken from a range of media sources and cultural works such as the press, the internet, literature and the arts.

Core content

1. Current Trends & Issues in French-speaking society
2. Artistic Culture & Music in French-speaking society
3. Aspects of Political life in the French-speaking world
4. Grammar
5. Works: Literary texts and films

During the course, students will have a dedicated session with the French Language Assistant each week, during which time they will develop their ability to have active discussions on various topics in French, and work to prepare their individual research project on a topic of their choice for assessment in the speaking element of the exam.

## Assessment

### Paper 1: Listening, Reading & Writing

50% of total A Level

Assesses knowledge of current trends & issues, political life and artistic culture in French-speaking society and grammatical knowledge.

### Paper 2: Writing

20% of total A Level

Assesses understanding of literary works studied and grammatical knowledge.

### Exam 3: Speaking

30% of total A Level

Students make a short presentation of their individual research project, followed by a discussion about it. Students then have a discussion based around a stimulus card from one of the sub-themes of the course.

## Who is this course suited to?

You will be well-suited to this course if you have a keen interest in the international world and travel. If you are hoping to enter into the global marketplace or learn new languages in further education, then this course will give you an invaluable head start.

## What other subjects complement this A Level?

French would pair well with any other subject at A Level and offer a different experience in the classroom to your other subject choices to break up your week and give you variety in your studies. It works very well alongside sciences, particularly if you are thinking of a career in medicine.

## Career Opportunities

A degree in French provides a fantastic platform from which to enter a range of exciting sectors. French is an official language in 29 countries and is widely spoken in North and West Africa as well as the Province of Quebec in Canada and much of the West Indies. It is one of the official working languages of many international organisations such as the UN, UNESCO, NATO, the WTO, the International Olympic Committee and the International Red Cross as well as the EU and Not-for-Profit organisations such as Médecins Sans Frontières.

France is at the centre of many aeronautical and technological advances such as the Airbus and the TGV.

According to recruitment surveys of top businesses, French features among the most desired languages for graduates to have and even provides graduates with an edge over other candidates in the London banking sector, due to the international nature of the work.

## Other Information

Students are strongly urged to purchase a reputable A Level grammar book (approx. £15) and an A Level specific vocabulary book (approx. £10). When studying literature and film we advise students to purchase a copy of the chosen texts/films.

During your period of work experience in Year 12, it is advisable to try to get some work experience that will allow you to use your French language and the Languages Department can give guidance on this if required.

**“Studying this course has really enabled me to develop my confidence at speaking French. The learning curve is big in the first term, but the improvement has been huge!”**

Valerie, Year 13

**“The course is much more interesting than the GCSE because we learn about issues in French speaking countries. It is very current and topical.**

Emma, Year 13

**“I am absolutely loving learning about French culture, literature and films. It has also helped with some of my History and Politics A-Level too”**

Ella, ex-student

# Geography

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**Examination Board:** AQA

**Qualification:** A Level 7037

**Specification website:** <https://www.aqa.org.uk/subjects/geography/as-and-a-level/geography-7037>

## Introduction

This is an exciting course being offered to all students with an interest in and enthusiasm for the world around them, including the study of traditional landforms and contemporary issues. Students will of course be proactive in lessons and will be expected to work in groups and individually to present information and lead discussions. The range of academic skills covered will ensure that studying Geography at A Level will not be dull as it combines literary skills, mathematical techniques (all the easy ones!), fieldwork and research. The course aims:

- To prepare students to be observant, analytical and thorough individuals.
- To help students appreciate the formation of natural and man-made landscapes and how humans react to their environment.
- To enhance students' use of hypothesis testing and the application of scientific techniques that will pave the way for any university courses and future processing of information skills.

## Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above in Geography\* and in two further subjects.
- \*If Geography has not been studied, then students must have a minimum of five full GCSEs or equivalent at grades 9–5, with three of the passes at grade 6 or above in English (Language or Literature), Mathematics and Science.
- Students are expected to be observant, interested in their landscape and have an interest in current affairs.

## Course Content

### Unit 1 – Physical Geography

- 1 – Water and Carbon cycles: students will study the water and carbon cycles, the relationship between these and climate change and will research case studies on rainforest and river systems.
- 2 – Coastal systems and landscapes: students will learn about coastal systems and processes, coastal landscapes of erosion and depositions, and how coastal areas are managed.
- 3 – Hazards: students will study a range of volcanic, seismic and storm hazards to understand their causes, impacts and how they can be managed.

### Unit 2 – Human Geography

- 1 – Global systems and global governance: students will study globalisation, international trade and access to markets, global governance and the global commons (Antarctica and the Arctic Ocean).
- 2 – Changing places: students will learn about the nature of places and will study two contrasting places.
- 3 – Population and the environment: students will study population change, structure, health and well-being, global population futures and will research case studies on specific population changes.

### Unit 3 – Geographical Investigations

A 4000-word individual investigation written up in school following coastal fieldwork. This individual project will be based on data collected in groups and can be based on either human or physical fieldwork undertaken.

## Assessment

### Exam and NEA

2 exam papers sat at the end of Year 13 (Unit 1 and Unit 2).

Non-examined assessment (NEA) individual investigation written in Year 12 and the first term of Year 13 following the fieldtrip to the coast. This unit makes up 20% of the overall A Level grade and is marked by teachers but externally moderated by the exam board.

## Who is this course suited to?

Geography is a popular A Level appealing to students of both a scientific and a more communicative background. There is a clear crossover with analytical subjects, so Geography is often a good 'real-world' supplement to scientific A Levels where the need to analyse data and draw conclusions will make use of techniques learned there. Similarly, the need to summarise conclusions in written form will demand a degree of communicative skill, so ability to express ideas fluently is also valuable. Above all, we want students to be curious about the world, interested in current affairs so as to place the geographical issues into a modern context, and willing to work independently.

## What other subjects complement this A Level?

Geography is more of a science than an art. It dovetails particularly well with A Level Mathematics and Biology because it shares similar statistics teaching. It goes well with Economics because of the development and current affairs issues, and it complements English because of the analytical and essay skills in Year 13. It is a popular choice for university degrees and the skills gained in terms of being able to synthesize information and analyse data are looked upon very favourably in industry.

## Career Opportunities

The skills you use in your geographical studies make you of potential interest to a wide range of employers. The close link between the subject and the world around us makes for a long and varied list of related careers, For example, working with development or aid agencies, careers in the Armed Services, the local council, the police and property development to name but a few. Statistics show that compared with other subjects, **Geographers are among the most employable students**. This is because geographers possess the abilities and wide range of skills that employers look for.

## Other Information

We provide all of the text books but students are urged to subscribe to Geography Review Magazine (5 issues per year specifically for A Level Geographers for around £15).

Students need to learn fieldwork skills which are taught during a field trip to the coast in March of Year 12 and day trips to London. This costs around £400 for 4 days. (They often seek to come again).

A visit to Iceland is also likely to take place every 2 years during October half term. This is optional and places on the trip will be offered to both Year 12 and Year 13 Geographers before being offered to other interested Sixth Formers. The cost of this is likely to be in the order of £1000 for 5 days.

**“Geography is the subject of the future. It gives us a better understanding of geo-politics, macro-economics and environmental issues. It’s soo relevant!!!”**

**Grace, Year 13**

# German

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662/introduction>

## Introduction

This exciting and thought-provoking course aims to enable students to develop and build on the knowledge and skills they acquired at GCSE Level German, and use the language learned in a variety of contexts that will be useful in the wider world of travel and work. They will gain an insight into the German culture and reflect on aspects of contemporary society. The course provides them with the opportunity to enhance their employment prospects in a post-Brexit world, facilitate foreign travel and experience the enjoyment and motivation of improving their linguistic level.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above in German and in two further subjects.

## Course Content

Throughout the course, teachers and students use as much target language as is feasible. Work draws on authentic materials taken from a range of media sources and cultural works such as the press, the internet, literature and the arts.

Core content

1. Current Trends & Issues in German-speaking society
2. Artistic Culture & Music in German-speaking society
3. Aspects of Political life in the German-speaking world
4. Grammar
5. Works: Literary texts and films

During the course, students will have a dedicated session with the German Language Assistant each week, during which time they will develop their ability to have active discussions on various topics in German and work to prepare their individual research project on a topic of their choice for assessment in the speaking element of the exam.

## Assessment

### Paper 1: Listening, Reading & Writing

50% of total A Level

Assesses knowledge of current trends & issues, political life and artistic culture in German-speaking society and grammatical knowledge.

### Paper 2: Writing

20% of total A Level

Assesses understanding of literary works studied and grammatical knowledge.

### Exam 3: Speaking

30% of total A Level

Students make a short presentation of their individual research project, followed by a discussion about it. Students then have a discussion based around a stimulus card from one of the sub-themes of the course.



## Who is this course suited to?

You will be well-suited to this course if you have a keen interest in the international world and travel. If you are hoping to enter into the global marketplace or learn new languages in further education, then this course will give you an invaluable head start.

## What other subjects complement this A Level?

German would pair well with any other subject at A Level and offer a different experience in the classroom to your other subject choices to break up your week and give you variety in your studies. It works very well alongside physics and maths, particularly if you are thinking of a career in engineering, pharmaceuticals or finance.

## Career Opportunities

A degree in German provides a fantastic platform from which to enter a range of exciting sectors. German is the first language of about 95 million people worldwide and is the most widely spoken mother tongue language in the European Union. It is also widely spoken as a second language in many countries in Eastern Europe and is the second most commonly used scientific language. It is the language of some of the world's greatest composers, philosophers and theologians and would be an ideal language for any pupil with these interests to study.

Germany has one of the world's most important economies and is one of Britain's main trading partners in Europe, so British companies need German language speakers in order to do business effectively in Europe. According to recruitment surveys of top businesses, German features as the most desired language for graduates to have and even provides graduates with an edge over other candidates in the London banking sector, due to the international nature of the work.

## Other information

Students are strongly urged to purchase a reputable A Level grammar book (approx. £15) and an A Level specific vocabulary book (approx. £10). When studying literature and film we advise students to purchase a copy of the chosen texts/films.

During your period of work experience in Year 12, it is advisable to try to get some work experience that will allow you to use your German language and the Languages Department can give guidance on this if required.

# History

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**Examination Board:** AQA

**Qualification:** A Level 7042

**Specification website:** <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

## Introduction

We are privileged to be able to offer A Level History in its intended 2-year linear form. This allows us the time and space to properly approach the exacting demands of the A Level course and examination with sufficient rigour, vigour and depth. We prepare students, from the outset, for the intellectual demands of the synoptic questions they will ultimately face. The new A Level allows our teachers and students the opportunity to delve into the study of history in all of its breadth and richness: to draw trends across broad periods of time, and expose the stories and quirks of human nature.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above in History and in two further subjects.

This course is aimed at those students who have studied History at GCSE Level and have obtained a grade 6 or above. However, the Department would consider applications from those students who had not taken History at GCSE but had gained a grade 7 in GCSE English Literature or English Language and a grade 6 or above in two further subjects.

## Course Content

### **Unit 1: The British Empire: 1857–1957**

This breadth unit will examine the changes and continuities of British rule across the 19th and 20th centuries from Australia to Africa. The course contrasts the impact of the British in different countries – notably India, and in Africa. With a long timeframe, it looks at the origins of imperialism, the development and broadening of British control, and how the coming of two world wars first weakened, and then ended it. It will look at the impact on indigenous culture, and on its meaning and importance.

### **Unit 2: The Birth of the USA: 1760–1801**

The Depth Unit component studies the British relationship with its American colonies in the forty-one-year period from 1760 until 1801. It traces the decline in relationships from one of unity to strain and then war. In doing so, we examine the motivation for the Revolution –liberty, sovereignty and self-determination – and follow the course of the war of independence with a survey of how unexpected victory brought the challenge of creating a new Republic.

### **Unit 3: Historical Investigation (NEA) (Non-Examined Assessment)**

A major attraction of the course is the opportunity to do some real historical research around a topic the student feels passionate about and interested in. This is a great opportunity to use original source material and become immersed in historical debate. Students can choose an enquiry from the fascinating taught course on:

**“Race relations in the USA 1865–1968”**, from the end of the American Civil War to the memorable events of the 1960s. The actions of Martin Luther King and the legacy of Black radicalism of the 1970s are contrasted with the impact of grass-roots protest groups of women, students and intellectuals. The changes and continuities of the lives of African-Americans are brought alive through this dynamic taught unit.

## Assessment

### Unit 1: The British Empire: 1857–1957

Written exam of 2 hours 30 minutes. Worth 40% of A Level.

### Unit 2: The Birth of the USA: 1760–1801

Written exam of 2 hours 30 minutes, based on sources and own knowledge. Worth 40% of A Level.

### Unit 3: Historical Investigation

Historical Enquiry (NEA) of 4,500 words analysing a historical issue relating to the Civil Rights movement, which will be chosen from a variety of approved questions, set by the department. This is marked out of 40 and is worth 20% of A Level.

## Who is this course suited to?

History students who thrive best tend to be intellectually curious, able to argue, form judgements and evaluate ideas for themselves. Clearly the best preparation for this comes from good GCSE History students, but success in English is also a good indicator of students with the relevant skills. A willingness to find out more about the past, and to work independently are important qualities because a great deal of the work will involve reading and independent study. We also value the willingness to participate in debate and articulate arguments.

## What other subjects complement this A Level?

Academically, History has much in common with other essay-based subjects and the most obvious synergy comes with Politics, where many concepts overlap, with English, where the essay-writing component has similar features, and to some extent with the evaluative and reflective aspects of RE. Increasingly, though, History is being seen as a foil to more analytical and scientific subjects, so there is growing diversity among our other students who feel able to devote time to one reading-and content-heavy A Level but do not feel they wish to do only essay-based topics.

## Career Opportunities

History is all around us: many students of History will go on to dedicate their lives to academia, teaching or museum education. However, History also provides a good grounding for many careers from the world of business to law, journalism, politics, advertising, the civil service and any profession which values the ability to think creatively and analytically, use information critically, and to be able to argue with confidence and control.

## Other Information

### Costs

Key text books are provided by the Department but there may be occasions when contributions are asked to pay for additional resources and trips.

**“Studying History not only aids your understanding of the past, but enables your hand in the present, providing you with invaluable skills applicable to everyday life. And where better to garner these skills than at St George’s, where the teachers refine milk into cheese and find your true value!”**

Thomas, Year 13

# Mathematics

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**Examination Board:** OCR

**Qualification:** A Level

**Specification website:** <https://www.ocr.org.uk/qualifications/as-and-a-level/mathematics-a-h230-h240-from-2017/>

## Introduction

A Level Mathematics is one of the most widely accepted and respected subject choices by universities and is likely to enhance your options. Mathematics is offered as a single subject, part of a joint degree or is a vital part of 422 degree-level courses in Great Britain. It encompasses a wide spread of subjects and careers. In general, Mathematics aims to enable students to

- Understand mathematics and mathematical processes in a way that promotes confidence, fosters enjoyment and provides a strong foundation for progress to further study.
- Analyse multi step problems, decide on logical solution paths and communicate logically and with mathematical rationale.
- Take increasing responsibility for their own learning.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, including English (Language or Literature), with a minimum **grade 7 in Mathematics\*** and two other passes at grade 6 or above.

*\*Note: A grade A in IGCSE Mathematics would be accepted instead of GCSE Mathematics grade 7.*

## Course Content

Initially, students must attain a solid level of competence in the fundamentals of Pure mathematics number and algebraic manipulation. This will include expanding brackets, simplifying terms, index notation, surds, solving quadratics and sketching polynomials. The pure course then progresses to cover; Proof; Algebra and functions; Coordinate geometry; Sequences and series, Trigonometry, Exponentials and Logarithms, Differentiation, Integration, Numerical methods and Vectors.

The Mechanics modules cover some of the essentials of:

- Kinematics including travel graphs, constant and variable acceleration, vertical movement and projectile problems.
- Resolving forces including bodies in equilibrium, connected bodies such as pulleys, friction, moments, and particles on slopes.

The major study areas of the Statistics modules cover:

- Working with a large data set calculating statistical diagrams, measures of spread, standard deviation and correlation, outliers and cleaning data.
- Probability including modelling probabilities, set notation, two-way tables, tree diagrams, analysing and modelling with Binomial and Normal distributions.
- Conducting hypothesis tests for both Normal and Binomial distributions testing mean, sample mean, and correlation coefficients.

Students can gain a variety of different skills from Mathematics including problem solving, data analysis, attention to detail and communication skills.

## Assessment

Assessment for A Level is by three 2 hour written papers.

- Paper 1 assesses content from Pure Mathematics
- Paper 2 assesses content from Pure Mathematics and Statistics
- Paper 3 assesses content from Pure Mathematics and Mechanics

All papers will be sat during the June sessions at the end of Year 13.

## Who is this course suited to?

To succeed at A Level Mathematics, you must love the subject, have an analytical mind, an eye for detail and thrive on the challenge of algebra, looking for patterns, applying theory to abstract problems and having the determination to find the solution. Characteristics of the most successful mathematicians include Persistence, Communication, Resilience, Critical thinking, Logic, Curiosity, Creativity, Organization.

## What other subjects complement this A Level?

The A Level is split into three major sections – Pure, Mechanics and Statistics. Physics particularly compliments the Mechanics modules. Biology, Geography, Psychology, Economics and Business-related subjects compliment the Statistics modules.

## Career Opportunities

A Level Mathematics is a mandatory requirement for degree courses such as Engineering, Physics, Statistics, and often Economics. Although not a requirement, A Level Mathematics is a typical subject taken by students on courses as wide ranging as Architecture, Law, Medicine, Psychology, Geography, Finance, Oceanography, Astronomy and Ecology. It opens doorways to careers from being an Accountant to a Zoologist. As a consequence, it can be considered as one of the most useful, diverse and powerful subjects that can be taken at this level and that is contained and used in a wide variety of careers.

Additionally, A Level Mathematics is useful for those interested in apprenticeships in Accounting, Engineering, Teaching and Technology.

## Other Information

Students must obtain a Casio CG20 or Casio CG50 graphical calculator; it is essential for all papers. Students may have the possibility of loaning this calculator from the school.

Students have the option to participate in the Senior Maths Challenge and the Maths Team Challenge.

**“A level Maths has been a challenging step up from GCSE, but I have enjoyed every lesson. With all the great teachers and interactive lessons, A level Maths feels fun and even enjoyable! I always feel able to ask questions if I don’t understand, and feel the teachers push me to reach my full potential”**

# Mathematics and Further Mathematics

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**Examination Board:** OCR

**Qualification:** A Level

**Specification website:**

<https://www.ocr.org.uk/qualifications/as-and-a-level/further-mathematics-a-h235-h245-from-2017/>

## Introduction

This is a combination of Mathematics (see previous page) and Further Mathematics A Level. Mathematics is studied during Year 12 and Further Mathematics during year 13.

Further Mathematics is designed to stretch and challenge the skills and knowledge of the more able mathematicians, to encourage them to think, act and communicate mathematically, and to prepare them for university courses in mathematics and related quantitative and scientific subjects.

Nationally, a number of students are capable of studying Further Mathematics. However, only a select few actually have the facilities to do so – which means that those who study it are in very high demand by universities. This is an ideal avenue for high flying maths students who love the subject, wish to pursue a mathematically based path after Sixth Form and be among the very first applicants considered for mathematical courses.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, including English (Language or Literature), with a minimum **grade 7 in Mathematics\*** and two other passes at grade 6 or above.

*\*Note: A grade A in IGCSE Mathematics would be accepted instead of GCSE Mathematics grade 7.*

Mathematics and Further Mathematics can only be studied if you are taking two other A Level subjects.

## Course Content

Note: Students will have completed the Mathematics A Level course before they embark on Further Mathematics.

**In Pure**, students will extend and deepen their knowledge of proof, algebra, functions, calculus, vectors and differential equations. They will also study other areas of pure mathematics including complex numbers, matrices, polar coordinates and hyperbolic functions.

**In Mechanics**, students extend their knowledge of particles, kinematics and forces, exploring more complex physical systems. The area covers dimensional analysis, work, energy, power, impulse, momentum, centres of mass, circular motion and variable force.

**Statistics** extends students' toolbox of statistical concepts and techniques. It covers combinatorics, probability distributions for discrete and continuous random variables, hypothesis tests and confidence intervals for a population mean, chi-squared tests, non-parametric tests, correlation and regression.

**In Discrete**, many of the problems involve Optimisation – finding an efficient solution – and hence methods are applicable to many real-world situations. Areas studied include sorting, graphs and networks, algorithms, critical path analysis, linear programming, and game theory.

## Assessment

Assessment for A Level is by four 1.5 hour written papers as follows

- Pure Core 1
- Pure Core 2
- Discrete Mathematics
- Either Further Mechanics or Further Statistics

If you opt to sit Mathematics and Further Mathematics you will take all your Mathematics A Level papers in the June sessions at the end of Year 12 and all Further Mathematics papers at the end of Year 13.

## Who is this course suited to?

Further Mathematics provides a great opportunity for enthusiastic mathematicians to broaden and deepen their subject knowledge. If you plan to apply for a STEM (Science, Technology, Engineering and Mathematics) degree you should consider taking Further Mathematics. Further Mathematics is also a fantastic qualification for those students who relish the thought of:

- approaching problems in an analytical and rigorous way, formulating theories and applying them to solve problems
- dealing with abstract concepts
- presenting mathematical arguments and conclusions with accuracy and clarity.

## What other subjects complement this A Level?

The A Level is split into Pure, Discrete and Mechanics or Statistics. Computing and Economics complement Discrete, and Physics particularly compliments mechanics. Biology, Geography, Psychology, Economics and Business-related subjects are complemented by the Statistics modules.

## Career Opportunities

Further Mathematics is considered very useful for those wishing to go on to study:

Actuarial Science/Studies; Aeronautical Engineering; Biochemistry; Biomedical Sciences (including Medical Science); Chemical Engineering; Chemistry; Computing; Electrical/Electronic Engineering; Engineering (General); Mechanical engineering, Mathematics and Physics.

Further Mathematics is listed as essential for those wishing to study Mathematics at many leading universities.

**Statement by AMSP:** *"If you are intending applying for a STEM degree and have the opportunity of studying A level Further Mathematics... then we recommend that you do. Having covered some of these new topics before meeting them in your first mathematics courses will give you confidence and help you succeed at university."*

## Other Information

See Mathematics. At the end of Year 13, students wishing to study Mathematics at university can take the Advanced Extension Award and/or STEP papers (required for Warwick and Cambridge Mathematics degrees).

**"I found Further Maths to be very challenging, fast paced and requiring a lot of hard work. But with dedication, determination and discipline you can do it, and it has pushed me to do more than I ever thought I could"**

# Music

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**Examination Board:** Pearson Edexcel

**Qualification:** A Level Music

**Specification website:** <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html>

## Introduction

Music at St George's is integrated into everyday life. Many students sing or play an instrument and take part in our extracurricular events. At A Level, students experience all three musical disciplines of performing, composing and listening and understanding. Students will develop performance skills, compose music and build up their aural and analytical skills through studying the music of composers and genres.

## Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include both English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above.
- It is advisable to have taken GCSE Music and it would be an advantage (but not essential) to have Grade 5 Theory.
- An ability to play an instrument, or to sing, is essential. Students should be at Grade 5 standard before commencing the course.
- It is expected that students will have instrumental/vocal lessons.

## Course Content

### Component 1: Extended Performance (30%)

This unit gives students the opportunities to perform as soloists. Students can choose music from any style/genre. The students will perform a recital with a total time of 8 minutes. Performance can be solo and/or ensemble. The expected standard is Grade 6, but more credit (12 marks) will be available for playing pieces of Grade 7 and Grade 8 level.

### Component 2: Composition (30%)

Two compositions will be produced. One free choice of style/genre and one assessing technique composition given by the exam board. Students will study film music writing and techniques, instrumental and vocal writing and arranging for small ensembles. Together, the total duration should be 6 minutes.

### Component 3: Further Musical Understanding (40%)

There is an engaging range of set works to nurture in-depth musical understanding. These will be examined in a two-hour written exam at the end of Year 13.

The Set Works:

- J S Bach Ein feste Burg
- Vaughan Williams, On Wenlock Edge: Nos. 1, 3 and 5
- Schumann Piano trio in G minor no 17
- Berlioz, Symphonie Fantastique: Movement 1
- Music from Psycho
- Batman Returns: Main theme (Birth of a Penguin Part II), Birth of a Penguin Part I, Rise and fall from grace, Batman vs the Circus.
- The Beatles Revolver
- Courtney Pine Back in the Day
- Kate Bush Hounds of Love
- Debussy Estamps
- Anoushka Shanker Breathing
- Saariaho Petals for Cello solo
- Stravinsky Le sacre du printemps



## Assessment

NEA Extended Performance (30%)

NEA Composition (30%)

Further Musical Understanding written examination (40%)

## Who is this course suited to?

This course is suited to a person who loves to perform, create and listen to music. You must be self-disciplined to practise your instrument/singing outside of class time.

## What other subjects complement this A Level?

Other creative subjects such as Art, Design and Technology or Drama would complement. Maths and Music often go together. The study of the History of music through the set works would mean those interested in history would find the social history part of the course interesting.

## Career Opportunities

Music A Level is highly regarded by universities, trainers and employers as it shows the students are creative, have performing skills, the skill of patience for practise, are able to work independently and have skills of analysis as well as knowledge of a variety of cultures and genres.

With unique skills and a broad range of graduate jobs on offer, music students have better prospects than people imagine. People with music degrees or skills in music can work as performing musicians, private music teachers, secondary school teachers, sound technicians in editing for broadcasting, TV, film, radio or media production. They could become an arts administrator or a community arts worker. They could work in marketing. They could become a theatre stage manager or a music therapist. They could join the military in the corps of army music.

## Other Information

- At St George's, there are many opportunities to join in musical ensembles. The School run an orchestra, jazz band, wind band and various choirs. The Sixth Form also have the opportunities to lead groups and arrange music for the annual House Music Competition.
- Sixth Form students regularly set up and perform in small chamber groups. Opportunities are given throughout the year for students to perform as soloists in our concerts and chapel services.
- Sixth Form students often set up music concerts to raise funds for charity.
- Students are expected to listen to music beyond the prescribed specification and to take part in a variety of School and outside musical events.
- The students will have access to a Mac computer each in every lesson and will use the software Sibelius for composition. Whilst it is not a requirement to have this software at home, students may find it useful. The Student version of Sibelius is an adequate version. With proof of membership of school, students can get a discount on the software from the manufacturers.

**“In the last 3 years, 83% of Music students achieved A\*–B grades with 100% achieving A\*–C”**

# Physical Education

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**Examination Board:** OCR

**Qualification:** A Level

**Specification website:** <https://ocr.org.uk/qualifications/as-and-a-level/physical-education-h155-h555-from-2016/>

## Introduction

This fascinating and varied qualification gives students the opportunity to broaden their theoretical knowledge and gain confidence to succeed in a number of careers within the sport, science, fitness and leisure industries. Students will study the physiological, psychological and social cultural aspects of sport and physical activity. They will gain a real understanding of the development of sport through the ages, explore how skills are learned and research the physiological processes of the body and demands placed on it during physical activity. Alongside this, students will acquire the knowledge and skills sought by higher education and employers.

## Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include Mathematics, English (Language or Literature) grade 6 or above and Combined Science: Trilogy grade 6/6 (a double award) or above.

**Or:**

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include Mathematics, English (Language or Literature) grade 6 or above and Biology grade 6 or above (if studying separate sciences) and a further subject at grade 6 or above.

**And:**

- Although the study of PE at GCSE is not imperative, **if studied**, it is expected that at least a grade 6 has been achieved.
- **You must be participating in your sport at a good to high level. If you undertook GCSE PE, then this would be equivalent to a practical mark in band 4 or above.**

## Course Content

Throughout the A Level PE course, students will explore the physiological factors affecting performance through applied anatomy and physiology, exercise physiology and biomechanics. You will learn how to interpret data and graphs, and develop an understanding of the use of energy systems during different types of physical activity and the recovery process. You will gain an insight into how quantitative methods for planning, monitoring and evaluating physical training and performance are used. You will develop biomechanical knowledge, use of definitions, equations, formulae and units of measurement. The psychological factors affecting performance encompass skill acquisition and sports psychology. Students will develop knowledge and understanding of the principles required to optimise the learning of new and the development of existing skills. You will explore the importance of being able to classify skills in order to select the most suitable approach to the learning of motor skills. An understanding of the different approaches and theories to teaching new skills and how guidance and feedback are utilised to support this will be explored. Students will focus on socio-cultural issues relating to physical activity and sport. This includes the emergence and evolution of modern sport and how social and cultural factors have shaped the characteristics of sports and pastimes. The impact of the modern Olympic Games as well as the impact on society of hosting global sporting events, ever-evolving modern technology, and its influence on sport performers and spectators will also be analysed. You will also have the opportunity to perform or coach in one chosen sport and complete an evaluation and analysis of performance for improvement as part of the NEA. Experienced staff will guide you through an exciting course that requires you to have an enquiring mind, be proactive and engage in thought provoking discussion.

## Assessment

### Physical factors affecting performance (01) Written exam

90 marks 2 hours 30% of the total A Level

### Psychological issues affecting performance (02) Written Exam

60 marks 1 hour 20% of the total A Level

### Socio-cultural issues in physical activity and sport (03) Written Exam

60 marks 1 hour 20% of total A-Level

### Performance in physical education (04) Non-Exam Assessment

Assessed in the role of either performer or coach in one practical activity over 2 years

Assessed in the Evaluation and Analysis of Performance for Improvement (EAPI)

60\* marks 30% of the total A Level

\*Examination is weighted up to 90 marks to equal the total marks combined for the two tasks.

## Who is this course suited to?

You will be well suited to this course if you have a passion and keen interest in sport, take an active interest in current events relating to sport by listening to podcasts, watching documentaries and reading articles, want to enhance your knowledge of how physiology, psychology and social cultural issues relate to sport, and are actively engaged in playing or coaching sport.

## What other subjects complement this A Level?

Biology, Psychology and some aspects of History compliment the study of Physical Education.

## Career Opportunities

Graduating with a sports related degree will allow graduates to enter a range of job roles or with the right entrepreneurial foresight set up their own business in any of the following areas:

Sports Science, Nutrition, Sports Psychology, Physiotherapy, Sports Coaching, Sports Marketing, Broadcasting, Journalism, Sports Development, Facilities Management/Operations, National Governing Body Roles, Academic Lecturing, Teaching, Events Management, Strength and Conditioning and the Fitness Industry.

**“I chose A level PE because I love sport and I really wanted to find out more about the processes behind performance. I also really enjoyed the GCSE course. The best thing about A level PE is the range of topics you study. I like the psychology parts of the course looking at the cognitive processes behind performance and how arousal and different psychological processes affect our performance”**

**Katie, ex-student**

# Physics

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/science/as-and-a-level/physics-7407-7408>

## Introduction

Physics, the subject that gave us space flight, microwave ovens, the Internet and the Thermos flask! It is the key that unlocks many careers and professions, from architecture to aeronautics and radiography to physiotherapy. Physics tries to explain the rules that govern the whole of the universe, from tiny quarks to huge galaxies. The course covers the work of some of the truly great historical figures that have changed the world; Galileo, Newton, Curie, Einstein and Bohr, whilst providing the chance to apply their discoveries watching films such as "Apollo 13", visiting CERN near Geneva or taking part in the Physics Olympiad.

## Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature), Mathematics grade 6 or above and **Combined Science: Trilogy grade 6/6 (a double award)** or above.

**Or:**

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature), Mathematics grade 6 or above, **Physics grade 6 or above (if studying separate sciences)** and a further subject at grade 6 or above.

It is not essential that students take A Level Mathematics, but it is strongly recommended due to the highly mathematical nature of the subject, especially in the latter parts of the 2-year course.

## Course Content

The A Level course builds on knowledge learnt in GCSE Physics before extending into brand new areas of Physics. Year 12 consists of Mechanics, Electricity, Quantum Physics, Waves and Materials; each chapter beginning with some GCSE revision and extending beyond into more complex, exciting new phenomena. Year 13 covers Fields, Advanced Mechanics, Thermal Physics and Nuclear Physics, with our chosen option of "Turning Points in Physics".

All topics have a mathematical component and strong mathematical skills are often key in answering questions competently throughout both Year 12 and 13.

Students are required to complete a number of assessed practical experiments either individually or in pairs which cover a range of practical techniques and require a formal write up of results. These are marked by teachers and are the base of the 'practical assessment' students receive at the end of the course.

## Assessment

100% examination (3 exam papers) at the end of the two-year course.

Practical assessment (pass/fail) – teacher assessed. A pass is essential for most science-based degree courses, but this does not directly contribute to the overall A Level grade. Students are assessed on both specific practical techniques and general scientific skills.

## Who is this course suited to?

You will be well suited to this course if you enjoyed GCSE Physics, have an interest in engineering, have strong mathematical skills, have a keen interest in how the world works, enjoy problem solving, and want to develop your scientific practical skills.

## What other subjects complement this A Level?

Due to the mathematical requirements, Maths strongly supports the study of Physics at A Level.

Subjects which require good problem solving or mathematical skills also complement Physics well – e.g., Biology, Chemistry, Psychology, Geography, Economics.

Many students also pursue it as a means of broadening their curriculum when studying other subjects not normally associated with science such as Art, Business Studies and the Humanities generally.

## Career Opportunities

There are a number of physics-based careers which would require a degree in Physics – medical physicist, research scientist, scientific laboratory technician, radiation protection adviser, the armed forces and defence industry.

Physics graduates also find employment in academic institutions, and government research organisations as well as industries such as aerospace, engineering, manufacturing, oil and gas, space exploration and telecommunications.

Physics graduates have been recruited by the financial services sector and IT roles.

Physics would be a pre-requisite for anyone hoping to study any form of Engineering.

## Other Information

Textbooks are provided by the School, to be returned at the completion of the A Level course.

Students may be offered the opportunity to visit CERN in Geneva. The cost of this trip will be advised at the time.

The Physics Olympiad is run during Year 12 for strong students who may wish to stretch themselves and test their problem-solving skills.

**“Over 80% A\*–C and over 40% A\*–A in 2020 and 2021”**

# Politics

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**Examination Board:** AQA

**Qualification:** A Level course code 7152

**Specification website:** <https://www.aqa.org.uk/subjects/politics/as-and-a-level/politics-7152>

## Introduction

This course offers exciting opportunities for lively debate and demands clear thinking and analysis. The course aims

- To provide students with knowledge of the processes and practices of Government in the UK and put it into context by comparison with the Government of the USA.
- To explain the roles of the Prime Minister, Cabinet and Parliament and allow students to understand the way that law-making is carried out.
- To root current political ideas within a tradition of ideological debate.
- To develop students' skills of argument and explanation in areas where debate and communication are important.

## Entry Requirements

A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above in History or English Literature and in two further subjects.

## Course Content

### Paper 1 – UK Government and Politics

This module studies how elections are held, and alternatives to the UK system. It evaluates the role and impact of political parties and pressure groups.

It examines the UK constitution and Parliament, studying how laws are made and implemented. We study government at different levels, including local government and the impact of leaving the EU.

This module looks in depth at the role and function of the Prime Minister, cabinet and Civil Service.

### Paper 2 – US and Comparative Government and Politics

This module follows a similar pattern to the first in examining the nature and set-up of the constitution of the USA. It looks at the different elements of the Federal Government – the Presidency, Congress, and the Supreme Court, considering their roles and effectiveness. The issue of Civil Rights is studied in some depth. Major issues in US politics are considered in detail, including how money influences the decisions made.

This part of the course then compares these institutions with those in the UK.

### Paper 3 – Ideologies

This paper covers political movements: Socialism, Liberalism and Conservatism. The ideas of these movements and their writers will be considered. These British movements are then compared with a more international movement – feminism.

## Assessment

There is no NEA component – but students will sit three 2-hour exam papers:

1. **UK Politics**
2. **US and Comparative Politics**
3. **Political Ideas**

## Who is this course suited to?

Students with a keen interest in current affairs thrive on this course, along with those who are independent-minded and prepared, within reason, to argue their point in debate. Above all, this course is well-suited to independent learners because it is uniquely dependent on having a knowledge of events as they unfold, meaning that to some extent, the content of what will be relevant has not happened at the start of the course. A background in essay-writing is a benefit but not a prerequisite to do well.

## What other subjects complement this A Level?

Students of Politics come from diverse backgrounds, and there is no particular "ideal" mix with other subjects, though obvious similarities exist with the essay-based subjects such as English, History and Religious Studies. We have found that all sorts of students enjoy the course and do well, so we tend to have an eclectic mix in our classes. Some Scientists will want to add an Arts or Humanities subject to their Core Science diet; other students combine Politics with English or Economics, Philosophy and Ethics or Psychology.

## Career Opportunities

Politics is a well-respected degree and opens many doors. The study of political science leads naturally into a career in lobbying, Parliamentary service and political campaigning. The study of Politics also enables students to understand the political objectives and barriers behind Government decision making – vital to working in any public or private field. The analytical and evaluative skills developed through the study of Politics are valuable to a successful career in many professional fields from Law to Accountancy.

## Other Information

**All students will be asked to keep their own political record of the year.** It will be expected that they keep up to date with current affairs and take an interest in news items relevant to the course.

We offer a number of opportunities outside of the classroom, including outside speakers such as local MPs, journalists and other relevant political figures. We hope to be able to offer a House of Commons and Supreme Court trip, which provides an enriching and immersive experience for Politics students.

Students are offered the option of a core textbook from school but may wish to purchase their own copy. Our current textbook is <https://www.hoddereducation.co.uk/subjects/government-politics/products/16-18/aqa-a-level-government-and-politics-of-the-uk-and>

**“I would consider Politics to be the most relevant and fast-moving A level. Politics has not only taught me the inner workings of the British and American political systems, but also how to construct and develop my own opinions, communicate them clearly and interact in healthy debate with my peers.”**

**Poppy, Year 13**

# Psychology

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**Examination Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182>

## Introduction

Psychology is a stimulating and deeply interesting subject that nurtures scientific, critical, and investigative skills in those who bring enthusiasm to the subject and have an interest in explaining human behaviour.

## Entry Requirements

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) grade 6 or above, Mathematics grade 6 or above and Combined Science: Trilogy grade 6/6 (a double award) or above.

**Or:**

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) grade 6 or above, Mathematics grade 6 or above and Biology grade 6 or above (if studying separate sciences).

## Course Content

A Level Psychology on the AQA specification is a broad and diverse course consisting of 11 topics. One paper consists of the underlying principles in Psychology, including the perspectives to explain human behaviour, a look at the influence of neuropsychology on behaviour, and developing knowledge of the research process in Psychology. The other topics across two papers consist of applying psychological explanations to answer questions such as why do we forget; how do we form social bonds in childhood; why do we obey; and how do we define normality and abnormality. Some of the second year topics are taken from Option blocks that all take an applied area of psychology. We investigate an aspect of "normal" development, an aspect of health psychology, and an aspect of applied "abnormal" psychology. Another key topic in second year Psychology is issues and debates, where we discuss issues in Psychological research including gender and culture bias and the nature-nurture debate, as well as ethical implications of research studies and theories.

## Assessment

100% examination based.

## Who is this course suited to?

Anyone interested in human nature and how our behaviour is influenced, particularly those with an interest in understanding theories and learning about the scientific process to studying human behaviour. 10% of the exam is Mathematics so an ability to use and interpret statistics and graphs to describe and analyse data is essential. Some exam questions require "extended writing" answers so an ability to structure a coherent answer and follow an argument through is essential.

## What other subjects complement this A Level?

Psychology is a social science, so links well with multiple subjects due to the diversity of content and skills required in the course. The study of research methodology and data analysis links well to Maths and Economics, while the topic of biopsychology links well to Biology and Sport Science. Furthermore, the essay component in the course links well to Geography, History and English.



## Career Opportunities

Psychology is a subject that can be studied in its own right in pursuit of worthwhile careers – such careers may be in a direct research setting in academia or in other more business-related roles in related businesses, such as the Government's Behaviour Insights team (also known as the "nudge unit"). Further information can be found here: <https://careers.bps.org.uk/>

Psychology also has direct application in a very wide range of areas from medicine and other health care roles due to the scientific elements of biopsychology, to social work and business management due to the applications of research regarding human behavioural changes. The underlying focus on explaining and understanding human behaviour means Psychology can be utilised in any occupational setting to some extent.

Psychology is regarded as a strong academic A Level and as such is also highly regarded by universities or companies for both scientific and non-scientific subjects due to the multiple facilitating skills developed and the wide range of concepts covered, developing wider interest in other subjects.

## Other Information

- Students are provided with a physical copy of the textbook, and also have access to an on-line copy of the text book which has supplementary web links and activities for extension. However, some students may prefer to buy their own copy to write on.
- Recommended text book "**AQA Psychology for A Level Year 1, Second Edition**" Illuminate publishing. Cost £26.99 available via Illuminate publishing or Amazon websites and good bookstores.

**"In June 2021, 76% of students achieved  
A\*–B in Psychology"**

# Religious Studies

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**Examination Board:** OCR

**Qualification:** A Level H573

**Specification website:**

<https://www.ocr.org.uk/images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf>

## Introduction

Would you do something bad to achieve something good? Are humans born with an orientation towards good or evil? Are there some actions that are always wrong? How would you respond to a friend who tells you that she/he had a vision of God? Do humans have a soul? Is there such a thing as 'sin'? Is gender still relevant in today's society? Can a male saviour save women? These are some of the questions you will wrestle with at A Level in RS. The study of Philosophy and Ethics is an exciting and inspiring academic subject, rooted in the ancient Greek philosophy which arguably formed the basis of western thought.

## Entry Requirements

**This A Level is highly demanding in terms of reading and essay writing.** Consequently, we require:

- A minimum of five full GCSEs or equivalent at grades 9–5, which would include Mathematics, with three of the passes at a grade 6 or above to include English Language and (if taken) Religious Studies.

## Course Content

### Component 1: Philosophy of Religion

- Ancient philosophical influences
- Arguments about the existence of God
- Religious experiences
- The problem of evil
- The nature of the soul, mind and body
- Life after death
- Issues in religious language

### Component 2: Religion and Ethics

- Normative ethical theory
- The application of ethical theories to two contemporary issues of importance
- Ethical language and thought
- Conscience and free will
- The influence in ethical thought of developments in religious beliefs and the philosophy of religion

### Component 3: Development in religious thought (you will study ONE religion)

- Religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world
- Sources of religious wisdom and authority
- Practices which shape and express religious identity
- Social and historical developments in theology and religious thought
- Relationship between religion and society

## Assessment

Exams are sat at the end of the two-year course. Each of the components has a 2-hour examination at the end of Year 13. The papers carry equal weight, 33% of the marks. Questions are essay-style and worth 40 marks each. Each paper is out of 120 marks.

## Who is this course suited to?

This course invites reflection and consideration of moral and ethical issues. It is well-suited to students who have a strong background in written communication and who enjoy debate and consideration of such issues. There is no need to be religious to join or to enjoy this course!

## What other subjects complement this A level?

Students of Religious Studies come from all academic disciplines and there is always a mix of diverse complementary subjects in any class. In terms of similarity to other disciplines, the essay-based courses such as History, Politics and English have much in common, and there is also a shared dimension with Psychology, which make these good complementary subjects.

## Career Opportunities

The list is endless! This is because the skills you learn in Religious Studies will help you in any job, but here are the top 10:

- Law – what is right and wrong?
- Medicine – should we legalise euthanasia?
- Science – is genetic engineering good or bad?
- Journalism – can you weigh up two sides of a story?
- Social care – how do people's beliefs affect their lives?
- Counselling – can you understand other people?
- Education – can you be objective?
- Politics – can you put a good argument together?
- Art – how much is art influenced by religion and spirituality?
- Management – can you understand the bigger picture?

## Other Information

### Study skills

Learning at A Level is different from GCSEs. It is important that you are always thinking! Instead of just learning about what different people believe or argue, you need to learn to evaluate these ideas – are they good or bad, weak or strong? You will need to draw links between ideas and try to see the bigger picture or implications of ideas. You will need to back your arguments up and also be able to argue points of view that you totally disagree with.

**"Truly mind bending...changes the way you see the world."**

**Pollyanna, Year 12**

# The Harpenden Consortium

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In order to increase the opportunities available to all students in Harpenden schools, there is collaboration between the three local secondary schools, St George's, Roundwood Park and Sir John Lawes. This will mean that students will be able to study an increased range of subjects by attending another school for **one** of their choices.

Students are expected to make their own way to the Consortium School from St George's. A minimum movement time of 10 minutes is built into our arrangements to allow students movement time between the different school sites, but subjects are usually timetabled to be first lesson in the morning or after a break. We will look at the student's timetable to see if moving class (where possible) provides more time to get to their Consortium lesson. If a student believes there is too short a time span to make this journey, then they must make other arrangements to make sure they arrive on time, and accept any cost this may incur, or choose another course.

Please be aware that the timings of lessons do not match exactly.

All students who elect to study a Harpenden Consortium subject are expected to commit to the academic standards and discipline policies set by their Consortium School in order to thrive in their chosen subject. In addition, it should be noted that:

- Students are required to attend the Consortium School's lessons even if their Home School has a different arrangement (such as an Inset Day, early closure, different term dates etc).
- Students are required to register their attendance by signing in and out at the Consortium School. This is especially important for health and safety reasons.
- Students must catch up on any missed work.
- Students are expected to ensure that they arrange a parental consultation at the Consortium School's Parents' Evening.
- Students must comply with the current policy on the Acceptable Use of the Computer System at the Harpenden Consortium Schools.
- Students are expected to maintain a smart appearance, in accordance with their Home School Dress Code/Uniform Rules.
- Students should ensure that they make themselves aware of the Fire Evacuation, Lockdown and other relevant emergency procedures at the Consortium School.
- Whilst the Consortium Schools exchange key data, parents should ensure that they contact the Data Manager at the Consortium School so that any special and/or medical requirements are immediately recorded on the student's record.

Consortium students and parents must comply with Harpenden Consortium Schools General Expectations Agreement.

# Media Studies (Taught at Sir John Lawes School)

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**Exam Board:** Eduqas (A680QS)

**Qualification:** A Level

**Specification website:**

<https://www.eduqas.co.uk/media/d3fbs2s3/eduqas-a-level-media-studies-spec-from-2017-e-02-03-2020.pdf>

## Introduction

To choose Media Studies A Level, you do not need to have studied Media Studies at GCSE Level. Therefore, no previous experience is required as everyone starts at the same point, although obviously an interest in the media and its construction and influence, is essential.

## Entry Requirements

St George's minimum Sixth Form Entry Requirements of five full GCSEs or equivalent at grades 9–5, which would include English (Language or Literature) and Mathematics, with three of the passes at grade 6 or above including a grade 6 or above in GCSE Media or Film Studies or (if Media or Film Studies have not previously been studied) a grade 6 or above in GCSE English. All students must have an APS of 4.5 or above.

## Course Content

### Component 1

Students will study towards a 2-hour 15-minute exam that will test them on how media texts use media language, construction of representations, audience readings and responses, institutional influences and the contexts of texts. Students will cover the semiotic construction of and key representation issues in advertising, music videos, newspapers, and film marketing, as well as understanding key institutional and audience issues from advertising, film marketing, newspapers, computer games and radio. Students will also be tested on their analytical and evaluative skills based on an unseen text in the exam.

### Component 2

Students will learn about three areas of the media in depth; TV in the global Age, Magazines (Mainstream vs. alternative) and Media in the Online Age. They will be required to study two texts in depth and comparatively, which are set by the exam board. The exam is 2 hours 30 minutes long in which students need to write 3 extended answers.

Both exams are sat at the end of the 2-year course.

### Non-Exam Assessment (NEA)

Individually, students will need to respond to a brief set by the board. They will need to produce a cross-media response. For example, the brief may ask students to produce a sequence of 2½–3 minutes from a new TV programme as well as producing accompanying print media (such as pages from a magazine, or poster/DVVD cover) or digital media such as a fully functioning website.

Students will also have full access to our facilities: Film/TV studio, industry standard cameras (moving image and DSLRs) and Apple Macs with Adobe Premier Pro and Photoshop.

## Assessment

30% individually assessed Non-Exam Assessed (NEA) work. This will consist of a cross-platform production (i.e., a moving image and print piece).

70% externally assessed exam work: Paper 1 – 35%; Paper 2 = 35%.

## Who do I speak to?

Mrs E Smyth, Sir John Lawes School

# Spanish (Taught at Roundwood Park School)

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**Exam Board:** AQA

**Qualification:** A Level

**Specification website:** <https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

## Introduction

The importance of Modern Languages in our society cannot be overstated, especially in view of the increasingly globalised economy and workplace. There is a wide variety of career opportunities available to students of a foreign language, either in the category of those directly using languages or, increasingly, where a foreign language is an additional required skill – for example in accountancy, law, insurance, marketing, banking, tourism and PA work.

## Entry Requirements

St George's Sixth Form Entry Requirement of five full GCSEs at grades 9–5, including English (Language and Literature) and Mathematics, and with three of the passes at grade 6 or above in GCSE Spanish and a further two subjects.

## Course Content

The course aims to:

- Develop your understanding of written and spoken forms of Spanish in a variety of styles.
- Encourage you to communicate confidently, clearly and effectively in Spanish, using increasingly accurate and complex language.
- Help you to develop critical insights into, and contact with, the contemporary society, cultural background and other countries where Spanish is spoken.
- Provide a suitable foundation for further study of Spanish as well as being a highly regarded course.

## Assessment

Paper 1 – Listening and Reading – based on topics covered (40% of A Level)

Paper 2 – Writing – analysis of a Spanish film & novel studied (30% of A Level)

Paper 3 – Speaking exam – Independent research project; presentation and discussion (30% of A Level)

## Other Information

**Costs** (including off-site visits, textbooks, courses).

Grammar book approximately £5 and course book approximately £25.

Literature for Cultural Topic at A Level approximately £5.

A visit to a Spanish speaking country or taking part in an exchange during your study is advisable.

Students can also organise work experience abroad.

## Who do I speak to?

Mrs Pimm, Roundwood Park School



**Further Information  
About Joining  
St George's Sixth Form**

# Sixth Form Learning Support

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## In Class Support (ICS)

Sixth Form students at St George's are expected to help in supporting the learning of younger students. We hope that our Sixth Formers will benefit from this character-building opportunity. All Year 12s are expected to participate in ICS during the whole of the year, generally for one hour per week. There are two main areas where support is required; in class directed by the subject teacher, and in Learning Support working one-to-one.

We hope, where possible, to match the individual talents of the Sixth Former to the support required. We also listen carefully when Sixth Form students tell us they have a particular interest. Some of our Sixth Formers who speak a second language work with younger pupils who also speak that language.

It also reflects our ethos of "service-beyond-self".

In addition, there are special opportunities for support at lunchtime or after School; for example, with pupils who have been absent, or who are finding a certain subject difficult. Some of our boarding Sixth Formers also choose to help in the Keswick or Crosthwaite Boarding Houses.

We value the help we receive from Sixth Form students – as do the pupils they help. We know that younger pupils who have received Sixth Form help are more likely to make progress. This is not just because of the individual help they receive, but also because they feel encouraged that an older student is prepared to give up their time to help them. It is therefore essential that Sixth Formers are reliable and consistent in their approach.

The subject teacher and Learning Support Team provide additional individual guidance for Sixth Formers once their specific support task is allocated.

The commitment shown by Sixth Formers also helps us to enhance their references for university. Encouragingly, feedback received from most Sixth Formers suggests that they enjoy their time spent helping younger pupils.

In the Sixth Form, we would like you to be more pro-active with managing your learning. If you have a concern about any aspect of your work, please raise this with your subject teacher and together, agree strategies to move your learning forward.

The step up from GCSE to A Level is huge. Please discuss any emotional/learning needs with any of the following people:

- Subject Teacher
- Tutor
- Head of House
- Student Services
- Director of Sixth Form Education
- Deputy Director of Sixth Form Education
- SENCo

Be pro-active and seek help. Students with learning difficulties are expected to have already developed coping strategies due to heavy investment in support during their compulsory school age years.



# Personal Development

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**Exam Board:** N/A

**Qualification:** N/A

**Specification website:** N/A

## Introduction

Personal Development is a compulsory course of one lesson a fortnight for all Year 12 Students. The Personal Development Course covers a range of topics relevant to the issues Sixth Formers may be facing now and in the near future, as well as topics that will help prepare them to participate fully in society. Through engagement with a variety of contemporary issues, the lessons are designed to develop students' ability to listen to a range of opinions, improving their skills of argument, debate, speaking and problem solving. They are also encouraged to explore their identity, gaining a greater understanding of their personality, personal values, purpose, aspirations – and how these influence their choices now and in the future.

## Course Content

The Personal Development course approaches each lesson as a conversation to be had. We start the year by exploring 'Why bother?' discussing our opinions and viewpoints on life with others, and how we deal with conflict. Lessons go on to explore the role of the individual versus the responsibility of the collective on issues such as drugs and alcohol, the criminal justice system, and ethical shopping. Personal identity is explored in lessons that use the Myers Briggs personality test to evaluate how we individually relate to others, and how this understanding can inform our interaction with others, as well as how we can communicate well to form healthy relationships. Within this topic, we debate the significance and impact of various human rights crises many in society face today, and assess our role in identifying and combatting prejudice and discrimination. In an age of increasingly prevalent misinformation and the impactful tool of social media, we consider the role society has played in informing our views on masculinity and femininity, as well as examining how we can critically engage with the many different and loud voices in our world.

# What Do Our Current Sixth Formers Think?

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“I have been a St George's student for the past five years and the prospect of joining Sixth Form was still daunting to me as I was aware of how much more demanding A Level work would be, especially after a few months of no school work. However, when starting Sixth Form I was immediately struck by how welcoming it was. With the quick integration of new pupils, a strong sense of community is established within a short period of time. I quickly adapted to my new surroundings and became familiar with the facilities that are available to encourage every student to succeed to the best of their ability. It quickly became apparent that you are not defined by your previous exam results. It's a clean slate for everyone to achieve.

I was always aware that the step up from GCSE's to A Levels was going to be large. However, Sixth Form provides an incredible support system to help students. You are given a huge amount of new independence and are now in control of your own learning. The study periods that you are given are hugely beneficial for staying on top of your workload. The Sixth Form provides outstanding facilities and support, which includes the Sixth Form staff, tutors and teachers, meaning there is always someone to turn to if you need help. Starting A Levels has helped me develop my self-discipline and organisation in order to ensure I get my work done and don't get overwhelmed by the workload. As well as that, the hours that you have to put into your work in independent study has allowed me to develop a passion for my subjects.

St George's sixth form allows access to leadership roles to support younger students. For example, one-to-one mentoring with year 7s. This helps year 7s settle into their new environment, provides a support system for them, and gives them a familiar face around the school. Moreover, Sixth Form has provided me with the opportunity to coach year 7 lacrosse, which creates a wider sense of community with the extra-curricular scheme and provides additional leadership roles for older students. The school provides a large amount of senior extra-curricular opportunities, including unique trips like trekking glaciers in Iceland, or learning a new language such as Mandarin. Not only that, but House events such as House music, House rugby and lacrosse break down year group boundaries and help create a sense of strong community between the Houses and the school as a whole.

“Initially I was anxious about joining Sixth Form, but after two weeks I already felt settled in and have developed a love for the subjects I am doing. There is nowhere else I would rather be doing my A Levels and I am looking forward to completing my A levels here, which are looking to be the best two years I have ever spent at school.”

**Nia, Year 13**

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“I was attracted to St George's for several reasons but their outstanding reputation for being the best comprehensive school in the country as well as the amazing rugby facilities were huge factors in moving.

Having studied at an all-boy school my whole life, I was uncertain about how I would adjust to the change in environment. However, I found myself fully adjusted to the new way of school life within a few days. What dawned on me before joining St George's was getting the balance of socializing and working correct. I found that throwing myself into school life was the best way to go about making a smooth transition. Everyone at St George's was extremely welcoming and to my surprise, I had made strong friendships with internal students within the first week.

The step up from GCSE has come with challenges. However, by keeping up to date with homework and by doing extra revision, I have managed to stay on top of my studies and make a smooth transition into life at St George's.”

**Harry, Year 13**

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“Joining St George's for Sixth Form, having come from a much smaller school, seemed like a daunting prospect; however my experience so far has been hugely positive. As soon as I joined, I was paired with a “Buddy” and all the external pupils met together with a small group of Year 12s before the whole year returned to school – this made the transition into the school much easier, and all those internal students were welcoming and friendly.

The structure that we are given in Sixth Form helps create good independent study habits, and it is clear that while we may only have a few “real” lessons a day, we are expected to make the most of our time in school, and to work on prep and independent study when possible. Along with the responsibility of independent study, Year 12s are also given a Year 7 to mentor – this system seems hugely beneficial for the Year 7s, while simultaneously giving us Year 12s a sense of responsibility – and acts to remind us that the younger years see us as role models.

On top of this, the pride in the school (which is clearly shared by both teachers and pupils) is almost palpable – even in my first month at the school, some Old Georgians organised a seminar for pupils interested in medical professions. The sports teams, which are clearly very skilled and have an impressive history of rugby players, are also inclusive to those who haven't even thrown a rugby ball before. Contrary to what I expected, this sense of pride doesn't bring an air of arrogance, but means that each pupil feels responsible for the school in both their work and extra-curricular activities. At St George's, you feel like a part of something bigger, and that means that you feel significant because of the responsibility, not insignificant because of the school's size.

So, while it is a change from the environment I'm used to, a transition to St George's Sixth Form is possible, and even positively enjoyable – I would highly recommend the Sixth Form to anyone looking to join.”

**Ben, Year 13**

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“St George's Sixth Form is actually quite strict. Now this may seem like a bad thing, but I believe that it really is an advantage. They force the best out of you and to overall be the best you can be. Another big advantage to Sixth Form at St George's is the refectory, and in particular “Janice's”. Janice's is like the Sixth Form's very own coffee shop, There is everything from coffee to sandwiches to sweets, and it is probably one of the major perks to Sixth Form life!

I also enjoy Sixth Form life as I am studying the subjects I really like. I do not need to be found sleeping in Geography or be distracted in Art because I am excited to learn. I have fun doing the work which is a sentence I never thought I would say. Overall, Sixth Form life is enjoyable and I have relished my time here so far.”

**Jay, Year 13**

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“Even though, I have been at St George's since Year 7, moving into Sixth Form was still a massive step up, with changes both to the school environment and school work, which was slightly frightening to begin with. However, within a few days in Sixth Form I felt instantly comfortable with areas to socialise but also areas to work, and with both the Head and Deputy Head of Sixth Form always available if you are in need of any help. There is such a friendly and supportive environment in Sixth Form; students in the year above always willing to give advice and teachers always able to answer any urgent questions.

The great thing about St George's Sixth Form is the feeling of community; although we are somewhat separate from the rest of the School, we are also simultaneously involved with other years. Whether it be the Year 12s mentoring Year 7 students or the opportunity to take on leadership and organise events or activities for the rest of the School. There is also something to please everyone; for actors there is the School play or if you are more athletic there is the opportunity to compete. And even if at the time there isn't something that takes your liking instantly, teachers are willing to help you set up your own activities. St George's Sixth Form is really the place for everyone.”

**Sam, Year 13**

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# Sixth Form Destinations 2021

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SSt George's begins the process of post-18 options in September of Year 12, encouraging students to consider all avenues. This enables and supports students through the process of onward study; supporting them to engage with 'Super Curricular' activities and access a range of other contextual sources.

Analysis of records in early September 2021 shows that:

- 184 students will begin undergraduate courses in 2021
- 15 students have decided to take a gap year, of which some have deferred entries for undergraduate courses in 2022
- 1 student has gained a place to study in America
- 5 students will be starting apprenticeships

## **Summary of Honours Courses – 2021 Leavers** (2021 Entry)

184 students starting at university in 2021 had selected the following choices (*figures in brackets are for the 2020 Entry*):

Humanities/Law/Politics/Economics	30%	(25%)
Sciences/Maths/Engineering/Medics/Architecture/Product Design	37%	(33.5%)
Finance/Business	15%	(10%)
Arts/Performing Arts/Languages	17%	(7%)
Other – Education/Events/Food/Liberal Arts	1%	(24.5%)

# Sixth Form Expectations

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## Code of Conduct

Rules (not "just guidelines") specific to the Sixth Form to be read in conjunction with the School's Policies on Discipline, Smoking and Drug Abuse, Bullying and Acceptable Use of the Computer System, as well as the Sixth Form Dress Code and Sixth Form Learning Contract.

*This Code is designed to ensure St George's Sixth Form is an environment which is tidy, clean and safe, allows students to maximise their educational opportunities and prepares them for an ambitious future in the working world. Disciplinary processes for Sixth Form breaches of this Code will reflect the School discipline process and may also involve loss of various Sixth Form privileges.*

- OFF SITE PRIVILEGES (& Health and Safety):** Students must sign in/out at Aim Higher only if they have permission from staff to miss part of the school day. Students must attend all sessions, including Learning Support assigned help. Year 13 students permitted "Home Study" by their HOH must ensure they do not miss important messages and must sign in/out (including boarders leaving to go to the Boarding House). Prefects have the privilege to leave the site during Study lessons. Students may not leave the site just for break time but are allowed off site at lunchtime 1.15pm–2.15pm, signing out by tapping their plastic Sixth Form ID card on the card reader device by the Chapel, tapping back in if they return before registration. Truancy/Irregular attendance may reflect poor attitude and may lead to the removal of the student from courses, or an earlier study leave arrangement (with no return and exclusion from all leavers' events).
- ON SITE ILL HEALTH:** Students who feel "unwell" in any way during the School day should report to the First Responder in the Medical Centre who will assess the student and, if appropriate, make arrangements for the student to go home. No student can sign themselves out at Aim Higher as being "unwell".
- FIELD:** Students may use designated parts of the field (when open) at break and lunchtime only.
- EQUIPPED FOR LEARNING:** Students are required to have the correct prep work, and equipment for each lesson and activity each day. Students may be dismissed from that lesson in order to produce the missing work by the end of the lesson, as well as catching up on the missed lesson. Students must return with the completed work at the end of the lesson.
- ACADEMIC INTEGRITY:** Cheating, in any form is unacceptable, including plagiarism. It is detrimental to learning. Students must not copy the work of others, nor allow their work to be copied for any aspect of their study.
- EXTREME WEATHER:** The Sixth Form Dress Code may be relaxed by Leadership in extreme weather conditions e.g., wearing of coats/boots indoors when icy or no jacket/tie when hot. Coats can be worn in the Refectory, since students often go to the piazza/Chapel area to eat.
- CONSUMING FOODSTUFFS:** The only areas where students can eat and drink (other than water) are the Dining Room, Grant Quad, the Refectory, the piazza outside the Refectory, the Chapel area next to the Sixth Form Centre and the Seminar Room when booked for lunchtime sessions. Food does **not** travel through the School for ANY reason; it is consumed in the area in which it was purchased. Food may not be bought for any other year group from the Refectory.
- CARE OF COMMUNITY PROPERTY:** Students should immediately report any damage and explain the circumstances. Only Sixth Form students are permitted in the Sixth Form Centre, unless directed by staff to the area. The Sixth Form Centre is used by a large number of people and needs a community spirit of care: students should throw away their litter; students may not play any "throwing, bouncing, kicking" games as these would cause a ban from the area. Card or board games can be played unless disrupting others. Any form of gambling is not acceptable. Students may not sit or stand on tables or put shoes/feet on seats/tables. "Bagging" of seats is not permitted. The study area is for quiet working, one student per workspace. Printing is covered by subs and is for student's written academic school related work only (not blank forms, applications, specifications or subject paperwork, including past papers). The Seminar Room can be booked for group work and treated as for all public spaces.
- CARE OF PERSONAL PROPERTY:** Students must not leave bags unsupervised in communal areas where they pose a risk and block the space (they will be confiscated); bags and coats can be left in the cloakroom cupboard (top of stairs). Students should ask their HOH if a locker is available. Students must be responsible for their own belongings: loss is common, theft is rare.
- DIGITAL/ELECTRICAL EQUIPMENT:** Students using either School or their own equipment (including phones) are permitted to use this for educational purposes only in all class/study rooms (no game playing etc). The exception is that students may listen to their own music in the Sixth Form Centre or Library, if it does not disturb others. Students should not bring in any unnecessary electronic equipment and may not use phones, wear earphones, etc around the site without staff permission. The TVs in the Refectory must be on the news channel unless it is break or lunchtime, when the music channel is the only alternative.
- INTERACTION WITH OTHER STUDENTS:** Students must be aware that if they interact through social media, they are unable to control any information that is placed in the digital world. Students should avoid leaving digital footprints that the School may find it necessary to become involved in. See "Discipline Policy: Definition of School Jurisdiction".
- DRIVING:** Students may not drive on to the School site even with their parents. Parents may only drive and park on site if visiting a member of staff. Students must leave enough time to find a parking place within the community, giving due consideration for the residents and public access vehicles (ambulances etc). Any students driving to School and parking within the community are asked to leave their contact details and car make, colour and registration number with Goddard Reception in order to ensure that they can be contacted should the need arise.
- ABSENT STAFF:** Students will always have work set if staff are absent. Students must remain in the classroom and complete this work. Students may not remove themselves to complete this work elsewhere, thereby putting pressure on other spaces in the School.

## Sixth Form Learning Contract

St George's School encourages students to enter the Sixth Form who have decided to commit themselves to the high expectations and academic standards of the School. Students will thrive in the Sixth Form through this agreement.

The Sixth Form experience will provide:

- a learning environment within which students can aim to reach their full potential.
- a friendly, caring, supportive environment.
- a Tutor team which monitors progress, providing guidance and assistance in setting targets for improvement.
- an on-going monitoring process within which there will be parents' evenings, academic reviews, written reports and interim assessments as appropriate.
- the provision of suitable areas for private study.
- the opportunity to develop interpersonal skills.
- access to advice for careers, apprenticeships and university placements.

Sixth Form students will:

- be active members of the School community.
- accept the traditions and ethos of the School.
- attend weekday House Chapel and Assembly.
- join/initiate extra-curricular activities.
- accept the Sixth Form Code of Conduct and Dress Code (includes the wearing of Sixth Form ID badges).
- be considerate of others and act as a positive role model for the younger pupils.
- accept the authority vested in all members of the School staff and act accordingly.
- be determined to make the most of their time in the Sixth Form.
- accept responsibility for their own learning with the support of subject teachers and the Sixth Form Staff, and use private study time in School effectively.
- complete all prep/work to the required standard by the set deadline.
- bring the necessary equipment/work/prep to the lessons as required.
- attend all lessons and registrations punctually.
- attend and engage with all Friday 5s (enrichment/information sessions).

## Sixth Form Dress Code (Uniform Rules)

This policy is designed to comply with the School's Equal Opportunities Policy and allows for Sixth Formers to express individuality whilst keeping to common, formal guidelines.

### COMPULSORY:

- A formal tailored suit. The blazer must be identical to the trousers/skirt.
- Skirt/dress length must be no shorter than just above the knee.
- Suit jackets must be worn at all times.
- A smart collared shirt with tie/bow tie or a collared blouse, with sleeves and covering the midriff.
- Plain, smart, black or brown polishable shoes.
- Dark plain socks, plain tights or footsie socks.
- A natural colour, clean and tidy hair.

### OPTIONAL:

- Plain (one colour) fine knit V-neck jumper, fine knit cardigan or waistcoat.
- A fine knit polo neck can be worn instead of a blouse or shirt.
- A formal sleeved dress (no shorter than just above the knee) may be worn instead of a suit and must be worn with a blazer.
- Make-up, if worn, must be discreet.
- Jewellery, if worn, must be kept to a minimum. One small pair of earrings only.
- In the summer term only, the option of a blazer, smart tailored chino style trousers, shirt and tie may be worn.

### DON'TS:

- Coats and neck scarves are not to be worn indoors at any time.
- No thick-knit jumpers/cardigans.
- No hoodies, zipped or sports jumpers.
- No heavy chequered, 'lumberjack' style shirts, T-shirts or flannel shirts.
- No low cut or strappy tops.
- No denim or leather style clothing.
- No leggings or capri pants.
- No sculpted, lycra-style skirts.
- No footless tights.
- No trainer socks.
- No trainers, soft shoes, flip-flops or sandals.
- No exaggerated soles or heels.
- No facial piercings.

Sports Kit is the necessary equipment for all core PE lessons. It is essential that the sports kit is made of suitable performance fabrics and must include sports trainers.

**Any student who breaches the Sixth Form Dress Code can expect to be sent home to change.**

Some alternative suitable clothing is available for those who prefer to remain in School.

# Financial Support

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Some students may be able to access the James Marshall Trust or Harpenden Trust funds.

## 16–19 Bursary Fund

Students/Parents can apply to the Bursary Fund for support. It can help with 1) transport, 2) essential Open Day visits, 3) interviews, 4) books, 5) equipment, 6) field trips and/or 7) other course related costs. Students with exceptional circumstances are welcome to apply. Please note however that, even if a student meets the criteria, we cannot guarantee that they will get a bursary: it depends on the state of that year's budget. Student/Parents need to reapply for a bursary for each academic year.

The parameters which determine eligibility for the 16–19 Bursary are set by the Department of Education. Students must maintain high attendance and punctuality records and good progress reviews (above levels 3 and 4). Students who do not meet these requirements will lose any support already in place or planned. False applications for the bursary may result in prosecution.

The full policy is on the School Website.

Briefly, there are two types of 16 to 19 Bursary for students

- **Vulnerable Student Bursary**  
Students could get a bursary worth up to £1,200, depending on their circumstances and benefits.
- **Discretionary Bursary**  
Students could get a discretionary bursary if they need financial help but don't qualify for a vulnerable student bursary. The School decides how much a student gets and what it is used for.

The School has invested bursary funds in some equipment that can be offered on long term loan. Students should contact the Director of Sixth Form Education to discuss the availability of such equipment, which can be borrowed to enhance their education.

## Charging Policy

Subject Departments always endeavour to offer opportunities and resources to students which will enhance their core learning and materials. Subject Heads have attempted to list, where possible, the visits, conferences and texts that they suggest might be beneficial to students in their study. No compulsory charge will be made that would breach the Governors' published Charging Policy.

## The Sixth Form Fund

Students contribute towards the Sixth Form Fund by way of a one-off payment before the start of Year 12, known as "subs", which pays for various aspects of their two-year Sixth Form experience. These allow: donations to good causes (often supporting a Friday 5 speaker) as well as each Non Uniform contribution (made on a Sixth Former's behalf), printing of students' own work produced in the study area, the purchase or printing of specific sixth form information for distribution, decoration, furniture, repair and maintenance of the Sixth Form area, outings whilst representing the School, refreshments for Inductions and Leavers' Day events, costs in support of leaving activities, subsidised activities or events organised for the Sixth Form.

## Sixth Form ID Cards Deposit

Students pay a deposit for their Sixth Form ID badge, which is returned once the ID badge is handed in at the end of their school career.



# Final Comments from the Headmistress

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I am sure that having read the information within this prospectus that you will be very much aware of the fantastic opportunity that you can have available to you in the Sixth Form at St George's.

We strive to provide the best educational experience that we can offer, within the budget that we are given. Academically we are able to offer a range of subjects taught by highly skilled staff, who will often go "above and beyond" what is normally expected of someone in the teaching profession, to help you achieve the very best that you can be. Pastorally, you will be part of an intensely loyal House, guided by a range of pastoral tutors who I hope will steer you through your Sixth Form years.

But this is only part of the story. To be successful at St George's requires as much effort from you as it does from my staff. I often say to students, these are your exams not mine, and this is even truer at A Level than in anything you have previously studied.

To play a true part in the life of St George's Sixth Form, and to gain the most from your time with us will take **commitment**. **Commitment** to work independently beyond the walls of your classroom; **commitment** to play a part in your House; **commitment** to look smart and act smart; **commitment** to be an example to others in the School through what you do and say; **commitment** to assist others lower down the School and those who are less fortunate than you; **commitment** to take on a leadership role; **commitment** to turn up on time, prepared to study and ready to learn from your mistakes. I would be so bold as to say that if you want an easier life and cannot make that commitment, then this establishment is not for you.

I expect a great deal from my Sixth Formers, but in return I hope that we can offer you an experience that will help shape and equip you to thrive in life.

Miss Barton

# Contact Details

Please be aware that due to teaching and other commitments, staff will not be able to respond immediately and that it may take at least a couple of working days for an initial response.

Pastoral Matters: Attendance Day to day issues	Tutors/Deputy Heads of House/Heads of House  For further details, please refer to School Website: <a href="http://www.stgeorges.herts.sch.uk">www.stgeorges.herts.sch.uk</a>	
Curriculum Matters: Day to day departmental issues	Subject Teachers/Head of Subject/Deputy Directors of Learning/ Directors of Learning For further details, please refer to School Website: <a href="http://www.stgeorges.herts.sch.uk">www.stgeorges.herts.sch.uk</a>	
Student Services: Safeguarding	Mrs K Robertson Assistant Head krobertson@stgeorges.herts.sch.uk	
Learning Support: Statemented students	Miss T Linsell SENDCo tlinsell@stgeorges.herts.sch.uk	
Sixth Form: Sixth Form Curriculum Sixth Form Code of Conduct Post-School Destinations Sixth Form Contract	Miss L Morris Director of Sixth Form Education lmorris@stgeorges.herts.sch.uk	Mrs C Turner Deputy Director of Sixth Form Education cturner@stgeorges.herts.sch.uk
Consortium Partners	<p><b>Roundwood Park School</b> Ms L Gallagher Assistant Head KS5</p> <p>Mr Robert Mercel Head of Year 13</p> <p>Mrs F Bridgman Head of Year 12</p> <p>Tel: 01582 765344</p>	<p><b>Sir John Lawes School</b> Ms S Calverley Head of Sixth Form</p> <p>Mr D Thompson Assistant Head of Sixth Form</p> <p>Tel: 01582 760043</p>





**ST GEORGE'S SCHOOL  
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**Telephone: 01582 765477**

**General Admin Email: [admin@stgeorges.herts.sch.uk](mailto:admin@stgeorges.herts.sch.uk)**

**Boarding Admissions Enquiries: [boarding@stgeorges.herts.sch.uk](mailto:boarding@stgeorges.herts.sch.uk)**

**Sixth Form Day Admission Enquiries: [6thformadmin@stgeorges.herts.sch.uk](mailto:6thformadmin@stgeorges.herts.sch.uk)**