



St Peter's
13-18 YORK

Sixth Form

Curriculum Booklet

Commencing Study September 2019

Policy for entry into the Sixth Form

Current Pupils

Progression from the Fifth Form (Year 11) to the Sixth Form is not automatic and will depend on a pupil finding a program of study leading to success in at least three full A levels. The nature of the subjects offered at St Peter's is such that only those who attain at least six Grade 5s at GCSE are likely to complete this program successfully.

During the Fifth Form those pupils whose progress suggests that they may not attain six grade 5 passes will be advised that the St Peter's Sixth Form curriculum may not be suitable for their needs and will be given assistance as they explore suitable alternatives.

External Applicant for the Sixth Form

All pupils wishing to enter the Sixth Form from other schools will sit the Sixth Form Entrance and Scholarship Examination and an academic reference, which will include predicted GCSE grades where possible, will be obtained from their current school.

Following this one of the following will occur:

- For those performing well in the examination and with satisfactory predicted grades an offer of a place will be made contingent up the pupil attaining at least 6 grade 5s at GCSE / IGCSE or equivalent in their current school system.
- Those whose examination performance falls below the standard expected for entry into the Sixth Form will not be offered a place.

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Sixth Form Course Choices

St Peter's pupils will be asked to select three or four courses for study in the Lower Sixth. For most this will reduce to three courses in the Upper Sixth. The programme may consist of three or four A Level courses or three A Level courses and the Extended Project Qualification. Universities regard both paths equally favourably.

For those who wish to extend themselves further, the Extended Project Qualification or Further Mathematics may be studied in addition to four A levels.

The list of courses available for 2019-2020 is below. The form at the back of this booklet, and available on the website, should be returned by 09:00 Tuesday 11th December for pupils currently at St Peter's and with the acceptance form for new pupils joining the school in September 2019.

Choices should satisfy the following criteria:

- i. Enjoyment.
- ii. Ability to study that subject at Lower Sixth level and, for at least three subjects, to full A Level. This assessment should be based on current performance and the advice of teachers.
- iii. Requirements for further education courses. This should focus on what universities say they require on their websites. Note that requirements will change from year to year.

Lower Sixth Subjects

*Further Mathematics (usually studied in addition to **four** other subjects, one of which must be Mathematics)*

Art	Biology	Business	Chemistry
Classical Civilisation	Classical Greek	Design and Technology	Drama and Theatre Studies
Economics	English Literature	Extended Project Qualification	French
Geography	German	Government and Politics	History
History of Art	Latin	Mathematics	Music
Philosophy and Theology	Physical Education	Physics	Spanish

Course Combinations

Before the end of the Christmas term, Fifth Form pupils will have to consider the subjects which they are likely to study in the Sixth Form. Provisional choices will be used to construct option blocks which will satisfy as many choice combinations as possible and to ensure that the correct levels of staffing are in place to accommodate the likely demand in all subjects. Not all combinations will be possible. If a choice cannot be accommodated then we will discuss this with the pupils concerned in January.

Pupils should seek advice from their housemaster/housemistress, tutor, subject teachers and careers staff as an integral part of this important decision-making process.

Pupils should ask the following questions of themselves.

Am I good at the subject?

Ability is an important foundation upon which to base studies in the Sixth Form and beyond. Competence at GCSE level may not be sufficient to take the subject to the higher level. You should seek advice from those who teach you and from the Head of Department concerned.

Do I like the subject?

It may well be very difficult to find the necessary motivation to study a subject successfully when your interest in it is open to question. Generally, you will do best at subjects you enjoy because you will be happy to spend time working at them by yourself.

Do I need the subject?

If the university course or career in which you have an interest requires certain subjects, then clearly this must be taken into account. It may be that your interest is in a career requiring a subject which you are not able to cope with at the higher level. This may mean that the path to that career is not right for you and you should consider alternative paths.

Art (Fine Art)

Course

Most pupils will have studied Art at GCSE level but this is not an essential requirement. More importantly, pupils should have genuine passion and a high degree of commitment to the subject. The Pre-U course at St Peter's is designed to appeal and to be of benefit to those pupils who wish to apply for art school and university courses in any of the art disciplines and architecture as well as for those who wish to take the subject simply because they enjoy it but may not wish to take their art further than sixth form level.

The course has been designed

- to support independent and self-directed learning
- to encourage learners to think laterally, critically and creatively, and to acquire good problem-solving skills
- to promote comprehensive understanding of the subject through depth and rigour.

Sixth Form level pupils share their own studio space and will be expected to spend some of their 'sit outs' (free periods) in the Art School. Life Drawing Classes are held in the Christmas Term, and there are a number of day trips to galleries, and residential field trips to Boggle Hole (L6th) and Paris(U6th).

Component 1: Portfolio (Lower Sixth)

The Portfolio comprises building a substantial body of work or number of smaller relevant pieces, supported by sketchbooks/journals/study sheets. Emphasis in this unit is building practical skills informed by reference to artists and practitioners. Students will have the opportunity to build on skills already developed at GCSE, through life drawing classes and practical workshops, and further develop confidence in their own individual artistic 'voice'.

Component 2: Critical and Contextual Study (Lower/Upper Sixth)

A written essay of 3000–3500 words on a personal subject related to the students own practical work.

Component 3: Project (Upper Sixth)

The Project comprises a sustained piece of studio practice culminating in a fully resolved piece or body of work. First-hand observation is an important part of the development of the work, and the work will build on skills developed in more exploratory work created in the Lower Sixth.

Assessment

Components 1 and 2 are internally assessed and externally moderated.

Component 3 is marked by external moderator.

Examination Board

Cambridge Pre U

Additional Notes

Life Class is a feature of the Art School at St Peter's. The Life Class runs on a weekly basis between September and March and pupils will be encouraged to attend. Pupils will also be expected to visit galleries and places of cultural and creative interest in order to develop their knowledge and understanding of the world of art.

Group visits to major galleries and cultural sites will be built into the course.

Biology

Course

Studying Biology at A Level is helpful for the study of Chemistry and P.E. and will be of use in all science based degrees. Furthermore if you are considering a career in medicine, dentistry, veterinary medicine, physiology etc. then Biology is usually an essential entry requirement.

The Lower Sixth units cover the following topics areas:

- The major groups of biomolecules including enzymes and nucleic acids including DNA replication and protein synthesis.
- Cell ultrastructure, organisation, division (mitosis and meiosis) and diversity. Sexual reproduction in plants and mammals.
- Classification, selection (artificial and natural) and evolution are explored, including the formation of new species and impact on biodiversity.
- The final module looks at exchange in animals and transport systems of both plants and animals.

The Upper Sixth units cover the following topic areas:

- The biochemistry and photosynthesis and respiration.
- Microbial techniques and human response to infection are explored in detail.
- Two topics centered on genetics and the origin of genetic diversity.
- An exploration of modern gene technology and the implications on farming and biodiversity.
- Hormonal coordination in plants and animals is studied followed by the roles of kidneys in excretion and the structure of the brain.
- An in-depth look at nervous coordination including how the mammalian eye detects light.
- The final topic focuses on the nature and sustainability of ecosystems (this links with the field course undertaken in the Christmas term of Upper Sixth) including specific examples of conservation practices.

SCIENCE PRACTICAL ENDORSEMENT

There is no formal coursework but specific practical skills are assessed using written exam questions.

Assessment

Paper 1	1hr 45m written	Advanced biochemistry, microbiology and genetics	30%
Paper 2	1hr 45m written	Advanced physiology, ecology and evolution	30%
Paper 3	2hr 30m written	General and practical principles	40%

Examination Board

Edexcel

Additional Notes

To cover the ecological content of course, pupils will attend a residential field course in the Christmas term of the Upper Sixth year. Pupils will not be charged for the cost of the field trip. The course (and the teaching of it) is designed to take into account the needs of a wide range of pupil abilities, ranging from those wishing to pursue Biology beyond school level to those who wish to study for Lower Sixth without continuing into the Upper Sixth year.

Business

Course

Do you fancy yourself as the head of a successful business? Have you got some great ideas for new products? 90% of graduates work in a business of one form or another, from Oxfam to Facebook. Business aims to give pupils a practical understanding of how the real world of business works and helps pupils develop critical thinking and analytical skills which will be useful throughout life. Whether you want to sell home-made cupcakes or start your own e-company and give Richard Branson a run for his money, you will need to know about the bottom line, profit. It's all here.

Over the A Level course, pupils study a variety of key distinct areas, from setting up a business, the skills needed by entrepreneurs, raising finance for a business start-up, to managing strategic change in the largest of multinational corporations. Within this spectrum, pupils will look at financial issues such as cash flows and profits, to HR issues such as how firms recruit, select and motivate the workforce. Other topics for investigations include methods to ensure quality products and customer service, with special reference to existing market conditions and competitiveness on both a national and global scale. Real-life case studies provide a crucial platform upon which pupils can apply their problem solving and decision making skills. From small local firms based in York to the world's biggest multinational companies; decision on hiring and firing, the entrepreneurship behind new ideas, product launch with advertising campaigns and the financial accounting requirements behind business success; pupils will really get to see what businesses require to be successful in the modern world.

The focus is for pupils to appreciate how to improve business performance and how to make tactical and strategic decisions. We welcome 'real-life' experience, from pupils who have held part-time or summer jobs to those who can discuss family, local or well-known businesses; this is a relevant real-life subject and many of our pupils go on to study Business, Management or Finance related disciplines at undergraduate level and beyond.

Assessment

Paper 1	Marketing, people and global business	35%
Paper 2	Business activities, decisions and strategy	35%
Paper 3	Investigating business in a competitive environment	30%

Examination Board

Edexcel

Additional Notes

In recent years pupils have enjoyed visits to Nestle, Jaguar, Alton Towers and Coca Cola to observe the practices of major organisations from manufacture for different markets to logistics and marketing. There are also trips closer to home to look at smaller start-up firms in and around York and to listen to budding entrepreneurs.

You will be expected to have an enquiring mind and an interest in what makes the world go round whilst opportunities are provided in the form of entry into the IFS (Institute of Financial Services) Student Investor Challenge and internal and external essay competitions.

Chemistry

Course

A strong A level grade in Chemistry demonstrates a wealth of transferable skills. Logical thinking and problem solving skills are cultivated continuously through practical and written activities. A clear appreciation for attention to detail is critical to ensure precision of measurements and accuracy of recording. Written and verbal communication skills are developed in a variety of ways, including the preparation of tables, graphs, equations and mathematical problem solving. Practical activities provide an opportunity for team work and the ability to analyse data critically is central to the course. In almost every walk of life the ability to reflect and evaluate is crucial to facilitate progress; these skills are integral to successful experimental work in Chemistry.

Success in the A level course hinges on substantial consolidation of core knowledge and care over the detail, a problem solving, “can do” approach to challenging, multi-step problems and good mathematical competence and confidence. The course is made up of topics in Physical, Inorganic and Organic Chemistry. Some topics are familiar from the IGCSE and GCSE courses, including Amount of Substance, Atomic Structure, Structure and Bonding, Kinetics, Energetics and Redox, which are each studied in greater depth and detail, with an increasingly quantitative, mathematical treatment. Other topics expand existing knowledge and understanding in completely new ways, and include Biological Chemistry, Equilibria and the study of a diverse range of Organic Functional Groups and Analytical Methods. There is no practical exam but understanding of practical methods and skills are assessed rigorously within the written papers; the necessary skills and understanding are developed by adopting a “minds on” approach to practical learning throughout the two year course.

To support and enhance learning, the department offers drop in Chemistry Clinics, a challenging Question of the Week, the opportunity to enter the RSC Chemistry Olympiad competition and bespoke resources such as the in-house lab book, annotated topic cards, definitions book and weekly mini-tests.

Assessment

Paper 1	2hr written exam	Physical and Inorganic Chemistry	35%
Paper 2	2hr written exam	Physical and Organic Chemistry	35%
Paper 3	2hr written exam	Practical Skills & Techniques and Synoptic Assessment	30%

Examination Board

AQA

Additional Notes

Many science based university courses including Medicine and Veterinary Medicine have A level Chemistry as a prerequisite. Pupils must consult university course websites and the Careers Department for specific course requirements.

Classical Civilisation

Course

The study of Classical Civilisation at A level gives pupils the opportunity to understand and explore the historical, cultural, political and literary life of the Greeks and Romans. In so doing they will gain an appreciation of the roots of western society. The topics studied provide natural links with art, politics, literature and history, but is unique in so far as it seeks to understand through one subject the interrelation of these aspects of any society.

Pupils will learn to develop a critical understanding of primary sources and of the links between them in their classical contexts, an awareness of the parallels between the classical world and later times, and they will be able to apply analytical and evaluative skills to evidence of different kinds.

Assessment

Paper 1	2hr 20min	The World of the Hero	40%
Paper 2	1hr 45min	Imperial Image	30%
Paper 3	1hr 45min	The Politics of the Late Republic	30%

Examination Board

OCR

Additional Notes

There is no requirement to have studied Classical Civilisation at GCSE. The course equally suits those who aim to continue their study of the Classical World and those who are looking for something new.

Additionally, to support and extend the topics studied, we enjoy regular theatre trips, visits to museums and study days at universities across the UK. The department also offers regular trips to Mediterranean countries.

Design and Technology (Product Design - 3D)

Course

Product Design suits pupils who have studied design based courses at GCSE; however, pupils who have pursued an Art course will be given serious consideration as long as they are prepared to offer the time and commitment towards developing the necessary skills. A GCSE grade 5 in a practical subject would be a normal entry requirement.

This creative and thought provoking qualification gives pupils the theoretical knowledge, and practical skills to succeed in a number of careers, especially those in Engineering and creative industries. They will cover material science, manufacturing and the historical, social, cultural, environmental influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

Pupils will gain a real understanding of what it means to be a design engineer, alongside the knowledge and skills sought by higher education and employers.

Assessment

Paper 1	Core Principles	25%
Paper 2	Design and Manufacture	25%
Coursework	45 hrs	50%

Examination Board

AQA

Additional Notes

Links and visits with manufacturing industry, and an opportunity to enter coursework into design competitions form part of the wider course.

Drama and Theatre Studies

Course

The Advanced Level Drama and Theatre Studies course at St Peter's is aimed at pupils with an academic interest in theatre. Pupils will work practically and creatively throughout the course, creating performances for live audiences in addition to supporting written documentation and a final written examination. It will develop confidence and communication skills as well as exploring some of the most radical and stimulating theatre around.

Throughout the course pupils will be exposed to a wide variety of plays, theatre practitioners and styles of performance. Texts are studied from the perspective of actor, director, designer and critic and students also have the opportunity to devise an original piece of theatre. There is a firm emphasis on contemporary theatre practice and creating provocative, dynamic and cutting edge theatre which stimulates and challenges its audiences.

In addition to developing performance, analytical and critical skills, pupils also develop their knowledge and understanding of the historical, social, cultural and political contexts of drama and theatre.

Assessment

Unit 1: Practical & Coursework	Devising	Pupils must respond to a short extract from a performance text and a theatre practitioner as stimuli to devise an original piece of theatre. Pupils must produce a portfolio and a performance.	40%
Unit 2: Text in Performance	Practical Examination	Pupils perform a group extract and a monologue or duologue from two different plays. There is the option to create a design realisation.	20%
Unit 3: Theatre Makers in Practice	Written Examination	Pupils study two complete set texts from different time periods and review a live performance	40%

Exam Board

Edexcel

Additional Notes

Pupils do not necessarily need to have studied Drama at GCSE in order to take it at A Level, although a degree of theatrical experience is required.

It is a course requirement that candidates experience live theatre. The department offers theatre visits and trips throughout the course.

Economics

Course

Over the last year, economic issues have dominated the national and global headlines. 'BREXIT' and its subsequent implications sent the value of the £ crashing to its lowest value seen in years whilst UK inflation is on the rise and beginning to have a major impact on our standard of living. Indeed not a day passes without economic issues making headline news; from discussions on road pricing, the fees charged for university study, or the Bank of England's interest rate decision – it's not difficult to see why nationally, Economics is one of the most popular A Levels. Economics is an intellectually challenging but rewarding subject where students will be expected to develop logical thought and their skill of reasoned problem solving.

The A Level course is broadly split into two areas, the first of which focusses on 'microeconomic' aspects where pupils investigate such topics as to why petrol prices rise and how governments respond to problems in areas such as education and the NHS. The world of business economics is also addressed in which pupils examine issues such as cost, revenue and profit within a range of practical industries. Discussion of 'hot topics' such as London's congestion charge or HS2, or the power wielded by the big companies in industries such as energy supply ensure pupils are fully immersed in this 'real- life' subject.

Pupils will also cover 'macroeconomic' aspects including learning key measures of national economic performance and the main objectives and instruments of UK economic policy. We look at the importance of the Eurozone, the UK tax system and the implications of government spending plans and 'austerity' amongst much more (is it right that the UK national debt is in excess of £1.7 trillion?) International trade, globalisation, global poverty and measures to promote economic development across the world are some of the exciting and thought provoking issues covered.

Through the A Level course, pupils will visit the Bank of England and the financial centre of London, write and publish articles for our in-house Economics magazine 'Peternomics', invest a virtual £100,000 in the stock market, enter the Royal Economics Society's 'Young Economist of the Year' and other essay competitions. In recent years we have listened to the Nobel prize winner in Economics, Christopher Pissarides and author Tim Harford amongst a range of other trips and visits.

Assessment

Paper 1	2hr written paper	Markets and Business Behaviour	35%
Paper 2	2hr written paper	The National and Global Economy	35%
Paper 3	2hr written paper	Microeconomics and Macroeconomics	30%

Examination Board

Edexcel

Additional Notes

Due to the mathematical skills and essay writing skills required, a grade 6 at GCSE in both English and Mathematics is expected.

Economics and Economics related or combined courses are a popular choice at university, pupils should be aware that for such courses, Mathematics at AS or A level is a prerequisite for some universities.

English Literature

Course

Studying English Literature is not just about reading and dissecting books from different eras. Literary study has, at its heart, the disciplines of psychology, history, morality and ethics, politics and religion and that is why, amongst other reasons, it has been defined by the Russell Group of universities as a 'facilitating subject'. This is an intellectually challenging and analytical subject: its joy is that literature seeks to elicit an emotional response and this can generate the most animated class discussions and passionate likes and dislikes of texts studied. However, the study of literature as an academic discipline means the initial engagement on a human level, then a gradual move to a more clinical view of the texts through the study of writers' methods and their effects. This is truly a transformative subject but it will also offer the hard currency of: excellent writing skills; the ability to analyse text quickly and efficiently; the articulation of thoughts and ideas that are clear and intelligent; using secondary sources and a wide range of data whilst formulating an argument; and of course, the holy grail of being well-read in a digital, transient age. Pupils studying English Literature have left to pursue careers in Law, Journalism and Film but many have also combined English Literature very successfully with science subjects, as close scrutiny, analysis and hypothesising are core skills for our subject also.

In the first year, pupils will read and watch a Shakespeare play and study a modern, post-2000 novel for a short piece of coursework. They will study a literary genre (currently Gothic) and read a set text from that genre (currently Dracula by Bram Stoker). They will then study poetry and drama texts and will be able to choose their own play for a coursework text, with guidance from their teachers. The second year of study sees the writing of this longer piece of coursework and the final drama, poetry and prose texts taught before embarking upon exam preparation. All the external examined units take place at the end of the second year of study.

Assessment

Component 1	2hr 30m written paper	Shakespeare Drama and Poetry pre-1900	40%
Component 2	2hr 30m written paper	Genre study (Gothic)	40%
Component 3	Non-examined Assessment (Coursework)	Close reading OR re-creative writing Comparative essay	20%

Examination Board

OCR

Additional Notes

We ask that you bring with you an open mind, tolerance and an interest in reading widely. Texts are bought by the department but will be charged to fee accounts, allowing for fulsome annotation by each pupil. We will visit the theatre and sites and exhibitions relating to our areas of study (recent visits have been to The British Library, Howarth and Birmingham City Library Man Booker Evening).

Extended Project Qualification

Course

The Extended Project Qualification is a one year course which gives pupils the opportunity to pursue an area of study of their own choosing. This may arise from, or be connected to, A levels a pupil has chosen, a subject area a pupil has not chosen to continue at A level but would like to explore in greater depth; the course a pupil intends to pursue at university; or any area of creative or academic interest. Two key features of the project are that the subject area and title of the topic are chosen by the pupil and that the work is carried out independently (though under the guidance of a supervisor). Specialist support from other teachers and externally from academic and other bodies may be used as required.

The project may take one of four forms: - a dissertation; an investigation or field study; a performance; or an artefact. These can address a question, hypothesis, problem, challenge, outline of proposed performance an issue to investigate or a nominal client commission. The written dissertation will usually be in the region of 5-6000 words, a report of an investigation 4-5000, the report accompanying a performance or artefact 1500-3000 words. Performances can be musical, theatrical, a lecture, sporting or scientific demonstration. Artefacts can include a musical composition, an engineering project, computer program, architectural design, a crafted object, a work of Art, CD, DVD, set design, piece of creative writing or theatrical script. The scope is very broad. Visits to museums, universities, concerts, exhibitions, small or large businesses, government departments or other field work are likely to feature in the research phase of most projects.

The final product will be completed by the Easter holidays of the Lower Sixth. To conclude the process pupils will give a short presentation.

Assessment

The assessment is undertaken by the school and moderated by the exam board. While the quality of the final product is important, it is the process by which the pupil got there which is primarily assessed. The extent and quality of the preparatory research, the way the pupil planned and used time, spotted difficulties and then overcame them, understood the limitations and potential of their project, appreciated and engaged with the conventions of research and referencing are all examples of aspects which are assessed. With this in mind, pupils keep a journal throughout and both the written element and the final presentation will include a review of the whole experience.

The UCAS tariff for an EPQ is slightly higher than an AS level. Grades A*-E are available.

Examination Board

Edexcel

Additional Notes

Pupils will gain an AS award and UCAS points for only one year's study. Pupils will have more 'study periods' due to the EPQ being timetabled for four periods per week, rather than the eight used for an A level subject. However, they are expected to use these extra periods for research and work on their projects. **Pupils are not expected to have decided the title of their EPQ (or even the area of study) before starting the course.**

The EPQ is highly regarded by universities, as it demonstrates independent working, research skills and original thinking. Many encourage students to undertake the qualification for this reason and some make alternative (lower) A level offers.

Geography

Course

Contemporary geography is a subject which explicitly engages with the relationship of human populations to each other over space and time and their relationship with their physical environment at a variety of scales from the local to the global. The subject content of this course follows an issues and impacts approach throughout. All students are required to undertake fieldwork in relation to processes in both physical and human geography. The specification requires all pupils to undertake four days of fieldwork during their A-level course.

Component 1 is dedicated to the study of Physical Geography: the Water and Carbon cycles are a compulsory element, plus either Hot Desert Environments and their Margins or Coastal Systems and Landscapes, and either Hazards, Ecosystems Under Stress, or Cold Environments.

Component 2 is dedicated to the study of Human Geography: Global Systems and Governance, and Changing Places for two compulsory units, plus either Contemporary Urban Environments or Population and the Environment or Resource Security.

Component 3, the Geographical Investigation, requires pupils to complete an individual investigation based on a question or issue defined and developed by the pupil relating to any part of the specification content. This must include data collected in the field.

Geographical skills will also be developed during study of the course content, in an integrated way rather than as a separate theme or topic. These skills include basic investigative, ICT, graphical, cartographical and statistical elements.

Assessment

Component 1	2hrs 30m written paper	Physical Geography	40%
Component 2	2hrs 30m written paper	Human Geography	40%
Component 3	Coursework(3,000-4,000 words)	Geographical Investigation	20%

Examination Board

AQA

Additional Notes

Although there are strong links with the GCSE course, GCSE Geography is not a pre-requisite to this course.

Field work is a compulsory part of the course. All costs for fieldtrips are met by the School.

History

Course

The History course allows us to study from a range of different countries and periods and will, therefore, offer a wider perspective on the nature of history than suggested by studying a single period alone. It is the breadth of the course which is the real strength of what we offer and best prepares our pupils for further study at university in history or other fields.

The course has three components to it. The first is a Breadth Study focusing on Tudor England 1485-1603. This is wide ranging course encompassing political, social, cultural and economic history. The second component is the Depth Study in which we intend to focus on modern America, 1945 – c.1980. The first part of the course focusses on domestic issues (such as the Civil Rights movement) and the second half focusses on foreign policy (the Cold War, Korea, Cuba, Vietnam etc.) The final component is an independent study which can be on a topic entirely of the pupil's own choosing.

Assessment

Component 1	2hr 30m written	The Tudors: England 1485 -1509	40%
Component 2	2hr 30m written	The American Dream: Reality and Illusion, 1945-c.1980	40%
Component 3	Personal Study 3000-3500 words	Historical Investigations – Topic of pupils' choice	20%

Examination Board

AQA

Additional Notes

Candidates need not have taken GCSE History in order to do well at A-level. Rather, pupils need both the ability to write competently and have an enjoyment of reading.

History of Art

Course

In History of Art the visual heritage of the Western tradition from 500BC through to the present day in Europe and North America is studied in an analytical and critical way. It focuses on the works of art both in the context of the development of the medium of expression itself and the historical, political, social and cultural context and influences of their production. Painting, Sculpture and Architecture are studied from a number of perspectives. Style, structure, techniques, form and genre will be considered to give pupils the capacity to interpret and analyse the art and architecture they encounter.

While the primary subject matter is visual, a readiness to read widely and an enjoyment of writing is essential. It will appeal both in its own right to those who want to understand our cultural heritage but also to those who wish to support their other subjects. Works of visual art, literature, music, history philosophy and the production of art itself all exert influences on each other. Combining History of Art with Fine Art, Music, the humanities or languages offered at the school will enrich and inform their study.

Assessment

Paper 1	Analytical Studies	25%
Paper 2	Historical Topics	25%
Paper 3	Thematic Topics	25%
Paper 4	Personal Investigation	25%

Examination Board

Cambridge Pre-U

Additional Notes

Visits to galleries and building in the UK and abroad will be arranged to support the course. There are no forbidden or necessarily recommended combinations. A willingness to think for oneself and work hard at ones written expression is, however, essential. It is **not** necessary to have studied History or Art previously.

Latin

(please note: Classical Greek follows the same pattern)

Course

The study of Latin is hugely rewarding, providing an understanding of, and sensitivity towards, our own language, a recognition of the influence of Latin on many modern languages, a knowledge and appreciation of the enduring power of Roman literature, and the ability to make informed responses based on a range of evidence.

The Lower Sixth course guides candidates into gaining a high degree of competence and understanding in the Latin language. Pupils can expect to develop their translation and appreciation skills and read selections from both verse and prose authors: the year is designed to smooth the transition from GCSE.

The Upper Sixth year is used to consolidate these skills and to extend them through the reading of original texts for the exams. Throughout pupils will be challenged to appreciate writers within the context of their genre, as well as assessing the impact on literature of the political and social trends.

Assessment

Paper 1	1hr 45m written paper	Unseen Translation	33%
Paper 2	1hr 15m written paper	Prose Composition or Comprehension	17%
Paper 3	2hr written paper	Prose Literature	25%
Paper 4	2hr written paper	Verse Literature	25%

Examination Board

OCR

Additional Notes

Pupils will need to have enjoyed and succeeded in Latin GCSE. In addition to the language studied in the classroom, we enjoy regular study days at universities across the UK, along with theatre and museum trips as appropriate. Talks, lectures and plays provide an excellent stimulus for revision and consolidation, as well as enabling pupils to see universities at work.

The subject combines well with a variety of subjects: the skills and attitudes demanded are shared both by other humanities subjects, and also by mathematics and the sciences.

Mathematics

Course

A level Mathematics aims to encourage students to develop their understanding of mathematics and mathematical processes in a way that promotes confidence fosters enjoyment and develops:

- an ability to reason logically
- an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- a recognition of how a situation may be represented mathematically
- the use of mathematics as an effective means of communication
- an ability to read and comprehend mathematical arguments
- the skills needed to use technology such as calculators and computers and effectively recognise when such use may be inappropriate and be aware of limitations
- an awareness of the relevance of mathematics to other fields of study

The content of A level Mathematics falls into four areas:

Mathematical processes consisting of mathematical argument and language, problem solving and mathematical modelling.

Pure mathematics which includes proof, algebra, graphs, sequence, trigonometry, logarithms, calculus and vectors.

Mechanics which includes kinematics, motion, under gravity, working with forces including friction, Newton's laws and simple moments.

Statistics which includes working with data from a sample to make inferences about a population, probability calculations, using binominal and Nominal distribution as models and statistical hypothesis testing.

Assessment

Paper 1	2hr	Pure Mathematics
Paper 2	2hr	Pure Mathematics
Paper 3	2hr	Statistics and Mechanics

Examination Board

Edexcel

Additional Notes

Mathematics is a required or strongly recommend subject for entry to a number of degree courses in the areas of: Science, Engineering, Economics, Psychology, Computing and a range of Biological Sciences.

You must investigate the level of Mathematics required if these are subject areas you wish to pursue at university.

Further Mathematics

Course

Further Mathematics is an A level qualification which both broadens and deepens the mathematics covered in A level Mathematics. For someone who is good at, and who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. It enables students to distinguish themselves as able mathematicians in the university and employment market.

As well as building on algebra and calculus introduced in A level Mathematics, the A level Further Mathematics core content introduces complex numbers and matrices, fundamental mathematical ideas with wide applications in mathematics, engineering, physical sciences and computing. Further applied maths ideas will also be studied which will build upon the topics covered in the A level Mathematics course

Assessment

Paper 1	1 hr 30m	Further Pure 1
Paper 2	1 hr 30m	Further Pure 2
Paper 3	1 hr 30m	Further Mechanics 1
Paper 4	1 hr 30m	Further Statistics/ Further Mechanics 2 (to be confirmed)

Examination Board

Edexcel

Additional Notes

Anyone considering A Level Further Mathematics **must** discuss this with their Mathematics Teacher. A minimum of 12 periods per week in both Sixth Form years will be required to cover the content of A Level Mathematics and Further Mathematics.

In the Lower Sixth, it is expected that Further Mathematics is taken in addition to four other subjects.

Modern Languages (French)

Course

The course offers an immersion in authentic language and culture. Language and culture go hand in hand: the study of a new language automatically helps you to get to know another people and their ever changing culture. Language simultaneously defines and is defined by the world around us so learning another language opens one's mind to new ideas and new ways of looking at the world. Speaking more than one language is a skill which will radically increase your marketability. Alongside active, passive and grammatical skills, pupils will develop techniques for essay and summary writing, translations and will study aspects of society and culture through film (previous and future examples of studied films are *Les Intouchables* and *La Haine*) and literature; some contemporary such as *Béni ou le Paradis privé* and *No et moi* to French classics such as *Thérèse Raquin* and *L'étranger*.

Paper 1: Speaking gives pupils then opportunity to research their chosen topic in depth promoting the development of critical and independent thinking through close engagement with the target language.

Paper 2: Reading and Listening will challenge the pupil's comprehension skills. The extensive use of authentic materials will acquaint the candidate with the necessary vocabulary and skills to help the candidate to develop a true feel for the language.

Paper 3: Writing and Usage consists of a discursive essay in the target language and a separate usage section which tests grammar and sentence structure. Essay skills are a vital part of any intended university course.

Paper 4: Topics and Texts paper provides the opportunity to explore at least one cultural topic and one piece of literature in depth, encouraging the pupil to develop a personal engagement with the culture.

Assessment

Paper 1	16 minutes	Speaking	25%
Paper 2	2 hours 15 minutes	Reading and Listening	25%
Paper 3	2 hours 15 minutes	Writing and Usage	25%
Paper 4	2 hours 30 minutes	Topics and Texts	25%

Pupils should have achieved GCSE or IGCSE grade 9 to 6. A modern language can be combined with another academic subject

Examination Board

Cambridge Pre-U

Additional Notes

There will be opportunities to visit other countries during the course; we have trips to France. There will also be the opportunity for students in the Fifth Form, who intend to continue with language, to apply for an award to help with a study trip abroad in order to improve the language and cultural knowledge of the chosen country.

Modern Languages (German)

Course

There are four main topic areas for study during the two year course: the development of German society (environment, education and the world of work), political and artistic culture in German speaking countries (music, media and festivals and traditions), immigration and the German multicultural society and the reunification of Germany. In addition pupils will study one German film and one work of German literature. They will also work on an independent research project which can be a topic of their own choice. They will need to speak about this in the oral exam. Pupils will develop their skills in lessons using teaching and learning materials which have been produced in consultation with the exam board, along with a wide range of other authentic materials such as newspaper and internet articles, radio and TV broadcasts and video clips. Pupils also benefit from one to one speaking lessons with the German assistant.

Assessment

Paper 1	2 hours	Listening, reading and translation (German to English)	40%
Paper 2	2 hours and 40 mins	Written response to works and translation (English to German)	30%
Paper 3	21-23 minutes	Speaking exam (internally conducted and externally assessed)	30%

Examination Board

Edexcel

Pupils should have achieved GCSE or IGCSE grade 9 to 6. A modern language can be combined with another academic subject.

Additional Notes

There may be the opportunity to visit Germany during the course. For example, we ran a successful study visit to Berlin last Easter which provided valuable support for the topic of German reunification. There will also be the opportunity for students in the Fifth Form, who intend to continue with a language, to apply for an award to help with a study trip to a German speaking country in order to improve their knowledge of the language and culture.

Modern Languages (Spanish)

Course

The course strives to move away from the emphasis on prescribed classroom language and over dependence on textbook teaching towards an immersion in authentic language and culture. We will examine aspects of Spanish speaking countries, their political systems and history. Franco, the democratic transition in Spain and the cinema of Pedro Almodovar, one of the world's greatest directors. Later, we develop cultural topics in more detail, including studying social issues across the Spanish-speaking world and reading a novel by Ramon J Sender based on horrors of the Spanish Civil War.

Language and culture go hand in hand: the study of a new language automatically helps you to get to know another people and their ever changing culture. However, it is not only culture that is constantly developing as language itself never sleeps since it simultaneously defines and is defined by the world around us so learning another language opens ones mind to new ideas and new ways of looking at the world. Speaking more than one language is a skill which will radically increase your marketability.

Paper 1: Speaking gives pupils then opportunity to research their chosen topic in depth promoting the development of critical and independent thinking through close engagement with the target language.

Paper 2: Reading and Listening will challenge the pupil's comprehension skills. The extensive use of authentic materials will acquaint the candidate with the necessary vocabulary and skills to help the candidate to develop a true feel for the language.

Paper 3: Writing and Usage consists of a discursive essay in the target language and a separate usage section which tests grammar and sentence structure. Essay skills are a vital part of any intended university course.

Paper 4: Topics and Texts paper provides the opportunity to explore at least one cultural topic and one piece of literature in depth, encouraging the pupil to develop a personal engagement with the culture.

Assessment

Paper 1	16 minutes	Speaking	25%
Paper 2	2 hours 15 minutes	Reading and Listening	25%
Paper 3	2 hours 15 minutes	Writing and Usage	25%
Paper 4	2 hours 30 minutes	Topics and Texts	25%

Examination Board

Cambridge Pre-U

Pupils should have achieved GCSE or IGCSE grade 9 to 6. A modern language can be combined with another academic subject.

Additional Notes

There will be opportunities to visit other countries during the course. We have trips to France and Spain. There will also be the opportunity for students in the Fifth Form, who intend to continue with language, to apply for an award to help with a study trip abroad in order to improve the language and cultural knowledge of the chosen country.

Music

Course

The two-year course is structured as follows:

Component 1 is Listening, Analysis and Contextual understanding, which will be examined at the end of the course through a written paper of 2 hours 30 minutes. The pupils study a group of set works from the Western Classical Tradition 1650-1910 which is a compulsory element. The three areas for focus within this period will be the Baroque Concerto, Mozart Operas and Piano music by Grieg, Brahms and Chopin. They answer unfamiliar listening questions on music drawn from these three areas and then place the set works in the wider context of their composition, commenting on stylistic and historical elements that affect the sound and nature of the music (for example it may be a baroque concerto with harpsichord and string textures written for a particular court or patron of the time). They also study two other areas of music for this component, focusing on particular artists and compositions. These will be Jazz and Art music since 1910. There are short listening and contextual questions on these two areas in the examination and one essay to write from a choice of questions on both areas.

Component 2 is performance. There are a range of options but our pupils normally perform a solo recital with accompaniment on an acoustic instrument/voice with a level of demand of Grade 8. This allows their instrumental/vocal learning to be integrated into the qualification. The performance is required to last a minimum of 10 minutes and the repertoire will therefore be carefully chosen and timed to produce an effective, contrasting programme of around 12-15 minutes and this is taught in their individual music lessons.

Component 3 is composition. This is in two parts- composition to a set brief and free composition. We teach chorale writing in the style of JS Bach during the course and this is offered as one of the set briefs in this new specification but it is not compulsory. The free composition allows students to write in any style, which is a wonderful opportunity to explore a particular genre or style that may be of interest to them as an individual. The combined composition time has been set at 4.5 minutes and no longer than 6 minutes.

Assessment

Component 1	Listening Analysis Contextual understanding Performance	40%
Component 2	Composition 1	35%
Component 3	Composition 2	25%

Examination Board

AQA

Philosophy and Theology

Course

Why study Philosophy and Theology?

One reason is because it deals with some of the most important questions in life: does God exist? Why is there suffering in the world? How do we know what is right and wrong? And on what basis do we make decisions about our society? A second reason is that it develops the skills of critical thinking, close reading, and analytical writing. These are essential in any number of fields of enquiry and work beyond school.

During the course you will learn to think philosophically about issues, understand how key ideas have developed through the work of philosophers in the past and recognise the influence on ideas and society today and in the future. You will have the opportunity to reflect on your own points of view in relation to these ideas. The course is designed around a core of study, focussing on the most influential writers of the Western Tradition: Plato, Aristotle, Augustine and Aquinas. In the remainder of the course there is the option of studying ethics, theology or philosophy, depending on the interest of the class. Topics which might be studied include: Applied ethics, the arguments for and against the existence of God, theories of perception, and the division between mind and body, to name but a few.

Lessons will typically be comprised of discussion, debate and careful evaluation of Classical, Enlightenment and modern philosophies. Beyond the classroom, you will have the opportunity to meet some of the most eminent philosophers in the country today, both at our own annual Philosophy conference and through our Public Lecture programme.

Assessment

Paper 1	2hr 15 min	Introduction to Philosophy and Theology	30%
Paper 2	2hr	Topics and Key Texts in Philosophy and Theology	35%
Paper 3	2hr	Topics and Key Texts in Philosophy and Theology	35%

Examination Board

Cambridge Pre-U

Physical Education

Course

The theoretical element of the course is split into three distinct areas: Exercise Physiology, Sports Psychology and Sport & Society. The course offers the pupils a diverse range of study which covers the following areas:

Exercise Physiology. This includes changes within the musculoskeletal, cardio-respiratory and neuro-muscular systems and the use of energy systems during different types of physical activity and sport, and the recovery process.

Sports Psychology. In this section students will develop knowledge and understanding of the role of sport psychology in optimising performance in physical activity and sport.

Sport & Society. Here we look at world games, government policies and moves onto the use of technology and commercialisation of sport.

Practical Assessment. Students assessed as a performer or coach in the full sided version of one activity. Plus: written/verbal analysis of performance.

It is an academically robust A Level which requires strengths in three diverse topic areas. There is a strong link with Biology through the Physiology section, however, the other two sections are likely to be new to pupils and require a range of academic skills. Practically, the opportunity to perform or coach in a competitive situation is included in the assessment.

Many pupils who have a keen interest in sport go on to study related courses at university which include – sport science, exercise physiology, coaching and teaching , physiotherapy, sports management and business, nutrition and marketing.

Career opportunities can be very diverse including sports journalism, marketing, performance analyst, dietician, broadcasting and fitness professionals.

Assessment

Paper 1	2hr	Written exam	35%
Paper 2	2hr	Written exam	35%
Paper 3	Practical Performance	Assessment in competitive situation	30%

Examination Board

AQA

Additional Notes

The practical assessment is internally marked and externally moderated before the Summer Term begins.

Physics

Course

Physics is the fundamental science and the physicists' claim that "Physics is at the heart of everything" is largely true. We use basic ideas such as matter, force, energy to explain almost every aspect of our world from the innermost workings of an atom to the edge of the visible universe. Physics is concerned with observing natural phenomena in the world around us and trying to predict what might happen in new and unknown situations. Part of its appeal is that there are relatively few principles and that these apply throughout science, not just in physics.

Physics is an intellectually challenging, but rewarding subject in which students will be expected to develop logical thought and show high level problem solving skills. They will also develop the ability to explain complex ideas clearly and precisely. It brings benefits that last a lifetime; transferable skills such as an ability to grasp concepts quickly, analyse and evaluate data, a practical approach to problem solving, the ability to reason clearly and communicate complex ideas and expertise in mathematical formulation and solution. Study in the Sixth Form will not only prepare you for moving on to physical sciences and engineering courses at university, but also a whole host of other subjects as diverse as molecular biology, economics, finance, medicine and the law.

The course is based on interlocking and inter-dependent topics, taught in six modules. The modules are 1) Development of practical skills in physics, 2) Foundations of physics, 3) Forces and motion, 4) Electrons, waves and photons, 5) Newtonian world and astrophysics, 6) Particles and Medical Physics. We will study modules 3 to 6 in order with modules 1 and 2 (which are skills based) being taught throughout the course. Practical skills are also assessed throughout the course as a natural part of your study and you will be given a pass/fail grade together with your A level grade on the final examination certificate.

Beyond the classroom there is a wide range of opportunities: eminent physics speakers visit the school and we attend conferences in the region. We also enter a team in the Liverpool University Physics Olympics; prepare students for National Physics competitions as well as running our own Olympics Competition. There are also opportunities for Nuffield research placements at York University and other courses offered throughout the country.

Assessment

Paper 1	2hr 15m written paper	Modelling Physics	37%
Paper 2	2hr 15 written paper	Foundations of Physics	37%
Paper 3	1hr 30 written paper	Unified Physics	26%

Examination Board

OCR

Additional Notes

It is important, that a pupil's performance in Physics, either as part of Double Award Science, or in Physics GCSE is strong and the concepts have been understood at a fundamental level. Very strong mathematical skills are also required, particularly in the areas of algebra and trigonometry. Mathematics A level should be seriously considered by all physics pupils. We would advise anyone considering taking A level Physics, but not A level Mathematics to discuss this with the Head of Physics before final choices are made.

Politics

Course

Brexit, the instability in Theresa May's government and the populism around the election of President Trump all mean Politics is more uncertain and more important than ever. What will happen next? This is what makes Politics a lively and exciting subject to study. We look at the people and events shaping British and American politics today to see how the theory of the subject is working out.

The A-level course has three main elements:

1. British Politics (this will be covered in the LVI) including topics such as elections, Parliament and Prime Minister. This makes up 50% of the total course.
2. American Politics (this will be covered in the UVI) including topics such as the President, Constitution and Civil Rights. This makes up about 30% of the total course.
3. Ideologies (this will be covered mainly in the summer term of the LVI) including the big ideas behind politics such as freedom and society and consideration of what makes people liberals, conservatives or socialists This makes up about 20% of the total course.

Every summer we have a trip to London to visit Parliament, Downing Street and the Supreme Court. Every other year we have a ten day exchange during the October half-term with a school in Washington DC where we visit the White House and Congress. Politics is also brought alive at St Peter's through the regular discussion lunches with Yorkshire MPs and politicians and speakers. In recent years we've enjoyed hearing from recent Cabinet Ministers Vince Cable and Alan Johnson as well as senior journalists and academics.

Politics has connections with many other subjects. It combines particularly well with History and Economics, as well as with Human Geography and with some of the ideas covered in Philosophy and Ethics. If you are studying languages at A-level and university then you will be considering the Politics of those countries. If you are a Mathematician or Scientist, Politics makes a great fourth choice to give you insights which will be valuable for a lifetime as well as helping with your evaluation and essay skills.

Looking ahead to your university choices a Politics A-level will help with any of the subjects already mentioned. It is particularly important if you are considering a degree in Law, Politics or International Relations. Above all it is an exciting subject to study.

Assessment

There are three, 2 hour exams for the A-level (and no coursework)

Paper 1	2hr	UK Politics & Core Ideologies	33.3%
Paper 2	2hr	UK Government and Additional Ideologies	33.3%
Paper 3	2hr	Comparative Politics – US Government and Politics	33.3%

Examination Board

Edexcel

Additional Notes

It is recommended that you have at least 'B' grades in GCSE English or History as the skills developed there will aid your successful development on the course.

Careers

The Careers Department provides dedicated individual information and guidance about careers in general, as well as specific advice relating to the wide range of options and choices after A Levels: progression to Higher Education, school leaver schemes, apprenticeships and so on. This guidance is impartial, confidential and based on the needs of individual pupils.

Guidance is provided in a planned and coordinated manner throughout pupils' time at school – both through the tutorial programme and in combination with topics and activities organised to coincide with critical periods in pupils' academic careers when important decisions need to be made. Pupils are encouraged to develop their understanding and knowledge of not only their own abilities, skills and potential but also opportunities in education and employment to enable them to make informed choices. As much as possible, parents are involved in the process.

Decisions on subject choices and possible career options are never easy. Pupils need to recognise that their views can change as their understanding and knowledge of subjects, as well as specific careers, develop.

Some pupils may have definite ideas about their future careers and these may have specific entry requirements. When pupils consider particular career options or higher education courses, it is important that they seek advice and consult relevant up-to-date reference information held in the Careers Department to ensure that they will have the right entry qualifications to follow their chosen route.

However, other pupils will not have a well-defined career plan at this stage and should avoid feeling under pressure to make a premature career decision. Many pupils develop new ideas and ambitions as their academic careers progress and therefore need to avoid becoming focussed on a specific career before they are ready to make that choice. In this case, it is much safer to choose a range of subjects which leave as many career options open as possible. Such pupils should concentrate on using their abilities to the full in order pursue the subjects that are of greatest interest to them.

Specific support by academic year

Fifth Form

- One-to-one interviews are held with pupils to discuss their Morrisby Reports as well as possible career options and subject choices for the sixth form.
- Each pupil is encouraged to identify work experience placements which may be relevant to any A level studies being considered alongside any future areas of interest for Higher Education, a school leaver scheme, apprenticeship or employment.
- A Careers Convention takes place when representatives from a range of professions are available to talk to pupils on a one-to-one basis.

Lower Sixth

- A Careers evening is held for parents and pupils providing advice on choosing courses and universities.
- One-to-one interviews are held with pupils to discuss the way forward after St. Peter's including Higher Education, school leaver scheme, apprenticeship or employment options.
- Preliminary information is provided to pupils and parents on completing university applications and writing personal statements.
- Presentations are organised on a range of topics related to careers in general as well as Higher Education choices and school leaver schemes. These include feedback from recent past pupils on their own experiences: this will assist pupils in their choices and applications.

Upper Sixth

- Individual guidance is given to pupils on completing applications to universities as well as employment opportunities.
- Coordination of the school's input and overall quality assurance is provided to the pupils' university applications.
- Tailored interview preparation is provided, including tips on techniques and mock interviews by external experts where appropriate.
- Support and advice is provided to pupils as required on Results Day and beyond.

Further advice and support

- A comprehensive programme of activities and events at key transition stages. For instance: visits from outside visitors and speakers on a range of topics including specific careers, Higher Education choices and admissions processes; Careers Convention where representatives from a variety of professions are available to discuss career options in one focused forum; as well as external visits.
- One-to-one discussions and advice e.g. on personal options and choices; the Careers Department have an 'open door' policy at all times and pupils should be free to come and see us.
- Investigation into Post-18 opportunities: ultimately leading to guidance and quality assurance checks on higher education or alternative applications, including Personal Statements; mock interviews; post exam results advice and guidance.
- Specialist advice, for instance on specific courses, such as Medicine and Veterinary Medicine, and applications to Oxbridge and international universities.
- Guidance on the importance, and securing, of work experience placements for pupils. We encourage all pupils in Fifth Form to undertake placements in the period after GCSEs, during the summer before the start of Sixth Form and A level studies. This enables pupils to acquire a wide range of skills which can be used as vital evidence for increasingly competitive university applications. We have an in-house co-ordinator who can arrange self or school-sought placements through NYBEP (Business and Education Partnership for York and North Yorkshire).
- A dedicated Careers Library with open access to a comprehensive, up-to-date range of careers information including:
 - books, journals;
 - pre-university career experience courses e.g. for Medicine and Law;
 - University prospectuses;
 - guides to alternative routes;
 - information on Gap year opportunities and alternative routes;
 - computer software that enables pupils to examine their own strengths, interests, ambitions and career options;
 - internet access to web sites which can assist with career and Higher Education choices.

The school has been awarded the **Career Mark 6 Quality Award** for high quality Careers Education, Information, Advice and Guidance.

The school is a member of ISCO (Independent Schools Careers Organisation) and CRAC (The Careers Research and Advisory Centre).