

NOTRE  
DAME  
SCHOOL



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SIXTH FORM  
AT NOTRE DAME

# AIMING HIGH

Academic rigour quite rightly sits at the heart of teaching and learning in ND6. All students are supported and encouraged to pursue their highest aspirations.

"My teachers have been amazingly supportive, always nudging me to go the extra mile - I can't believe how much I've learnt in such a short time."



# LIVING LIFE TO THE FULL

Everyone is different, with unique talents and interests. Our aim in ND6 is to help every single student look beyond the classroom, to get the maximum enjoyment and reward from their Sixth Form years.

"I love the fact that we are given so many opportunities outside the classroom - it's really helped us to bond and have fun as group."



# A BALANCED PERSPECTIVE

We live in a society where examination focus can detract from time spent building character and vital life skills. In ND6 we focus first on fostering confidence, resilience and independence, and all else follows.

"There's no doubt I've grown in confidence in the Sixth Form. I feel prepared and ready to go to university."



# Welcome to Notre Dame Sixth Form

ND6 is a wonderfully vibrant community where plenty of hard work happily co-exists with a lot of laughter and a great sense of belonging.

Choosing where to study after Year 11 is one of the most important decisions you will make. At ND6, we give you the freedom to pursue subjects that really excite you in a dynamic, academic and supportive setting.

We offer 27 different subjects, and our goal is to support you in getting to the destination of your choice, wherever or whatever that might be. From universities or further education through to apprenticeships, adventures or full-time employment.

We understand the challenges, preoccupations, and the pressures of modern life, and know how to support you through these crucial formative years, whilst guiding you through new freedoms and responsibilities. We offer an excellent quality of education in tutorial-style classes, from specialist teachers where no ambition is off limits.

Alongside all the subject-based trips, lectures, challenges and sporting opportunities, you'll be encouraged to get involved in the wide range of extra-curricular activities, so there really is something for everyone. We want our students to leave us as independent learners and active members of the community, confident in the pursuit of your chosen goals as well as having forged friendships that will last a lifetime!

"The School is highly successful in meeting its aim of preparing young people for their role as responsible citizens of the wider world."

2017 ISI Inspection Report

We look forward to welcoming you.



Sian Marker  
Assistant Headteacher  
Sixth Form



# Why choose Notre Dame?

**Because Sixth Form is a serious business, as well as being the time of your life.**

Your Sixth Form time is short – it is only 20 months from your first day until you begin study leave in the May of Year 13. There's a lot to achieve in a short amount of time. If this precious time is focused and well spent, you will be thoroughly prepared academically, emotionally and practically for what you need to pursue your own personal aspirations.

ND6 offers the very highest quality education in a secure, safe and vibrant community. You will form strong, supportive relationships with your teachers, who will know you very well as an individual, so you feel supported both academically and pastorally. When it comes to your next steps, we will offer personal and tailored preparation and support as we want all our students to achieve their first-choice outcome.

Our students consistently demonstrate exceptional performance in public examinations and outperform the national average. In fact, our ND6 students perform, on average, one full grade higher than they would elsewhere. Our expert subject specialists and personalised support makes this the norm in ND6!

ND6 is about so much more than achieving your best possible results, though. From international trips to co-curricular opportunities in sport, music, drama, and art through to The Duke of Edinburgh's Award Scheme, Young Enterprise, Model United Nations, Philothon or the Peer Education Project, there is a multitude of opportunities. These experiences make your own personal journey through ND6 especially rewarding and memorable, and give you a great sense of teamwork, recognition and achievement.



**"I chose the Sixth Form at Notre Dame because I know the teaching is great and it will prepare me well for life at uni."**

"By the time pupils leave the school they are well equipped to take their place in higher education, on apprenticeships or to meet the challenges of a 'gap' year."

2017 ISI Inspection Report



# Why take A Levels?

A Levels are the most recognised qualification for post-16 study in the UK. More than 780,000 A Levels are awarded each year according to Ofqual. Universities are used to them and comfortable with the standard they represent. Employers can understand what the grades mean in terms of your abilities and strengths. Overseas universities (both in Europe and North America) recognise A Levels, and routinely give offers based on A Level grades.

A Levels give a deep understanding of the subject matter, rather than a broader overview of five or six subjects. This means you will have an excellent foundation to continue your studies at university.



**As well as 26 A Levels, we offer a Level 3 Diploma in food science & nutrition and the EPQ**

# Why study at a girls' school?

Notre Dame is a dynamic, inclusive and supportive school based on inclusive and tolerant values that support our young students to be whoever they want to be. Our safe and caring environment prepares you to be more resilient and sure of yourself, so you can hold your own at university and at work, based on a secure foundation where you can build your self-esteem and take risks in your learning. We have more than 400 years of experience of working with young adults. We understand the challenges and pressures, so we can support you with openness, expertise and experience.

- Research has shown that girls at all-girls' schools do better than girls at co-educational independent schools, consistently gaining a higher proportion of A and A\* grades at A Level than girls from mixed schools.
- Girls at all-girls schools are also, according to OFSTED, more likely to avoid stereotypically female careers. Seventy per cent more girls take maths, 90% more take physics or chemistry and 80% more take a foreign language if they are at an all-girls' school.
- More girls from all-girls' schools go on to higher education than girls from mixed schools.

*You can find out more about the advantages of an all-girls' education, including more details on the information above, at the GSA website.*



# SIXTH FORM

# Inspiring individual potential

You deserve the best academic experience. We know that getting this right, for every student, in every lesson, every day, makes all the difference. At ND6, that means enthusiastic, creative and highly qualified subject specialists who have the highest aspirations for you and deliver engaging, interesting and wide-ranging lessons. Every lesson is rigorously planned and small groups allow ample time for lively discussion and exploration of ideas.

High-quality assessment, tracking and feedback profoundly impacts your academic results and our focus on collaborative marking includes you in the process and gives you greater ownership over your own academic progress. Our data-tracking system allows us to measure your progress against your very own 'flightpath'. This means that lessons can be planned to ensure you are always appropriately supported and challenged. In addition, we provide tailored work for the summer holidays to allow purposeful lessons to begin from day one.



**"I will never forget the vibrant, caring and welcoming community that makes Sixth Form life here so special."**

"Pupils develop high levels of knowledge, understanding and skills... This was observed across all areas of learning, and reflects the high quality of teaching throughout the school."

2017 ISI Inspection Report

SIXTH FORM CENTRE **N D 6**



# Your best state of mind

We know that happy, comfortable and secure young adults make confident and successful learners, who feel safe to venture beyond their comfort zone, try out new approaches, and explore new ideas. Our dedicated ND6 tutors are not only a listening ear, they also take a role in reviewing your performance, scrutinising work and advising on effective study habits; but most importantly they are also pastoral advisors.

During your time in ND6, there is a multi-layered pastoral support structure in place, which includes your Head of Sixth Form, Form Tutor, well being mentors, The Hive (our pastoral and learning support centre) and our school psychologist.

There is a series of general studies workshops and reflection days on topics such as diversity, self-esteem, relationships and fostering a bounce-back attitude. There are also regular pastoral talks for parents from qualified external advisors, and you will receive sessions and masterclasses on revision, planning and organisational strategies.

Everyone respects and celebrates inclusion and diversity, and each student is valued for precisely who they are and not for how well they measure up to an expected norm.

## GENERAL STUDIES

General Studies encapsulates 'education' in its broadest and truest sense: it opens the students' minds to the range of possibilities that the world offers in terms of interests, careers, political views, religious beliefs, philosophical outlook, higher education, health and practical life skills. The fact that the subject is not examined at Notre Dame means that a spirit of genuine exploration can be generated, rather than a rigid or functional approach.



"No one is educated in isolation; it is the whole community that educates."

St Jeanne de Lestonnac - Foundress



# Building confidence and character

Being in a school Sixth Form environment provides you with an ideal opportunity to develop new skills and interests, as well as spending more time on your existing passions.

At Notre Dame, there is no shortage of activities to enjoy, and you will be encouraged to get involved. It is always good to balance your academic studies with something completely different. It all adds up to having the best time!

## LEADERSHIP

Being a Sixth Form student provides real leadership opportunities in the roles of Senior Prefect, Head of House, leaders in the Chaplaincy team as well as mentoring Year 7s as 'Big Sisters'. The Head Girl team oversees the school council and student voice programme. Sixth Formers also take the lead in organising and running various inter-house competitions, as well as undertaking a term of leadership activities within the wider school.

## COMMUNITY

Sixth Formers contribute to our wider community in a variety of ways, particularly acting as mentors to younger students within the school, organising 'Rag Week', and taking positions of responsibility to enhance everyone's sense of belonging.

## MUSIC AND DRAMA

Our music and drama facilities, including our 350-seater professional theatre, are second to none and we

encourage you to get involved in extra-curricular music and drama. This could include roles in the school play and the direction of the end-of-term *Talent Show* as well as performing in the various music and choral events through the year.

## SPORT

At Notre Dame we believe that physical and mental health go hand in hand and all our Sixth Form students are encouraged to participate in an engaging and fun sporting programme. This varies from term to term and includes group activities such as volleyball, aqua aerobics, swimming, yoga, badminton, pilates, zumba and mindfulness. In addition, you will have access to our brand-new strength and conditioning fitness suite to exercise in a non-competitive environment. Our students will be supported to pursue excellence in their chosen sport and are able to take part in team sports such as netball and hockey; we provide a series of fixtures with local schools throughout the year. Top-level support is provided for elite athletes.

## TRIPS

There are some great trips in ND6, which typically offer an educational element, new experiences, adventure and usually some shopping! These have recently included New York/Washington, Christmas market/Disneyland Paris, Florence/Venice, NASA Space Centre, a ski trip and sports tours. There is also a multitude of educational trips and residentials, including lectures, masterclasses, field trips, gallery, museum and theatre visits and academic challenges.

**"The wide variety of opportunities on offer have made my Sixth Form years the best in my life."**



**"ND6 is a friendly and supportive environment that puts you on the right path for the rest of your life."**



**"Pupils studying A Level physical education use their leadership skills to help coach younger pupils and umpire matches, supporting the committed staff team and enabling younger pupils to improve their skills."**

2017 ISI Inspection Report

SIXTH FORM CENTRE ND6





# Careers and university guidance

## Study and life beyond the Sixth Form

We want every student to leave Notre Dame well informed and prepared for the next stage in your life. So we invest considerable time and resources in providing high-quality and bespoke guidance to each and every student. We offer:

- 1-2-1 careers interviews to ascertain interests and aptitudes – helping to compile a list of suitable universities, colleges or alternative avenues such as apprenticeships.
- UCAS information evenings, university fair visits and extensive personalised support through the UCAS application process.
- An expert speaker event series, which is run by our own staff as well as bringing in external expert speakers. These events run as advisory sessions

for parents and students to receive information, advice and guidance on careers, universities and further education.

- A careers fair offering the opportunity to discuss different career options with experts in their field. This event is well supported by our own alumnae who are delighted to return to talk to you about their chosen careers.
- Our Pathways Programme which brings alumni speakers to our students to discuss careers and pathways once a term.
- A well-stocked ND6 library on universities, courses and careers, including a wide range of subject-specific publications.



## Oxbridge, Vets & Medics

Our Oxbridge, Vets and Medics programme supports students to engage in the supra-curriculum, and highlights the importance of critical thinking to fully prepare students for both interviews and admission tests. Guest speakers and work experience guidance are embedded within the programme, together with 1-2-1 specialist subject support.



# Come and visit ND6, our thriving Sixth Form Centre

The ND6 centre is a separate Sixth Form-only area where you have freedom to chat, relax and study away from the hustle and bustle of the main school. It was our own students who helped us design this ambitious and welcoming space.

This environment gives you independence but also

enables you to be part of school life. You can also choose to study in the ND6 library – a Sixth Form-only level in our modern library and resources centre.

The Sixth Form centre includes a kitchen, private garden, individual and group study spaces, meeting rooms, socialising areas, and personal lockers.



# A Level subjects on offer at Notre Dame Sixth Form

**Each student applying here will have an individual choices interview with a senior member of staff to make sure that the subject group is appropriate and will fit well with their likely university routes.**

- Art, Craft & Design
- Art & Design: Photography
- Art & Design: Textile Design
- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science
- Dance
- Drama & Theatre Arts
- Economics
- Linguistics (English Language)
- English Literature
- Food Science & Nutrition (Level 3 Diploma)
- Geography
- History
- History of Art
- Latin
- Mathematics
- Further Mathematics
- Modern Foreign Languages (French, Spanish)
- Music
- Philosophy, Religion & Ethics
- Physical Education
- Physics
- Psychology
- Sociology

## Extended Project Qualification

In addition to the A Levels above, we also offer an Extended Project Qualification (EPQ) Level 3.

## ENTRY REQUIREMENTS

The academic requirements for studying A Levels in the Sixth Form at Notre Dame are:

- A minimum of six GCSEs at Grade 6 or above.
- Maths and English at Grade 5 or above.

Please consult the subject course information on the following pages for further details.

# Art, Craft & Design



Examination Board: Edexcel



## ■ What is the course about?

The A Level in art, craft and design is a broad-based course of study, developed through a range of 2D, 3D and time-based processes and media approaches. This includes fine art, graphic communication, textile design, 3D design and photography. The course has three major elements: supporting studies, practical work, and a personal study.

## ■ For the two-year linear A Level course you will study:

### **A Level Unit 1 - Coursework**

This unit incorporates two linked elements, each with separate final outcomes: practical work and personal study. These two elements, though separate, are integrally linked and support each other. The supporting studies combine research and development for both final outcomes. The personal study consists of an investigation presented as written and visual analysis into an aspect of a selected artist's art, craft or design work which includes images and a written element of between 1,000 and 3,000 words. Both the contextual and practical outcomes are based on themes and starting matter developed from personally generated starting points.

### **A Level Unit 2 - Externally Set Assignment**

The externally set assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. The delivery of this unit is planned with appropriate guidance during the preparatory period, encouraging independence in the student in the development of their ideas, intentions and response. Students submit supporting studies and practical outcomes in response to the given theme. The 15-hour timed element, in which the student produces an unaided practical final outcome is carried out under examination conditions.

## ■ How is the course assessed?

Unit	Assessment	
Unit 1	Internally set	
Coursework and Personal Study	Internally assessed	
	Externally marked	60%
Unit 2	Externally set	
Externally Set Assignment	Internally assessed	
	Externally marked	40%

## ■ What can the course lead to in terms of higher education and future careers?

Progression to higher education is normally to foundation course where a wide range of art practices are offered, followed by a BA degree course in the student's chosen specialism. The range of career opportunities is wide, including: animation, ceramics, fashion, fine art painting, fine art sculpture, film, graphic communication, graphic design, illustration, industrial design, interior design, jewellery design, media, photography, product design and art restoration.

## ■ What are the formal entry requirements?

GCSE art at Grade 6 or above is the best foundation for success in A Level art. The student should have an aptitude for, and lively enjoyment of, the subject and the commitment and interest to sustain the demands of the course.

# Art & Design: Photography



Examination Board: Edexcel 9PYO



## ■ What is the course about?

The photography course is a two-year linear A Level with an emphasis on digital photography and Photoshop. You will be introduced to a variety of photography techniques, media and processing. Within this course, photography can include works in film, video, digital imaging and light-sensitive materials.

Like the masters, pupils will use photography to record, document and present examples of everyday life in ordinary and extraordinary ways. Photography has also been used as a vehicle for artistic expression and a way of communicating personal ideas about the world around us. Photography is used to convey personal identity more widely than any other art form and is also widely used in social, commercial and scientific contexts.

## ■ How is the course assessed?

### **Unit 1** (Coursework (NEA), 60% of A Level)

Marked by the centre and marked and moderated by Edexcel.

#### **Overview of assessment:**

- Incorporates three major elements: supporting studies, practical work, and a personal study.
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1,000 words of continuous prose, which may contain integrated images.

The personal study is 12% of the total qualification and is marked out of 18. Work must cover all four assessment objectives and be marked using the assessment grid.

Coursework marks available: 90.

## **Unit 2** (15-hour exam, 12 weeks preparation time, 40% of A Level)

Marked by the centre and marked and moderated by Edexcel.

**Externally set assignment incorporating two major elements: preparatory studies and the 15-hour period of sustained focus.**

- Preparatory studies will comprise a portfolio of practical and written development work based on the externally set assignment.
- During the 15-hour period of sustained focus under examination conditions, pupils will produce final outcome(s) from their initial photographs into developed final outcomes in response to the externally set assignment.
- The externally set assignment is released on 1st February and contains a theme and suggested starting points.
- Pupils have from 1st February until the commencement of the final 15-hour period of sustained focus to develop preparatory studies.
- The 15-hour period of sustained focus under examination conditions may take place over multiple sessions.

Assessment objectives are the same as for art A Level.

## ■ What can the course lead to in terms of higher education and future careers?

Fine art, design, architecture, graphic design, visual effects and animation, history of art, education, illustration, illustration and animation, computer game design, interior design, creative technologies, product design, industrial design, textiles, graphic communication, interactive design, photography, motion graphics, art therapy, psychology, design engineering, visual communications.



# Art & Design: Textile Design



Examination Board: AQA



## ■ What is the course about?

During the A Level textiles course, students will be introduced to a variety of experiences exploring a range of textile media, techniques and processes. Students can decide to work in one or more areas of textile design, such as fashion/wearable art, printed and/or dyed fabric and materials, constructed textiles such as knit or weave, textile installation or interior design. Each component is based on a theme and you are encouraged to study personal ideas through in-depth fabric exploration. The course will enable you to understand how to apply colour, composition and surface texture effectively through fabric design. Each component concludes with the production of a significant fashion or decorative final outcome. This qualification will provide you with the creative and technical skills required to progress onto degree courses in fashion, printed and constructed textiles or alternatively fine art/textile art.

## ■ For the two-year linear A Level course you will study:

### **A Level Unit 1 - Personal Investigation**

During this component, students will get the opportunity to develop their work in a personal and exciting way. Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development, from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials.

The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The written element must be a coherent and logically structured extended response of between 1,000 and 3,000 words of continuous prose to include specialist vocabulary appropriate to the subject matter. The written element of the Personal Study is supported by imagery linking students' contextual studies to their own personal responses.

## **A Level Unit 2 - Externally Set Assignment**

Students will be given an exam paper where they can choose from eight different questions that are to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1st February, or as soon as possible after that date. Students will be advised and guided during the preparatory time but also encouraged to work independently. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models, and maquettes. Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

Unit	Assessment	
Unit 1 Coursework and Personal Study	Internally set Internally assessed Externally marked	60%
Unit 2 Externally Set Assignment	Externally set Internally assessed Externally marked	40%

## ■ Career Opportunities

Textiles will provide you with the creative and technical skills required to progress onto foundation and degree courses in fashion, printed and constructed textiles or alternatively fine art/textile art. Many students also progress onto other related degrees such as fashion journalism/photography/marketing/buying/promotion, interior design, product design, and theatre/costume design to name just a few.

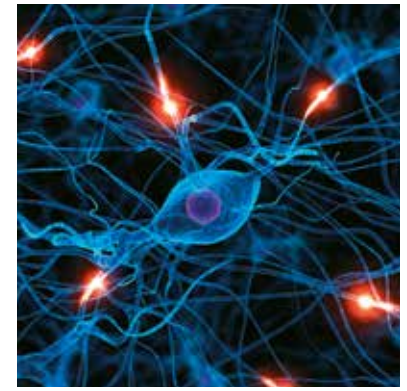
## ■ What are the formal entry requirements?

GCSE textiles or art at Grade 6 or above is the best foundation for success in this course. This is a highly practical course, with a strong emphasis on working creatively; therefore it would be great to have enthusiasm and a passion for textiles and fashion. You will also need very good organisational skills and a passion for creating and producing.

# Biology



Examination Board: AQA



## ■ What is the course about?

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from micro-organisms to mammoths.

## ■ In Year 12 you will study:

There are four main topics in the first year and six practical assignments.

**Unit 1:** Biological molecules

**Unit 2:** Cells

**Unit 3:** Organisms exchange substances with their environment

**Unit 4:** Genetic information, variation and relationships between organisms

## ■ In Year 13 you will study:

Year two helps you build on the firm foundation from Year 12, and, like year one, has four academic topics plus six practical assignments.

**Unit 5:** Energy transfers in and between organisms

**Unit 6:** Organisms respond to changes in their internal and external environments

**Unit 7:** Genetics, populations, evolution and ecosystems

**Unit 8:** The control of gene expression

## ■ How is the course assessed?

Year 12

Two end-of-year written exams: 1 hour 30 minutes

Year 13 (A Level)

Paper 1 and Paper 2

Each testing any content from topics 1-4 and 5-8, including relevant practical skills

Written exams: 2 hours (91 marks - 35% of A Level)

Paper 3

Testing any content from topics 1-8, including relevant practical skills

Written exam: 2 hours (78 marks - 30% of A Level)

## ■ What skills will I need and develop in this course?

The biology A Level course helps students develop a number of skills:

- How to collect data and evaluate it.
- How to investigate facts and use deduction.
- How to communicate your point of view effectively.
- How to take responsibility for your own learning.

## ■ Subject combination advice

Students who take biology often also study from a wide range of subjects, including psychology, sociology, PE, chemistry, physics, geography, languages and the arts.

## ■ What can the course lead to in terms of higher education and future careers?

Biology is a great choice of subject for people who want a career in health and clinical professions such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science.

## ■ What are the formal entry requirements?

Biology GCSE minimum Grade 6, combined science GCSE minimum Grade 7.

## ■ What activities enrich this subject?

Attending *Biology in Action* lectures, an ecology field trip, keeping abreast of the news and topical TV articles and programmes dealing with current biological issues.

# Business



Examination Board: AQA



## ■ What is the course about?

A Level business looks at all aspects of the business world, from starting your own enterprise to being part of a larger corporation.

## ■ In Year 12 you will study:

### **Theme 1: Marketing and People**

Meeting customers' needs, and understanding what is a market? Enterprise and leaders, marketing mix and strategy.

### **Theme 2: Managing Business Activities**

Raising finance, financial planning, managing finance, resource management and external influences.

## ■ In Year 13 you will study:

### **Theme 3: Global Business**

Implications of globalisation, global markets and business expansion, global marketing, global companies – are they good or evil?

### **Theme 4: Business Decisions and Strategy**

Business objectives and strategies, business growth and its implications, decision-making techniques, assessing competitiveness and managing change.

## ■ How is the course assessed?

This course is assessed by examination only. There are three examinations covering all four themes.

## ■ What skills will I need and develop in this course?

This course will help you develop a number of skills:

- How to view the world around you from different perspectives.
- How to plan and conduct business operations and activities.
- How to analyse and interpret data.
- Critical reasoning skills – evaluate, justify, discuss.
- How to communicate your point of view fluently.

## ■ Subject combination advice:

You cannot study both business and economics. Otherwise all combinations work well.

## ■ What can the course lead to in terms of higher education and future careers?

A Level business is an academic qualification. Therefore its greatest use is as a stepping stone to further and higher-level study.

## ■ What are the formal entry requirements?

GCSEs in English and mathematics at Grade 5 or above.

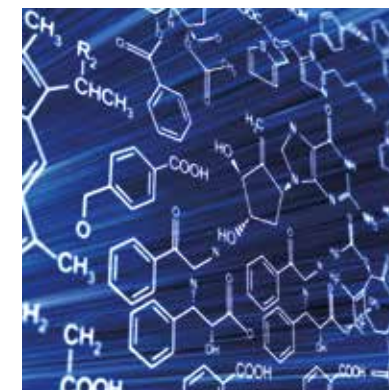
## ■ What activities enrich this subject?

Students have the opportunity to attend subject-related lectures to reinforce their understanding of the topics covered, and Young Enterprise is also very worthwhile to support business understanding.

# Chemistry



Examination Board: AQA



## ■ What is the course about?

Chemistry A Level provides a real in-depth knowledge of this fascinating subject, preparing you for further education or giving you the credentials to enhance your job prospects. The course is underpinned by the practical skills we call 'How Science Works'. Chemists have greatly improved the quality of life for the majority of people by being real innovators, designing solutions to the problems that affect modern times. Whether you want a job in medicine or industry, chemistry is the solid platform upon which many careers are built. Chemistry provides an excellent broad range of skills including numeracy and problem solving, desirable in most career paths.

## ■ In Year 12 you will study:

There are two learning units in the first year.

**Unit 1** covers foundation subjects like atomic structure, bonding, periodicity and equilibria and their relevant practical skills.

**Unit 2** is the study of topics like kinetics, an introduction to organic chemistry and analytical techniques and relevant practical skills.

## ■ In Year 13 you will study:

A similar format is followed in the second year.

**Paper 1** Inorganic and physical chemistry (periodicity and transition metals).

**Paper 2** Organic and physical chemistry (aldehydes, carboxylic acids, polymers etc).

**Paper 3** Any content from Year 12 and Year 13 (including practical skills assessment).

## ■ How is the course assessed?

Year 12 has two end-of-year written exams: 1 hour 30 minutes each

In Year 13 you will have three A Level assessments:

**Paper 1** 120-minute – 105 marks of short- and long answer questions.

**Paper 2** 120-minute – 105 marks of short- and long answer questions.

**Paper 3** 120-minute – 40 marks on practical techniques and data analysis, 20 marks testing from the whole specification (synoptic questions) and 30 marks for multiple-choice questions.

## ■ What skills will I need and develop in this course?

This course will help you develop a number of skills:

- How to assemble data and assess it.
- How to investigate facts and use deduction.
- How to express your point of view clearly.
- How to work as a team to achieve results.

## ■ Subject combination advice

Students who take chemistry often also study from a wide range of subjects including psychology, sociology, biology, physics, languages, and mathematics.

## ■ What can the course lead to in terms of higher education and future careers?

Chemistry is a great choice for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science. It will also equip you for a career in industries such as petrochemicals or pharmaceuticals. It is also excellent preparation for a career in engineering.

## ■ What are the formal entry requirements?

Chemistry GCSE minimum Grade 6, combined science GCSE minimum Grade 7.

## ■ What activities enrich this subject?

Reading scientific journals such as *Nature* or *New Scientist*. Watching programmes of wider scientific interest. Keeping abreast of new scientific developments in the news. Attending seminars such as Chemistry in Action.

# Classical Civilisation



Examination Board: OCR



## ■ What is the course about?

This course aims to develop an interest in and enthusiasm for the classical world and to acquire, through studying a variety of appropriate sources, knowledge and understanding of the classical world.

## ■ In Year 12 you will study:

**The World of the Hero:** this is a compulsory component consisting of an in-depth study of either Homer's *Iliad* or *Odyssey*. This component is solely focused on the study of literature in translation.

**Culture and the Arts:** students must study one component in this component group, chosen from:

- Greek Theatre (H408/21)
- Imperial Image (H408/22)

Components in this group involve the study of visual and material culture combined with the study of literature in translation.

## ■ In Year 13 you will study:

**Unit 1: The World of the Hero:** this is a compulsory component consisting of an in-depth study of one of Homer's *Iliad* or *Odyssey* and Virgil's *Aeneid*. This component is solely focused on the study of literature in translation.

**Unit 2: Culture and the Arts:** students must study one component in this component group, chosen from:

- Greek theatre
- Imperial image
- Invention of the barbarian
- Greek art

Components in this group involve the study of visual and material culture. In all except Greek art, this is combined with the study of literature in translation.

**Unit 3: Beliefs and Ideas:** Students must study one component in this component group, chosen from:

- Greek Religion
- Love and Relationships
- Politics of the Late Republic
- Democracy and the Athenians

Components in this group involve an area of classical thought, in combination with either the study of literature in translation or visual/material culture.

## ■ How is the course assessed?

The A Level is externally examined through three examination papers:

**The World of the Hero** - 2 hours 20 minutes

**Culture and the Arts** - 1 hour 45 minutes

**Beliefs and Ideas** - 1 hour 45 minutes

## ■ What skills will I need and develop in this course?

You will develop an awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times. You will develop and apply analytical and evaluative skills at an appropriate level and make an informed, personal response to the material.

## ■ Subject combination advice

Classical civilisation works well with any arts or humanities subject.

## ■ What can the course lead to in terms of higher education and future careers?

A good degree in classical civilisation can lead in many directions, from academic pursuits in classics or history to journalism, politics or the visual arts.

## ■ What are the formal entry requirements?

English GCSE at Grade 5 or above.

## ■ What activities enrich this subject?

Visits to the British Museum and to theatrical productions, Classical Association conferences, when available.

# Computer Science



Examination Board: OCR



## ■ What is the course about?

Computer science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It's an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism.

## ■ For the two-year linear A Level you will study:

- The characteristics of contemporary processors, input, output and storage devices.
- Software and software development.
- Exchanging data.
- Data types, data structures and algorithms.
- Legal, moral, cultural and ethical issues.
- Elements of computational thinking.
- Problem solving and programming.
- Algorithms to solve problems and standard algorithms.

## ■ How is the course assessed?

The course is assessed by two written exams worth 40% each and a programming project worth 20%.

## ■ What skills will I need and develop in this course?

The aims are to encourage students to:

- Have an expanded maths focus, much of which will be embedded within the course.
- Put computational thinking at its core, helping students to develop the skills to solve problems, design systems and understand human and machine intelligence.
- Allow students to apply the academic principles learned in the classroom to real-world systems in an exciting and engaging manner.
- Develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of 'post-school' life and is of particular relevance to further education, higher education and the workplace. Each student is able to tailor their project to fit their individual needs, choices and aspirations.

## ■ Subject combination advice

Computer science combines well with all subjects. If you plan to develop programming, you may wish to study mathematics and physics.

## ■ What can the course lead to in terms of higher education and future careers?

This course lends itself to the business world, helping young learners understand the use and role technology can play in supporting and improving businesses.

It may also help students investigate further pathways into computer science, vocational courses such as programming, networking, computer systems and further specific computer science avenues. It can support applicants aiming for higher education; universities can differentiate between applicants through a strong basis of technological competencies as well as a recognised Level 3 academic qualification.

## ■ What are the formal entry requirements?

GCSEs in English and mathematics at Grade 6 or above.

## ■ What activities enrich this subject?

The department aims to take students on relevant industry visits. Database design, web design, spreadsheet modelling, graphic design, animation, discussion of the future implications and applications of computer science all enrich the subject.

# Dance



Examination Board: AQA



## ■ What is the course about?

A Level dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. The specification reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance. The course recognises the role of dance in young people's lives and students will be able to study a range of dance styles.

## ■ For the two-year linear A Level course you will study: Performance

Students must develop and apply the knowledge, understanding and skills required to perform dance, as a soloist and in a duet/trio. The knowledge and understanding of physical skills, including flexibility, strength, cardiovascular endurance, muscular endurance, agility, neuromuscular coordination and kinaesthetic awareness, underpin and inform the development of both the physical/technical and interpretative/performance skills outlined in:

- A performance in a solo.
- A performance within a quartet.

## ■ Choreography

Students must learn how to create an original piece of group choreography, which lasts for a minimum of three minutes to a maximum of four minutes, for three, four or five dancers, in response to an externally set task. To translate their dance ideas into choreography, students must develop and apply practical knowledge and understanding of choreographic processes, including:

- Researching, developing and experimenting with dance ideas through studio and non-studio investigation.
- The rehearsal process.

## ■ Critical Engagement

The set works and areas of study provide an appropriate focus for students to critically engage with dance and understand the interrelationship between the creation, presentation and viewing/appreciation of dance. Critical engagement with areas of study must enable students to develop and demonstrate an in-depth knowledge and understanding of dance through time and location relating to features of genre, including:

- Style
- Technique
- Influences
- Key practitioners
- Professional repertoire
- Communication of dance ideas

The areas of study cover the genres of modern dance, ballet and jazz dance, offering a breadth of study. For the purposes of this specification, these genres are defined as follows.

- **Modern dance:** a form of theatrical dancing which began in the early 20th century, originally in opposition to the formality of ballet. As the dance form has developed, this distinction has become less evident. The term 'modern' has in some cases been replaced with other labels, e.g. contemporary.
- **Ballet:** a form of dancing which focuses on the technique and style of the danse d'école, using the port de bras, the five positions of the feet and turnout of the legs.
- **Jazz dance:** a form of dancing based on African origins. It focuses on the use of complex rhythms and techniques which include the isolation of body parts. Throughout the 20th century a wide range of jazz dance styles has evolved, e.g. lyrical jazz dance and urban dance.

## ■ How is the course assessed?

Students must complete both assessment components.

**Component 1** (performance and choreography) includes a solo performance linked to a specified practitioner within an area of study, a performance in a quartet and group choreography. This is assessed with a practical exam and equates to 50% of the A Level.

**Component 2** (critical engagement) includes knowledge, understanding and critical appreciation of two set works. One is a compulsory set work within the compulsory area of study and the other an optional set work within the corresponding area of study, from a choice of four.

This is assessed with a 2-hour 30-minute written exam. This section equates to 50% of the A Level and is split into two sections. Section A: short-answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study. Section B: two essay questions on the second set work/area of study (25 marks for each essay)

## ■ What can the course lead to in terms of higher education and future careers?

A Level dance teaches a range of transferable skills and can open doors to study performing arts at higher education.

## ■ What are the formal entry requirements?

Significant dance experience is required. Students may be asked to submit evidence of their dance experience in order to be accepted onto the course.

# Drama and Theatre Studies



Examination Board: Edexcel



## ■ What is the course about?

You will gain a deeper understanding of the creative process of theatre; the social, cultural and historical influences on drama writing, theatre production and performance, exploring how plays are brought to life by actors, directors and practitioners. You will have opportunities to develop your performance skills and will also learn to devise, direct, design and review a variety of live theatre productions.

## ■ For the two-year linear A Level you will study:

### Component 1: Devising (40% of the A Level)

- You will devise an original performance piece, using one key extract from a first studied performance text and the methodology of an influential theatre practitioner as your stimuli.
- You will complete a 3,000-word explorative coursework portfolio.

Your practical performance and your supporting coursework portfolio is marked internally and moderated externally.

### Component 2: Text in Performance (20%)

- You will study a second performance text and perform one key extract as a group performance.
- You will perform a monologue or duologue from a third performance text.
- Your performances are externally assessed by a visiting examiner.

### Component 3: Theatre Makers in Practice (40%)

- You will respond to a statement question, which asks you to analyse and evaluate a live theatre performance you have seen during the course.
- You will also answer two extended questions about how you would interpret an unseen extract from a fourth performance text studied, focusing on how this scene can be effectively communicated as a performer and a designer.
- You will also answer one extended question based on a fifth performance text you have studied, in line with a chosen theatre practitioner, focusing on how you would creatively stage and communicate this text as a director.

## ■ How is the course assessed?

The Component 1 devised performance and portfolio is teacher-examined and externally moderated. The Component 2 performances are assessed by a visiting examiner. The Component 3 written examination (2 hours and 30 minutes) is externally assessed.

## ■ What skills will I need and develop in this course?

You need to be an enthusiastic performer who is passionate about drama and interested in developing a wider knowledge of all aspects of theatre and

production. You will develop your skills in acting, research, project management and discussion as well as the creativity, understanding and empathy needed to develop original drama through co-operative group work. You will also hone the leadership qualities needed to manage the production process and develop confident presentational skills through live performance.

## ■ Subject combination advice

English, art, psychology, history and classical civilization are subjects which complement drama; however, drama can enhance a broad spectrum of subject combinations because of the versatility of the practical and analytical skills studied.

## ■ What can the course lead to in terms of higher education and future careers?

Drama A Level can support a variety of degree courses; particularly English literature, the creative arts and humanities. It is also applicable to courses centring on project management, public relations and presentation, law, media, marketing, business, advertising, teaching and communications.

Drama courses at university vary from practical to entirely theoretical in content and can also be linked in dual honours or modular degrees with English, history, modern foreign languages, music, film, media, arts administration or dance.

There are opportunities for career paths in film, radio and television production, arts administration, education and training, in addition to specialist vocational careers in theatre as a performer, or in a variety of technical theatre roles such as stage management, scenography, lighting and sound design, prop-making, directing, producing and writing.

## ■ What are the formal entry requirements?

English GCSE at Grade 6 or above is essential. Grade 6 or above in drama GCSE is desirable, but not essential if there is a proven track record of practical involvement in theatre training or productions. LAMDA or Trinity speech and drama examinations are also desirable. Studying LAMDA in the school Sixth Form also provides extra technical support and a portfolio of performance pieces which can aid the practical requirements of the course and is therefore highly recommended.

## ■ What activities enrich this subject?

Mentoring and supporting the Year 10 Drama Directors during the Inter-House Drama Festival production process. Organising and participating in theatre events and trips to London's West End and Stratford-upon-Avon. Participating in workshops with theatre industry professionals and practitioners.

# Economics



Examination Board: Edexcel



## ■ What is the course about?

Economics is about choice and the impact of our choices on the rest of society. It relates to every aspect of our lives, from the decisions we make as individuals or families to those made by governments and businesses. The A Level course at Notre Dame is structured into four clear and coherent themes reflecting today's global economy and economic development.

## ■ In Year 12 you will study:

### **Theme 1: Introduction to Markets and Market Failure**

This unit is an introduction to the market economy and the workings of markets. You will learn how consumers make decisions and how markets operate efficiently and what happens when they do not.

### **Theme 2: The UK Economy – Performance and Policy Measures**

In this unit you will learn the principles of macroeconomics. This involves examining the role of the government in helping markets to operate and whether the government can alleviate problems of unemployment, inflation and slow economic growth.

## ■ In Year 13 you will study:

### **Theme 3: Business Behaviour and the Labour Market**

This unit builds on Theme 1 and looks at the operation of firms from the point of view of their costs and their behaviour. You will consider whether monopolies should be controlled and how government might intervene to deter anti-competitive behaviour.

### **Theme 4: The Global Perspective.**

In this synoptic unit you will bring together your knowledge of micro- and macro-economics to understand the growth of nations and the problems that poor countries face. You will also develop an understanding of the role of taxation and government expenditure in building economies.

## ■ How is the course assessed?

There are three examinations covering all four themes.

## ■ What skills will I need and develop in this course?

Economics is not mathematical, but you need to be numerate. You need to be comfortable using graphs to understand relationships; interpreting data; working with percentage changes. Good economists are clear communicators, so you should be able to write carefully and be evaluative.

## ■ Subject combination advice

If you know you want to study this subject at university then you should study A Level mathematics. Otherwise all combinations work well.

## ■ What can the course lead to in terms of higher education and future careers?

Economics is a well-regarded A Level because it develops analytical and evaluative thinking with communication.

Some degree courses in economics will require A Level mathematics so it is imperative that you check with individual universities if you know now that you would like to study economics at university.

## ■ What are the formal entry requirements?

GCSEs in English and mathematics at Grade 6 or above.

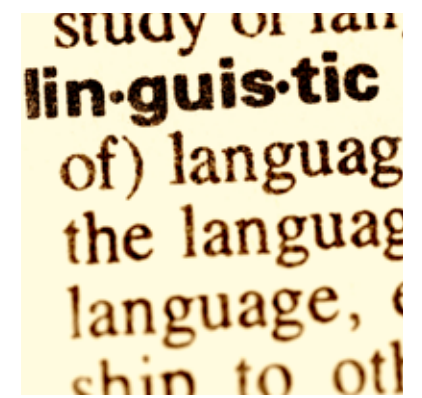
## ■ What activities enrich this subject?

The department aims to take students to lectures at the London School of Economics. In the past students have submitted work for the Royal Economic Society's Young Economist competition and the Bank of England's competition.

# Linguistics (English Language)



Examination Board: AQA



## ■ What is the course about?

This highly engaging course explores many fascinating aspects of the English language – the words we use, hear and read every day. You will explore and critically engage with a wide range of spoken, written and online texts as well as developing your own analytical and creative writing skills. You will learn how society, gender, ethnicity, age, geographical location, nationality, occupation, and identity affect our language choices. You will study how and why the English language has developed over time as well as discovering how young children acquire their spoken and literacy skills.

## ■ You will study:

- Linguistic methods such as semantics, pragmatics, morphology, syntax, phonology, graphology, discourse structure.
- Textual variations and representations across a range of subjects, from diverse writers and speakers, for different audiences, for a variety of purposes in a range of genres using various modes (written, spoken, electronic).
- Language diversity – spoken and written texts using different sociolects and dialects; how language varies depending on personal, social and geographical factors; differing research studies and attitudes to language diversity; how language shapes identity.
- Children's language development (from 0-11 years).
- Language change and global English – exploring features such as etymology, neologisms and the impact technology has on how we communicate in the 21st century.
- Writing Skills – developing your skills in writing academically and writing creatively for a non-specialist audience.
- Language in action (coursework) – language investigation and original writing with commentary.

## ■ How is the course assessed?

Assessment is 80% examination (two papers) and 20% coursework.

## ■ What skills will I need and develop in this course?

You will need effective communication skills and be willing to read all the course material plus undertake independent research to broaden your knowledge and understanding.

By the end of an A Level in linguistics you will have developed an impressive collection of transferable skills including critical and comparative analysis skills, more sophisticated ways of writing creatively and analytically, plus an insightful appreciation of how language is used and manipulated.

## ■ Subject combination advice

Linguistics is a very flexible A Level and combines well with many other subjects including sociology, psychology, business studies, history and English literature.

## ■ What can the course lead to in terms of higher education and future careers?

As linguistics A Level combines academic, creative, analytical and evaluative skills, it is highly regarded by universities. Therefore, studying this subject can lead to a degree in many subjects.

Furthermore, there are numerous careers that may follow from the study of linguistics. For example: publishing, journalism, law, advertising, marketing, public relations, teaching, politics, business management, and media.

## ■ What are the formal entry requirements?

At least a Grade 5 and a Grade 6 in GCSE English literature and language in any combination.

## ■ What activities enrich this subject?

Additional independent research on areas of study that especially interest you will greatly aid your language investigation coursework.

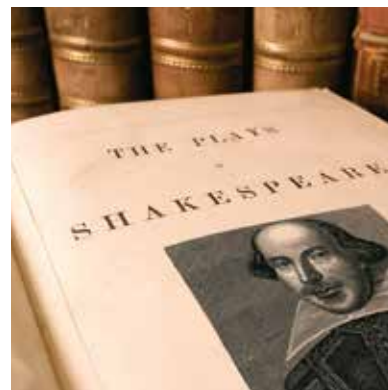
Following ideas about language in the news via online media outlets or social media platforms, will enhance your appreciation of the dynamic nature of this subject as well as giving you a deeper understanding of current linguistic issues.

Entering creative writing competitions, such as those organised by Young Writers, will further aid your focus on vocabulary and structural choices in your own writing for the examinations and original writing coursework.

# English Literature



Examination Board: Edexcel



## ■ What is the course about?

The English literature A Level gives students the chance to attain a broad overview of literature through the ages and across genres. It prepares students to study English literature at degree level and allows them to choose an area of literature that they are passionate about. It incorporates several other subject areas, such as history, philosophy, theology, science, sociology, drama and politics and would marry well with any of these subjects.

## ■ For the A Level you will study:

**Drama** – either features of a comedy or tragedy, with focus on a Shakespeare play e.g *Othello/Twelfth Night* and one other play (such as *A Streetcar Named Desire* or *The Importance of Being Ernest*).

**Prose** – you will compare a modern and pre-20th century text with a shared theme, such as *Women and Society* or *Science and Society*, which allows for a contextual overview of how women or science has changed over time and how this has been reflected in literature. Examples of texts you may study include *The Handmaid's Tale*, *Never Let Me Go*, *Tess of the D'Urbervilles* and *A Thousand Splendid Suns*.

**Poetry** – you will study *Poems of the Decade* – a book of 21st century poetry. In the exam, this will be compared with an unseen poem.

The last examined component is the study of a particular poet or poetry movement, such as Christina Rossetti, The Romantics or Modernists.

Finally, 20% of the grade is from coursework. For this, students choose a focal point and two related texts. There is scope here to be independent and undertake research, which is an essential skill for university. Students are also able to choose a drama text or a poetry text, if they wish. Examples of texts which students have compared are:

- *Americanah* and *Things Fall Apart*, with a focus on the presentation of Nigerian culture.
- *Jane Eyre* and *The Wide Sargasso Sea*, with a focus on female 'otherness'.
- *Atonement* and *The History Boys*, with a focus on the coming-of-age.

## ■ How is the course assessed?

The drama examination is 2 hours 15 and is worth 30%. The prose examination is 1 hour and is worth 20%. The poetry examination is 2 hours 15 and is worth 30%. The coursework is worth 20%.

## ■ What skills will I need and develop in this course?

You will need effective communication skills and be willing to read all the course material and critical materials, and to undertake independent research and reading to broaden your knowledge and understanding. By the end of an A Level you will have developed an impressive collection of transferable skills including critical and comparative analysis skills, detailed understanding of contextual factors and different genres and the ability to empathise, communicate and express yourself at a high level.

## ■ Subject combination advice:

Literature is a very flexible A Level and combines well with many other subjects including sociology, history, theology, languages, and drama. However, it would also be a positive third option for anyone studying sciences and hoping to study medicine, as it engenders excellent communication skills and empathy. Studying English literature and linguistics (English language) is allowed, even encouraged, for students who have a love of language and analysis, as well as anyone studying history or drama.

## ■ What can the course lead to in terms of higher education and future careers?

Progression from English literature to a degree in any academic subject is a possibility. English literature is a highly regarded A Level because it develops analytical and evaluative skills.

## ■ What are the formal entry requirements?

GCSEs in English language and English literature at Grade 6 is a minimum.

## ■ What activities enrich this subject?

Reading widely and an enjoyment of reading literature is key. Going to plays and talks to enrich knowledge is beneficial, as are interests in historical context and creative writing.

# Food Science & Nutrition



Examination Board: WJEC **NB: this is a Level 3 Diploma Qualification**



## ■ What is the course about?

This Level 3 Applied Diploma in food science and nutrition is an Applied General Qualification designed primarily to support learners progressing to university. It has been designed to offer exciting, interesting experiences that focus learning through the acquisition of knowledge and understanding in purposeful, work-related contexts, linked to the food production industry.

## ■ For the Level 3 Diploma you will study:

The first mandatory unit will enable you to demonstrate an understanding of the science of food safety, nutrition and nutritional needs in a wide range of contexts, and through on-going practical sessions, to gain practical skills to produce quality food items to meet the needs of individuals.

The second mandatory unit will allow you to develop your understanding of the science of food safety and hygiene – essential knowledge for anyone involved in food production in the home or wishing to work in the food industry. Again practical sessions will support the gaining of theoretical knowledge and ensure learning is a tactile experience.

Studying one of the two optional units will allow you the opportunity to study subjects of particular interest or relevance to you, building on previous learning and experiences.

## ■ How is the course assessed?

The WJEC Level 3 Diploma in food science and nutrition is assessed using a combination of internal and external assessment, according to the framework shown below.

Unit 1	Meeting nutritional needs of specific groups	Mandatory	Internal and external assessment
Unit 2	Ensuring food is safe to eat	Mandatory	External assessment
Unit 3	Experimenting to solve food production problems	Optional	Internal assessment
Unit 4	Current issues in food science and nutrition	Optional	Internal assessment

## ■ What skills will I need and develop in this course?

You will gain the required knowledge to be able to use the qualification to support entry to higher education courses such as:

- BSc Food & Nutrition
- BSc Human Nutrition
- BSc (Hons) Public Health Nutrition
- BSc (Hons) Food Science & Technology

## ■ Subject combination advice:

Subjects which compliment this course very effectively include biology, chemistry, sociology, maths and PE.

## ■ What can the course lead to in terms of higher education and future careers?

As this course is very broad it covers many different careers paths which include: nutrition, dietetics, food science, sport science, product development, marketing, food and consumer Studies, environmental health, hospitality and catering, leisure and tourism, social work, health and social care disciplines, nursing, teaching and many more.

## ■ What are the formal entry requirements?

Students who have not studied a food-related course at GCSE will be considered for this course.

## ■ What activities enrich this subject?

An appreciation of food and an enjoyment of cooking alongside a curiosity about different food preparation techniques will be very beneficial.

# Geography



Examination Board: Edexcel



## ■ What is the course about?

Geography is a dynamic discipline which seeks to explain how aspects of the natural world interact with human activities. This raises questions about how the physical environment affects us and how we impact on the physical phenomena. In particular it investigates how sustainable this relationship is and helps students to consider and evaluate alternative ways forward.

## ■ The A Level topics include:

- Tectonic Processes and Hazards
- Coastal Landscapes and Change; includes a fieldwork element
- Regenerating Places; includes a fieldwork element
- Globalisation
- Water and Carbon Cycles
- Superpowers
- Health and Human Rights

Year 12 content is based on the first four topics listed and includes two days of fieldwork during a residential trip usually to Slapton Ley, Devon. Year 13 students must complete an additional two days. These are in the form of a day trip collecting coastal data and another day trip studying regeneration in a local urban area. Further details are available at: <https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/geography-2016.html>

## ■ How is the course assessed?

There are three written papers worth 80% and an independent investigation worth 20%.

## ■ What skills will I need and develop in this course?

Geographers need to have good literacy, numeracy and thinking skills. They will also develop their fieldwork and research skills in human and physical contexts, including qualitative and quantitative data usage. They need an open mind, an ability to understand other people's perspectives as well as their own and a readiness to debate controversial issues. They need to be comfortable with the use and application of geographical information systems (GIS), interpretation of previously unseen data such as maps, graphs and charts, and be able to describe, explain and evaluate patterns and processes.

## ■ Subject combination advice

Geography is a flexible subject combining a very strong academic tradition with contemporary relevance.

It complements many other subjects including sciences, mathematics, and other humanities (such as English, economics, history, psychology and sociology). Students can also combine with arts subjects.

## ■ What can the course lead to in terms of higher education and future careers?

Studying geography at A Level will equip you with a mix of skills university departments and employers want to see. Students achieving A Level geography have access to a wide range of possible career and higher-education opportunities. Geography is chosen by more than 16,000 undergraduates each year. Their knowledge and skills are in great demand. It has one of the highest rates of graduate employability and is greatly valued by employers for its combination of subject knowledge, linking science with humanities.

Geographers develop a wide range of transferable skills such as communication, data handling, digital mapping, graphical skills, teamwork, research and development. They learn how to work synoptically by developing links at a range of scales from local to global.

Geographers can pursue a wide range of diverse careers including: agriculture, architecture, cartography, civil engineering, climatology, conservation, education, energy industry, ecosystem management, environmental planning, financial management, geographical information systems (GIS) including digital mapping, geology, geophysics; government (local, national and international), hazard management, hydrology, insurance, journalism, land management, landscape architecture, law, leisure and recreation management, market analyst, media, meteorology, NGOs such as development agencies, political advisor, rural and urban planning, surveying, telecommunications, tourism management, transport planning.

Of course, you may not yet have a clear idea of what kind of career you might want to pursue. If you are in this position, remember that geography as an A Level gives you the chance to keep your options open as it covers both arts and science components.

## ■ What are the formal entry requirements?

GCSEs in a wide range of subjects including geography, English, mathematics and science at Grade 6 or above. Students who have not studied geography at GCSE may be considered.

## ■ What activities enrich this subject?

Membership of the Geographical Association and Royal Geographical Society. Fieldwork opportunities. Attendance at lectures and conferences. Involvement in supporting the learning of younger geographers. Visiting speakers who have applied geographical skills in a variety of careers. Reading around the subject in newspapers, magazine and internet articles. TV and radio documentaries are also a rich source of current issues.

# History



Examination Board: AQA



## ■ What is the course about?

The course is designed to build on the knowledge and skills acquired at GCSE. It offers a diverse blend of both modern and Tudor history, whilst focusing on how governments maintain control. Throughout the course, students will encounter a wide range of interesting and influential characters who have helped shape the modern world such as Henry VIII, Elizabeth I, Martin Luther King and Adolf Hitler.

## ■ In Year 12 you will study:

### Component 1

The Tudors: England 1485-1547

### Component 2

Democracy and Nazism, 1918-1933

## ■ In Year 13 you will study:

### Component 1

The Tudors: England 1547-1603

### Component 2

Democracy and Nazism, 1933-1945

### Component 3

Historical Investigation – American Civil Rights 1865-1968

## ■ How is the course assessed?

At the end of Year 12 you will be assessed by two school examinations. At the end of Year 13 you will be assessed by a combination of public examinations and coursework.

## ■ What skills will I need and develop in this course?

At A Level, students are taught to develop a range of skills which will aid them in their university studies and future careers. Students are encouraged to become independent learners through preparing presentations, role plays and course notes using the wide range of books available in the school library. Debate is an integral part of the course and the students learn to present clear, concise and well-supported arguments. Through the continued study of historical sources students will develop their powers of analysis and interpretation.

## ■ Subject combination advice

History and English has long been seen as a traditional combination as both subjects focus on literacy skills. In recent years there has been a growing number of science students choosing history in order to add breadth to their studies.

## ■ What can the course lead to in terms of higher education and future careers?

The skills acquired on the course help prepare students for careers in law, journalism, politics and business management.

## ■ What are the formal entry requirements?

History GCSE, Grade 6 or above, but candidates who have not studied history to this level will be eligible to join the course provided they have a Grade 7, 8 or 9 in English language at GCSE.

## ■ What activities enrich this subject?

A Level students benefit from attending lectures delivered by leading historians, going on trips to places of historical interest, joining the school's History Society, and by conducting wider reading and thorough independent research.

# History of Art



Examination Board: Edexcel



## ■ What is the course about?

If you like painting, sculpture and architecture then you'll love this course. Over two years, the history of art course will provide you with the skills to understand and appreciate western art and architecture and visual culture. You will explore links between art, its contents and its contexts, developing the skills to evaluate art and its importance in the world.

## ■ For the two-year linear course you will study:

### **Paper 1: Visual Analysis and Themes**

Section A: visual analysis for each of the following types of art and architecture, students answer a single compulsory question that requires them to comment on an unseen photograph of:

- A painting;
- A sculpture; and
- A building.

Section B: Themes; choose two themes from a choice of three:

- B1 – Nature in Art and Architecture.
- B2 – Identities in Art and Architecture.
- B3 – War in Art and Architecture.

For each theme, students answer a single compulsory question in two parts.

### **Paper 2: Periods**

- C1 – Invention & Illusion: the Renaissance in Italy (1420-1520).
- C2 – Power & Persuasion: the Renaissance in Italy (1420-1520).
- C3 – Rebellion & Revival: the British & Avant-Garde (1848-1899).
- C4 – Brave New World: Modernism in Europe (1900-1939).
- C5 – Pop Life: British & American Contemporary Art & Architecture (1960-2015).

For each Period, students answer a single compulsory question in four parts.

## ■ How is the course assessed?

This course is assessed by examination only.

A Level – written examination:

Paper 1: 3 hours; 110 marks.

Paper 2: 3 hours; 110 marks.

## ■ What skills will I need and develop in this course?

Students will develop and require the following key skills:

- The foundations of knowledge and understanding of art historical movements, practitioners and works, considering the way that these change and evolve within chronological and other frameworks.
- The ability and confidence to express and communicate knowledge and understanding.
- Awareness of art historical terms, concepts and issues.
- Understanding of the principal methods of analysis and interpretation.
- The ability to make critical judgements.
- Active and independent learning.
- An awareness of different sources of historical evidence.
- Understanding of the relationships between society and art within historical and other frameworks.
- Knowledge and understanding of the significance and role of environment, setting, display and audiences.
- An understanding of art historical approaches, such as technical, formal, iconographic and contextual.
- Skills to explore, enquire, evaluate, discuss and compare evidence, and develop and support persuasive argument and counter-argument.

## ■ Subject combination advice

History of art is the perfect complement to subjects such as: art, English, PRE (philosophy, religion and ethics), classical civilization, and even the sciences if students want to add more range for an Oxbridge application.

## ■ What can the course lead to in terms of higher education and future careers?

If you dream of working in the world of art or architecture, this course could be where you launch your career. You might want to become an art advisor or investor, gallery curator, freelance writer or even a film and television stylist.

## ■ What are the formal entry requirements?

Students should have at least a GCSE Grade 6 in English language or English literature and a GCSE Grade 6 in history, art or religious education.

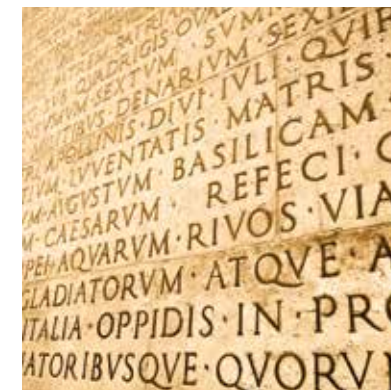
## ■ What activities enrich this subject?

Students will benefit from gallery and museum visits as well as links to the Association of Art Historians.

# Latin



Examination Board: OCR



## ■ What is the course about?

A Level Latin allows learners to develop their understanding of the Latin language and the related ancient literature, values and society. It will introduce learners to a wide range of vocabulary, accidence and syntax. A Level Latin involves an in-depth study of Latin prose and verse.

## ■ In Year 12 you will study:

The OCR A Level in Latin will extend the study of ancient literature in breadth and depth, further developing learners' ability to critically analyse and evaluate ancient literature. Learners will study one prose set text and one verse set text.

Learners are required to understand and appreciate the literary context for the set texts by reading an appropriate supporting selection of ancient literature in translation.

The set texts change every two years.

## ■ In Year 13 you will:

- Translate a passage of unseen narrative prose into English.
- Translate a passage of unseen verse into English.
- Scan two lines of verse.

For examination from 2018 until 2026, the unseen prose passage will be taken from *Livy* and the unseen verse passage will be taken from *Ovid*.

## ■ How is the course assessed?

This course is assessed by examination only, with three external exams at the end of Year 13.

## ■ What skills will I need and develop in this course?

Learners will develop their understanding of the Latin language and the related ancient literature, values and society.

## ■ Subject combination advice

Latin is best taken with classical civilisation but complements most arts-based subjects, English, history and mathematics.

## ■ What can the course lead to in terms of higher education and future careers?

While a career in academia is certainly high up on the list of job options, classics graduates have been known to go into law, medicine, education, science, business, journalism, heritage and the diplomatic service.

## ■ What are the formal entry requirements?

The specification builds on the knowledge, understanding and skills specified for GCSE (9-1) Latin. A minimum of a Grade 5 in Latin GCSE is required.

## ■ What activities enrich this subject?

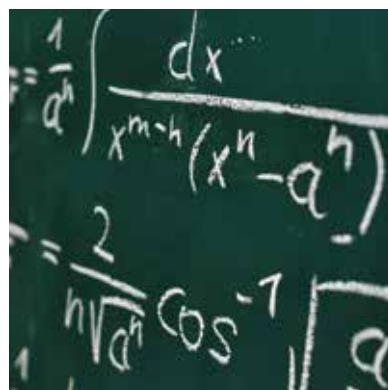
There is an abundance of classical associations in Surrey; these offer talks and lectures from Oxford dons on the set texts and on topics of a more general interest to classics students. Trips to Oxbridge Classics departments and to museums are also possible, when available.



# Mathematics



Examination Board: Edexcel



## ■ What is the course about?

In mathematics A Level, you will extend your mathematical knowledge and skills and learn about new areas of mathematics such as calculus.

## ■ For the A Level you will study:

- Pure mathematics (proof, algebra, functions, coordinate geometry, sequences, series, trigonometry, exponentials, logarithms, differentiation, integration, vectors and numerical methods).
- Mechanics (measures, kinematics, forces, Newton's laws and moments).
- Statistics (sampling, representing data, interpreting data, probability, distributions and hypothesis testing).

## ■ How is the course assessed?

This course is assessed by examination only, which take place at the end of Year 13.

## ■ What skills will I need and develop in this course?

You will need to be confident in all the algebraic processing skills and trigonometry you have been taught at GCSE. The ability to solve problems is also essential. These skills will be developed further throughout the A Level course.

## ■ Subject combination advice

Mathematics is a good subject to study alongside any A Level subject. If you are considering studying mathematics or a mathematics-related degree at University, it is essential and you should also study further mathematics at A Level. Many students choose mathematics to support science subjects or economics and finance.

## ■ What can the course lead to in terms of higher education and future careers?

Many degree subjects and careers desire A Level mathematics. The main subjects which would require A Level mathematics include mathematics, statistics, physics, astronomy, engineering, computer science, and economics. Also, medicine, architecture, laboratory and social sciences will have a certain amount of mathematical or statistical content.

## ■ What are the formal entry requirements?

GCSE mathematics Grade 7 or above.

## ■ What activities enrich this subject?

The UK Senior Mathematics Challenge, Mathematical Olympiad for Girls and the Team Challenge organised by United Kingdom Mathematical Trust provide opportunities to extend your thinking skills beyond the confines of the curriculum.

# Further Mathematics



Examination Board: Edexcel



## ■ What is the course about?

Further mathematics A Level may be taken in addition to mathematics A Level. Further mathematics is an extension of the regular A Level course and will provide you with a challenge and the opportunity to explore new and more sophisticated mathematical concepts.

## ■ For the A Level you will study:

- Core pure mathematics (complex numbers, matrices, further algebra, further functions, proof, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations).
- Applied mathematics (decision mathematics and further mechanics).

## ■ How is the course assessed?

This course is assessed by examination only, which takes place at the end of Year 13.

## ■ What skills will I need and develop in this course?

You will need to be very confident in all the algebraic processing skills and trigonometry you have been taught at GCSE. The ability to persevere with challenging problems and work independently is essential.

## ■ Subject combination advice

Further mathematics is a good subject to study if you are considering studying mathematics or a mathematically related subject for degree at university.

## ■ What can the course lead to in terms of higher education and future careers?

If you are planning to take a mathematics-rich degree such as mathematics itself, engineering, sciences, computing, finance/economics, you will benefit enormously from taking further mathematics, at least to the end of Year 12.

If you are not planning to study for a mathematics-rich degree but are keen on mathematics, you will find further mathematics a very enjoyable course; having a further mathematics qualification identifies students as having excellent analytical skills, whatever area they plan to study or work within.

## ■ What are the formal entry requirements?

GCSE Mathematics Grade 8/9.

## ■ What activities enrich this subject?

The UK Senior Mathematics Challenge, Mathematical Olympiad for Girls and the Team Challenge organised by United Kingdom Mathematical Trust provide opportunities to extend your thinking skills beyond the confines of the curriculum.

# Modern Foreign Languages



Examination Board: AQA



## French / Spanish

### ■ What is the course about?

Choosing an A Level language offers you an exciting range of career possibilities. The course builds upon existing GCSE knowledge and focuses on improving communication in your foreign language through different means, as well as helping you to use it practically in a variety of situations.

All four skills (listening, reading, speaking and writing) are extended in contemporary and exciting topic areas. The department is fortunate to have native speakers and foreign assistants on the teaching staff and each student of modern languages is afforded an individual lesson with the assistant each week.

### ■ What you will study?

All four skills are extended in contemporary and exciting topic areas:

- Social issues and trends: the changing nature of family, the 'cyber-society', the place of voluntary work, positive features of a diverse society, life for the marginalised, how criminals are treated, women in the world of work.
- Political and artistic culture: a culture proud of its heritage, contemporary music, cinema: the seventh art form, teenagers, the right to vote and political commitment, demonstrations, strikes - who holds the power?, politics and immigration, fashion, festivals and art.
- Literary texts and films.

### ■ How is the course assessed?

#### **Paper 1**

Listening, reading and writing (translation):  
2 hours 30 minutes (50% of A Level).

#### **Paper 2**

Writing (based on one text and one film, or two texts):  
2 hours (20% of A Level).

#### **Paper 3**

Speaking (discussion based on a stimulus card and a presentation/discussion based on an individual research project):  
21-23 minutes (30% of A Level).

### ■ What skills will I need and develop in this course?

An excellent communicator, you will have an interest in external topical events and an awareness in how MFL can be used in our society. A readiness to discuss and debate using the techniques that you will be taught will be essential for this course.

### ■ Subject combination advice

All combinations work well.

### ■ What can the course lead to in terms of higher education and future careers?

- Language and European studies courses at university.
- Combined language degree courses; e.g. a language with law, banking, business studies, chemistry, physics, engineering etc.
- It is possible to take modules in a language with almost any subject studied at university. Numerous career opportunities exist in the business world where, increasingly, there is demand for high-level language skills; e.g. within the insurance or legal sectors, the travel industry, publishing, translating, marketing, journalism, television and language services.

### ■ What are the formal entry requirements?

A GCSE at Grade 7 or above in the relevant language is essential.

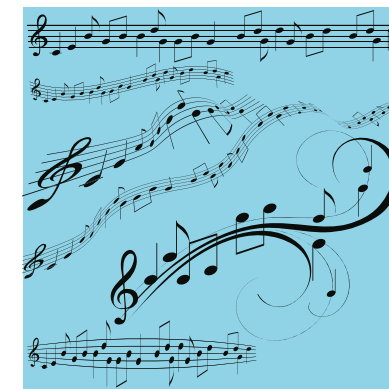
### ■ What activities enrich this subject?

You should have a lively interest in France or Spain and in topical issues (i.e. watching the news and reading the newspapers regularly) and you will be encouraged to spend some time in a French- / Spanish-speaking country. You will have the opportunity to apply for work experience abroad and attend language days at Southampton University.

# Music



Examination Board: Edexcel and Eduqas



### ■ What is the course about?

The course caters for a wide range of musical interests and musical styles. It involves performing and composing as well as development through listening and analysis.

### ■ For the two-year linear course you will study:

- **Component 1: Performing**  
Total performance time of eight minutes. Performance can be solo and/or ensemble.
- **Component 2: Composing**  
Two compositions: one free choice and one brief assessing technique. Together these total a minimum of six minutes.
- **Component 3: Appraising**  
Six areas of study with three main set works in each. Areas of study include film music, popular music and jazz, instrumental music, vocal music, new directions and fusions.

### ■ How is the course assessed?

- The three key elements of performing, composing and appraising from GCSE are retained for A Level.
- Performing is worth 30% at A Level. Students have to perform for a minimum of eight minutes, in front of a live audience comprised of two or more people.
- Composing is worth 30% at A Level. Students must compose two pieces. One must be in response to a brief set by the board which is aimed at assessing technique. Students at Notre Dame will harmonise a Bach chorale for this component. The other piece is a free composition in any style and work will begin in the first year of study.
- Appraising is worth 40% and content has been given in terms of musical elements, contexts and language. This is assessed through a written exam at the end of the two years, including listening tests, dictation and two essays.

### ■ What skills will I need and develop in this course?

The base standard for performance is ABRSM Grade 7/8 at A Level, though it is possible to start the course on Grade 6; you will need to discuss this with your teacher.

Performance skills developed include technical proficiency, musicality and a sensitivity to and awareness of the music's style.

The style of composition allowed covers the full spectrum from classical to the latest pop and the student will explore melodic, harmonic, structural and stylistic features of the chosen style.

Musical understanding develops both the ability to recognise melodic, rhythmic and harmonic details and also to identify how such patterns work with instrumentation and other elements to create a coherent musical structure. Hence the skill to read music is integral, as is good knowledge of music theory,

such as scales and chords up to four sharps and flats.

Grade 5 theory is a requirement for this course. If students have not yet completed Grade 5 theory, it can be completed in the summer, though it is a pre-requisite for Grade 6+ ABRSM so most students will already have this certification.

### ■ Subject combination advice

If you know you want to study this subject at university then you should study A Level music. Music works well alongside other subjects as it has transferable skills such as critical analysis, identifying patterns, the ability to think and understand in patterns, planning ahead, collaborative and independent work and executive function. Music is a desirable A Level for many career paths and complements all other subjects well.

### ■ What can the course lead to in terms of higher education and future careers?

The A Level music course provides an excellent basis for lifelong learning and for higher education courses in music; many students who take A Level music continue their studies at university. The three units of the course can lead to studies in performance, composition, musicology, ethnomusicology, sound engineering, conducting, popular music and jazz, band management, and music education. Due to the discipline required in the mastery of a musical piece for performance, the control and command of oneself required to stand in front of an audience to perform and the ability to work positively within a group in ensemble preparation and performance, musicians are highly respected for their work ethic and maturity as well as their ability to communicate with others.

### ■ What are the formal entry requirements?

It is not necessary to have studied GCSE music in order to successfully complete the A Level music course but this would be assessed on an individual basis. Advice from the Head of Music regarding your performance and theory skills is advisable.

### ■ What activities enrich this subject?

Involvement in school and out-of-school music activities and ensembles or bands. Entering local music competitions. Regular attendance at concerts and other live music events. Regular weekly (if not daily) listening to the wide range of music available on the radio and internet.

# Philosophy, Religion and Ethics (PRE)



Examination Board: AQA



## ■ What is the course about?

There are three main strands of study in this subject: philosophy of religion, religious ethics, and a social and historical study of religion.

## ■ For the Year 12 course you will study:

### Year 1 – Philosophy of Religion

- The Design Argument • The Causation/Cosmological Argument • Ontological Argument • Religious Experience • Problem of Evil and Suffering.

### Year 1 – Ethics

- Embryo Research: Designer Babies • Abortion and Euthanasia • Animal Ethics/Cloning/Medical • Blood Sports • Virtue Ethics • Natural Law • Situation Ethics • Theft and Lying • Capital Punishment.

### Year 1 – Religion

- God, Bible, Church and Jesus • Self, Death and Afterlife • Expressions of Religious Identity: Music and Art • Good Moral Conduct, Sanctity of Life and the Environment.

## ■ For the Year 13 course you will study:

### Year 2 – Philosophy of Religion

- Self, Death and the Afterlife • Reincarnation and Rebirth • Religious Language • Language Games • Miracles.

### Year 2 – Ethics

- Free Will and Responsibility • Conscience • Meta Ethics • Utilitarianism • Divine Command Theory • Intuitionism.

### Year 2 – Religion

- Christianity, Gender and Sexuality: Women, Celibacy, Marriage, Homosexuality and Transgenderism • Christianity and Science • Christianity and the Challenges of the Modern World • Christianity, Migration and Religious Pluralism.

## ■ How is the course assessed?

Your year 12 studies in this subject will be internally assessed by an end-of-year exam. The A Level at the end of Year 13 will be externally assessed by two exam papers.

## ■ What skills will I need and develop in this course?

- Develops understanding and appreciation of religious thought and its contribution through an enquiring, critical and reflective approach to the study of religion. Provides a focus on scholarship.

- Helps develop a holistic understanding of religion with insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in philosophy, ethics and religion.

- Develops transferable skills for progression to higher education – students will use ideas and research to present a wide range of well-informed and reasonable arguments.

## ■ Subject combination advice

Philosophy of religion and religious ethics combines well with most other courses. As an arts-based subject, it suits students who take subjects such as English and history. However, it also requires logical processing and complements the study of subjects such as mathematics. The course content covers many scientific topics, such as medical ethics and bioethics; it involves a philosophical analysis of the nature of scientific knowledge and an analysis of the relationship between scientific and religious world views. As such it is relevant to any science student interested in the wider implications of the scientific disciplines they study.

## ■ What can the course lead to in terms of higher education and future careers?

The significant critical thinking aspect to the course is a good preparation for university courses such as law and PPE (philosophy, politics and economics). This subject develops skills of vision, creativity and analysis, which employers look for in those seeking any management or leadership role. The applied ethical topics prepare students well for applications to courses and careers connected with medicine, politics, the environment and social care.

## ■ What are the formal entry requirements?

A minimum GCSE Grade 6 in theology. No previous knowledge is required, although some parts of the theology GCSE course (studied in Years 10 and 11) give a flavour of some philosophical and ethical issues covered in the A Level course. It is an essay-based subject where further reading is required and strongly encouraged.

## ■ What activities enrich this subject?

Students attend A Level conferences and workshops. There are also a huge range of books in the library along with many podcasts to download including *The Moral Maze*, *The Philosophers Arms* and *In Our Time*.

# Physical Education



Examination Board: Edexcel



## ■ What is the course about?

A mixture of theory (70%) and coursework (30%), building on the foundation of GCSE PE: scientific, psychological and social principles of PE. Personal performance in one area of playing sport or coaching and the analysis of performance in one sport. Coursework tasks relate to both the performance and theory components.

## ■ In Year 12 you will study:

Applied anatomy and exercise physiology, and applied movement analysis, sport psychology, skill acquisition, sport and society.

## ■ In Year 13 you will study:

Applied anatomy and exercise physiology, and applied movement analysis, sport psychology, skill acquisition, sport and society. Practical performance/coaching in one sport.

## ■ How is the course assessed?

70% examination questions, 30% coursework (15% practical and 15% coursework). Practical performance assessed by video; analysis coursework.

## ■ What skills will I need and develop in this course?

Strong knowledge and interest base in science, psychology and sport as an entity. Practical performance to a high level in one sport is essential. Analytical skills are required in both practical and theoretical aspects. Interest in a variety of high-level sports with a desire to deepen your knowledge and understanding of the demands facing elite sports performers.

## ■ Subject combination advice:

PE relates well to many other subjects, including biology, chemistry, physics, history, geography, psychology, business studies, and sociology.

## ■ What can the course lead to in terms of higher education and future careers?

Sports-related degree courses as well as almost any other subject. Many PE A Level students go on to study physical education, physiotherapy, sports psychology, occupational therapy, or sports science at university.

## ■ What are the formal entry requirements?

Minimum Grade 6 at GCSE PE and preferred Grade 6 in biology and English language. One sport at a good competitive level.

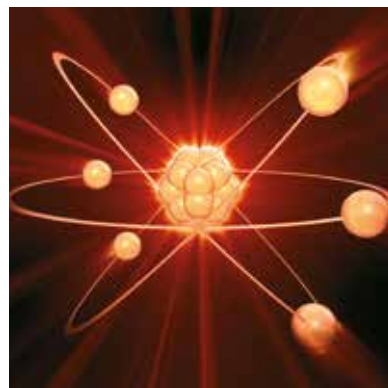
## ■ What activities enrich this subject?

Practical participation in competitive sport, physical fitness training and spectating/reading about current elite sport issues. Reading autobiographies of elite performers.

# Physics



Examination Board: AQA



## ■ What is the course about?

The course is designed to encourage students to progress smoothly from previous GCSE studies in Physics and develop an in-depth knowledge and understanding of the principles of physics. Students gain hands-on practical skills and data-analysis skills as well as an appreciation of how science works and its relevance beyond the laboratory. The course develops links to other sciences and shows how the subject underpins important technologies.

## ■ In Year 12 you will study:

**1. Particles and Quantum Phenomena:** The course starts with the exciting topic of particle physics. Students learn about the classification of matter into hadrons (baryons, mesons) and leptons (particularly electrons, muons, neutrinos) and how the four fundamental forces hold the Universe together. Quark theory and quantum mechanics are also included, giving students an up-to-date knowledge and understanding of cutting-edge developments in particle physics.

**2. Waves:** Students study the properties of waves including polarization, reflection, refraction, diffraction and interference patterns – the applications of which are vast and far reaching in this modern information era.

**3. Mechanics:** This topic includes Newtonian mechanics so students study velocity, acceleration, forces, momentum and energy. The P2 module from GCSE physics provides an excellent starting point to develop these concepts further, while turning moments and projectile motion are introduced as well.

**4. Materials:** The properties of materials section explores elasticity, ductility, the Young Modulus and the use of materials in the world around us.

**5. Electricity:** In this section the circuit work at GCSE is developed further and includes series and parallel circuits, resistance, resistivity, Emf and internal resistance as well as alternating-current theory.

## ■ In Year 13 you will study:

**6. Further Mechanics and Thermal Physics:** The first section introduces circular and oscillatory motion. This is followed by the thermal properties of materials, concentrating on the properties and nature of gases in particular.

**7. Fields and their Consequences:** Gravitational, electric and magnetic fields are covered, together with basic electromagnetic induction. Gravitational fields are linked into the orbits of satellites while electric fields lead into capacitors. Magnetic fields is developed into the generation and transmission of alternating current.

**8. Nuclear Physics:** This section looks at the characteristics of the nucleus, the properties of unstable nuclei and how energy is obtained from the nucleus.

## 9. Options:

This final section offers an opportunity to study one of the following optional topics to gain deeper understanding and awareness of a particular branch of interest in physics:

- A) Astrophysics
- B) Medical physics
- C) Engineering physics
- D) Turning Points in physics
- E) Electronics

## ■ How is the course assessed?

Three written papers, each two hours in length.

**Paper 1 and Paper 2:** two hours each, 60 marks of short- and long-answer questions and 25 multiple choice questions on content.

**Paper 3:** two hours splits into two sections:  
Section A (compulsory): practical skills and data analysis  
Section B: Students enter for medical physics (45 marks of short- and long-answer questions on practical experiments and data analysis, and 35 marks of short- and long-answer questions on optional topic).

## ■ What skills will I need and develop in this course?

Desirable skills are: an open and inquisitive approach to learning; problem solving and the confidence to take risks; IT skills; numerical skills, practical skills and an ability to express complex scientific ideas in straightforward ways. All these skills are encouraged and developed over the duration of the course.

## ■ Subject combination advice

We recommend maths A Level as this helps with the mechanics sections as well as the manipulation of equations. Candidates can, however, successfully study physics with a range of other subjects, e.g. chemistry, biology, psychology, geography, computer science, business studies.

## ■ What can the course lead to in terms of higher education and future careers?

Physics A Level develops a range of skills that are transferable to a number of careers. As well as learning about how the universe works, you will gain a broad training in skills that all employers value – an ability to grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills. Possible career paths include: scientific research, geophysics and the oil industry, energy and in particular renewable energy development, IT data analysis, programming, web design, banking and accountancy, medical physics, and radiology. It is excellent preparation for any career in engineering.

## ■ What are the formal entry requirements?

Physics GCSE Grade 6, combined science Grade 7 and GCSE maths Grade 6.

## ■ What activities enrich this subject?

Biannual physics trip to the Large Hadron Collider in CERN Geneva.

# Psychology



Examination Board: AQA



## ■ What is the course about?

Psychology is the scientific study of the mind and human behaviour. It is a fascinating and challenging course that will delve into the complex relationship that exists between our mental processes and our behaviour. Psychology is a science with cutting-edge research that has many real-world applications to issues in everyday life, ranging from artificial intelligence to mental health treatments. Students will learn the fundamentals of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research.

## ■ In Year 12 you will study:

- Social influence
- Memory
- Attachment
- Psychopathology
- Approaches and biopsychology AS
- Research methods AS

## ■ In Year 13 you will study:

- Biopsychology A Level
- Research methods A Level
- Issues and debates
- Aggression
- Gender
- Schizophrenia

## ■ How is the course assessed?

The A Level psychology examination, at the end of Year 13, consists of three papers covering Units 1, 2 and 3. Each paper amounts to one third of the A Level qualification.

## ■ What skills will I need and develop in this course?

The emphasis is on applying knowledge and understanding, thereby developing students' transferable skills of analysis, evaluation and critical thinking.

The psychology course broadens your ability to:

- View the world around you from different perspectives.
- Plan and conduct scientific investigations.
- Analyse and interpret data.
- Hone your critical reasoning skills – evaluate, justify, discuss.
- Communicate your point of view fluently in structured essays.

## ■ Subject combination advice:

Psychology students often also study sociology, biology, business studies, economics, English and physical education. Otherwise all combinations work well.

## ■ What can the course lead to in terms of higher education and future careers?

Psychology can help your career either directly or indirectly. Studying psychology at university will give students the possibility to specialise in specific areas such as health, clinical, educational, research, occupational, counselling, neuropsychology, sport and exercise, and forensics. However, students who desire a career in a different field, such as in marketing or business, will find an understanding of psychology useful because of its broad scope of application.

## ■ What are the formal entry requirements?

GCSEs in English, mathematics and science at a minimum Grade 6.

## ■ What activities enrich this subject?

Students have the opportunity to attend subject-related lectures to reinforce their understanding of the topics covered.

# Sociology



Examination Board: AQA



# Extended Project Qualification (EPQ)



Examination Board: AQA



## ■ What is the course about?

Sociology has been referred to as the science of society and people. The role of the sociologist is to research possible reasons and solutions to many of the world's pressing questions and issues. The AQA course begins the essential training of looking at these social phenomena from a sociological approach. Students will study inequalities in society and why they exist; they will look at why some people succeed in school whilst others fail. The A Level will examine the role of religion in our communities and how it impacts people today. The last A Level topic will ask questions about crime and deviance, with particular interest as to why some people are criminal and others are not. All of these topics and questions will examine current research and help discuss potential solutions.

## ■ In Year 12 you will study:

**Paper 1 – Education with Theory and Methods**

**Paper 2 – Topics in Sociology**

Year 1 in sociology will be a preparation for the A Level paper 1 and half of paper 2. Students will study the sociology of education with research methods for paper 1, and for paper 2 the choice of topics will be 'The Family' and 'Households'. Students will be given a range of textbooks, revision guides, lectures, conferences and notes to help them better understand and prepare for the core themes and perspectives in sociology. Both of the topics covered are engaging and present interesting and challenging debates; these include: Labelling Theory, diversity, equality, and structures.

## ■ In Year 13 you will study:

**Paper 1 – Education with Theory and Methods**

**Paper 2 – Topics in Sociology**

**Paper 3 – Crime and Deviance with Theory and Methods**

Year 13 brings the addition of the sociology of belief systems as well as the study of crime and deviance. Students will be expected to know the most current arguments in these topics with application to sociological theory and methods.

## ■ How is the course assessed?

The course will follow the AQA specifications and mark schemes. Students will be taught how to manage the different styles of questions and the AOs required to meet their demands.

## ■ What skills will I need and develop in this course?

Any A Level course requires organisation, hard work and commitment. The sociology course will enhance your analytical skills as well as develop a curious mind. You will be able to question things that perhaps have been taken for granted in the past.

To be a successful sociologist, you need to have an open mind and be ready to learn about different perspectives and arguments.

## ■ Subject combination advice

Sociology is a literacy-based subject and complements the study of psychology, geography and business studies.

## ■ What can the course lead to in terms of higher education and future careers?

Sociology helps students develop analytical skills and encourages a critical examination of the world that surrounds us. Former students have gone on to study both sociology and criminology at university. The course helps prepare students for careers in human resources, public administration, the civil service, education and health care.

## ■ What are the formal entry requirements?

A minimum Grade 6 in English. A candidate must have a genuine interest in people and the world around them.

## ■ What activities enrich this subject?

Students are encouraged to read the newspapers which are available in the school library and bring relevant articles to the lesson for discussion.

## ■ What is the course about?

Extended Project Qualification (EPQ) is an A Level-standard standalone qualification designed to extend and develop your abilities beyond the A Level syllabus and prepare you for university or your future career.

The EPQ is worth half an A Level (28 UCAS points) and is recognised by universities and employers. Many universities make lower A Level offers to students undertaking an EPQ.

## ■ What you will study

The EPQ allows you to lead your own projects. You get to plan and carry out research on a topic that you have chosen and is not covered by your other qualifications. You can take inspiration from something touched on in class or something personal and unrelated to your studies. You can then use this research to produce a written report and, in the case of practical projects, an artefact or a production.

By taking responsibility for the choice, design and decision making of an individual project (or an individual role in a group project) you can:

- Become more critical, reflective and independent learners.
- Develop and apply decision-making and problem-solving skills.
- Increase your planning, research, analysis, synthesis, evaluation and presentation skills.
- Learn to apply technologies confidently.
- Demonstrate creativity, initiative and enterprise.

The EPQ starts in September of Year 12, is completed before the summer and requires 120 hours of independent work and 30 hours of taught skills. You will have one lesson a week allocated to your EPQ on your timetable and will be expected to complete the rest in your own study periods.

## ■ How is the course assessed?

100% coursework. You will complete a production log/diary, 5,000-word dissertation and a presentation.

## ■ Benefits of an EPQ

- Research shows that students who complete an EPQ perform better in their A Levels.
- Increased motivation and self-discipline.
- Enables students to apply their new skills to other areas of study.

# Notre Dame Alumnae – here are some who have come before you

## Isabelle Stewart Campaigns Marketing Manager, Xtravirt

Just three years into an exciting career in cloud computing, Issy Stewart won the *CRN Women in Channel Rising Star Award*. Issy won the top technology industry prize for creating and launching VMware's 'GenV' mentoring network, which connects over 1,000 industry professionals throughout Europe from companies including Dell, Amazon and Google. Now in a new role at cloud computing firm Xtravirt, Issy is responsible for everything from product launches to digital marketing strategy.



## Annabelle Hillard Toy & Games Inventor & Product Designer

Annabelle Hillard gets to play all day long in her role as Toy and Games Inventor at 7Towns, a leading London toy company. When she's not sketching out new ideas and making prototypes, Annabelle, who graduated from De Montfort University in 2019 with a BA in Industrial and Product Design, also travels to toy fairs in London, Nuremberg and New York where 7Towns sell their toys and games to such companies as Mattel, Hasbro and Spin Master.



## Emma Appleton Associate, Freshfields Bruckhaus Deringer

Newly qualified lawyer Emma Appleton is on a mission to protect the consumer in her role as Associate (Competition) with top 'Magic Circle' law firm Freshfields. Oxford law graduate Emma joined the firm on a training contract two years ago, and now advises clients considering mergers and acquisitions on how they can

satisfy competition laws and the requirements of the Government's Competition and Markets Authority.

## Cassie Hallala Senior Business Development Manager, The Room

Cassie's career in digital marketing didn't even exist when she left Notre Dame in 2010. Now, as Senior Business Development Manager at 'The Room', she's leading the growth of a new influencer marketing platform matching brands to influencers. A recent promotional campaign Cassie ran for beauty brand Charlotte Tilbury generated more than £40,000 of media value and reached an audience of over a million.



# ND6 at a Glance



2023  
A LEVEL  
RESULTS

51%  
A\*/A

78%  
A\*-B

96%  
A\*-C

26  
A LEVEL  
SUBJECTS



EXTENDED  
PROJECT  
QUALIFICATION  
ON OFFER



FOOD SCIENCE  
& NUTRITION  
LEVEL 3  
DIPLOMA



INCLUSIVE,  
SUPPORTIVE  
COMMUNITY

TRIPS &  
TRAVEL



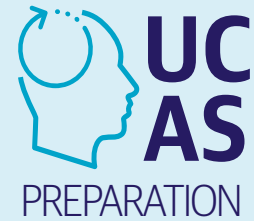
DRAMA



YOUNG  
ENTERPRISE



DUKE OF  
EDINBURGH  
AWARD  
SCHEME



UC  
AS  
PREPARATION



OXBRIDGE  
PROGRAMME



PASTORAL  
SUPPORT



MUSIC

DEDICATED  
SIXTH FORM CENTRE



SPACE TO  
GROW



SPECIALIST  
SIXTH FORM  
SPORTS  
PROGRAMME



TOP-LEVEL  
SUPPORT  
FOR ELITE  
ATHLETES

NOTRE  
DAME  
SCHOOL



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