

St Mark's Catholic School



Sixth Form Curriculum Booklet

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Welcome to St. Mark's Catholic School Sixth Form

This is an exciting time when you will be making important decisions about the next step in your education. This prospectus will provide you with a flavour of what makes St. Mark's Sixth Form such a special place. The Sixth Form is an integral part of the whole school community. We are bound together by the values expressed in the gospels;

peace, truth, justice, reconciliation and, above all, love, and we aim to ensure that all students fulfil their God given potential. It is enriching for the School that external students from a variety of different faith backgrounds join our former Year 11 students in our Sixth Form. We deeply respect those differing faith commitments and the shared values that they bring. Every student in our Sixth Form is valued as being unique with different talents, and abilities. St. Mark's Sixth Form has an outstanding reputation for academic achievement based on a consistent record of excellent examination results. We are proud of the progress that our students make and we promote high aspirations. We are committed to the pursuit of excellence in teaching and learning throughout the curriculum and students are challenged to become independent learners. All students are encouraged to take responsibility for their learning, to participate actively in lessons and to ask for help when needed.

Academic standards and aspirations are high, but students are also offered a range of spiritual, social, cultural and sporting activities. We have high expectations of our Sixth Form students and we want them to develop the knowledge, skills and confidence to make a positive difference in their local communities and in the wider world. They are expected to be good role models for younger pupils and act as witnesses to their faith.

Pastoral care in the Sixth Form is very strong with effective monitoring and support structures. Our highly professional and skilled teachers will provide you with personalised advice and guidance in order to prepare you for university, further education, apprenticeships or employment.

I hope that you find the following pages helpful in making the right choice about your post-16 education.

Ms Andrea Waugh-Lucas
Headteacher

Head of Sixth Form



Dear Year 11 Students and Parents

The transition from Year 11 to Year 12 and studying at Advanced Level can be challenging for a large number of students. We provide clear structures and support which allows students to bridge the gap.

Each student is a member of a Tutor Group and has a dedicated and experienced Student Progress Leader to monitor their progress throughout their time in the Sixth Form. Activities to enhance their time in the Sixth Form are targeted at individual students in light of their subject choices or their career path. All students are encouraged to be ambitious about their future career path and the university courses they apply for, and we are proactive in encouraging students to take responsibility within the Sixth Form and develop their leadership skills.

Students' progress is tracked through the IPM system, mock exams, annual reports and Parent Teacher Evening. Planned intervention is put in place for students who are identified as not achieving in line with their potential. This includes mentoring, targeted support from our dedicated Sixth Form Team, and subject specific support in the form of after-school clinics run by departments.

Throughout Year 12 and 13 all students take part in a comprehensive PSHCE programme with topics ranging from study skills, writing an effective personal statement, preparation for leaving home, budgeting on a student loan, healthy eating on a budget and preparing a healthy breakfast.

Every student is supported in taking the next steps in their education or career path. All students are assigned a personal referee to discuss their options and choices; they also receive support from their Form Tutor, Student Progress Leader and Head of Sixth Form.

The students at St. Mark's experience excellent pastoral support. We are immensely proud of our Sixth Form and value the contribution that each individual makes to the school community.

Ian Wilkinson



Student Voice



The Sixth Form at St Mark's motivates students to exceed the academic challenge posed by A-level studies whilst simultaneously creating a happy, warm and friendly atmosphere. St Mark's is a family that cares for each individual student, inspiring both personal and communal growth. With separate study spaces and a Sixth Form exclusive dining area, Sixth Form students can enjoy an exciting opportunity for independence. Along with this, essential life skills are fostered and cultivated with leadership roles on offer to boost confidence and the demands of A-levels, teaching students transferable skills such as teamwork, organisation and oracy which are also helpful later in life. Our Sixth Form is especially unique in the relationships of mutual understanding, respect and trust between students and teachers. It is this cooperation that encourages all students to reach their full potential of academic success here at St Mark's. Deciding to stay at St Mark's into Sixth Form was an easy choice as I feel I am part of the St Mark's community that is centred around Faith. All students are involved in initiatives where they can put their faith into action, make a difference and ultimately give back to the local community. The Sixth Form values the moral, spiritual and social development of its students that goes hand-in-hand with developing intellectually. The high levels of attainment at St Mark's are the result of the unwavering commitment of experienced teachers and the common goal shared by all students to try their best to be their best. St Mark's Sixth Form prepares students to become well-rounded, intelligent and successful young people embarking on their promising futures.

Chloe Deocampo - Head Girl

St Mark's Sixth form is a wonderful learning environment that really encourages personal growth and challenges its students well. The change in the style of learning and workload from GCSEs to A Level can be somewhat overwhelming but there's so much support available and St Mark's allowed me to make that transition as seamlessly as possible. The teachers are also very understanding of the fact that it's a completely new experience which I believe is really important and beneficial. I stayed on at St Mark's for that reason exactly, I knew that the support was great and that I could rely on my teachers to help me through A Levels. The sixth form also offers separate study and communal areas; we have the 'Maggie's' common room/dining area which gives us space to socialise during breaks. The Faith in Action programme is also an excellent way for Year 12 students to involve themselves in the local community and display the Catholic values our school is built on. It consists of one period a week of discussion, research or preparation for a charity event that is then run by the Year 12s and enjoyed by the entire school. The independence and freedom you are given at sixth form is well worth the challenge of adapting to the new learning environment and is the perfect transition between secondary school and the opportunities that wait beyond.

Zygy Lopez-Dyrka - Head Boy



Achievement



This Summer's A Level results were excellent with 65% A* - B grades. Over 90% of our students have been successful in gaining places at universities of their choice. In recent years, the majority of our students have gone on to study at Russell Group and other top universities including: Oxford, Cambridge, Durham, Leeds, Warwick, Exeter, Bristol, Edinburgh, Nottingham and King's College.

Our students have gone on to study a range of courses such as: Medicine, Dentistry, Law, Engineering, Pharmacy, Accounting and Finance, Politics, Nursing, Architecture, English, Classical Civilisation, Archaeology and Veterinary Science.





School Community Service

The community of St. Mark's believes not only in supporting students to achieve academic success, but also in helping them develop into well rounded individuals who are ready to take their place in modern society.

One of the key aspects is community service within the School. There are various ways for our young people to offer their time and talents to enrich our school community.

Students are encouraged to select from a range of opportunities including the paired reading scheme to support younger students improve their literacy skills, classroom support where they improve their own subject knowledge by assisting younger students in developing their confidence and acting as guides at Open Evenings and Open Mornings.

Charity Activities

Sixth Form students in St. Mark's are also challenged to think about communities outside of the school community. There are a variety of ways in which we can support those less fortunate than ourselves and truly live out our Christian values by helping our neighbour:

- Running CAFOD Soup Kitchen.
- Cupid's day in February – Sixth Form Cupids deliver messages, chocolates and flowers to raise money for Smile Train.
- The "Wear Pink Day" to raise awareness of Breast Cancer.

Sixth Formers are instrumental in planning and running Charities' Weeks every year organising:

- A teachers v Sixth Form Quiz.
- Teachers v Sixth Form Basketball match.
- The 'Monster Cake Sale' that no charity week could be without.

One event that all Sixth Formers take part in is the annual Catholic Consortium Charity Walk when both staff and students from all three Catholic schools in Hounslow join together to raise money for charity.



Faith in Action

Faith is a single step on a great adventure with God and the “Faith In Action” programme helps shape the lives of students and how they contribute in society. St. Mark’s aims to educate students to live justly in their own lives and to strive for peace and justice for others. The students are encouraged to think and to act compassionately within the school, the local community and society. We want our students’ talents to be developed and celebrated, both for themselves, and for others. We provide the students with opportunities to showcase their God-given potential and to promote leadership skills through a variety of projects. The projects include fundraising and organising Christmas parties for senior citizens and for children with serious disabilities, organising Operation Secret Santa for Social Services, running a Christian Aid project, a Foodbag project, a Design Technology project, an Environmental project, and many more. We want the students to grow and develop spiritually, morally, socially and culturally. We are hopeful that in this, the Year of Faith, the graduates of St. Mark’s will emerge committed to promoting social justice for all.

General RE

In the Sixth Form all students are required to participate in Religious Education. In Year 12 students will study six modules throughout the year, with a specialist teacher in each module. Assessment across the modules varies from presentations to short essays which specifically allow students to develop further their spirituality alongside their knowledge and understanding of modern concepts and moral dilemmas including Medical Ethics, Slavery, Genocide, the Church in Society and the Existence of God.

In Year 13 students will study four modules and complete a diocesan accredited qualification, covering modules in Human Dignity, Relationships, Marriage and Divorce and finally Justice and Peace. To complete the course students will produce a 1,000 word essay and prepare relevant presentations alongside contributing to topical debates.



Social Justice



Social Justice

Students are also challenged to consider the social injustices present in our local community and the wider world.

Students can join an active group working with West London Citizens. In the past the students have raised awareness of the plight of people attending a refugee centre locally and campaigned to get a water fountain fitted so that these people at least have access to water during the hours of queuing.

Two of our past students have spoken at a London assembly rally campaigning for a fair wage for people living in London.

Students have campaigned with CAFOD for clean water for all at “Send my friend to school campaign.” A number of students also help raise awareness of fair trade during the “Fair Trade Fortnight.”

Our students also get involved in overseas development programmes. Recently St. Mark’s students were part of a larger group that visited India and worked as a team to provide a long term improvement in sanitation in a remote village. Students had to raise funds for the trip through a range of activities whilst also undertaking training to develop a range of skills.

Lourdes’ Pilgrimage

Year 12 and 13 students have the opportunity to train as Red Caps and accompany the Westminster Diocese Pilgrimage at the end of July. The young people offer support to those in need.

The young people who take part find that this experience makes a deep impression on them and many who volunteer in Year 12 come back again in Year 13.



Enrichment



Murder Mystery Evening

The annual Murder Mystery provides a wonderful evening of entertainment. The whole event is planned by the Sixth Form from directing/producing and acting in the play to preparing and serving refreshments. We eagerly await this year's production after the sell-out performances of "Who killed the Headteacher?" and "Who killed the Caretaker?"

Duke of Edinburgh

As part of the enrichment programme in the Sixth Form students have the opportunity to participate in the Duke of Edinburgh Award at the Silver level.

As well as those who have completed their Bronze Award we welcome and encourage direct entrants to take on the challenge. The DofE award gives all young people the chance to develop skills for work and life, fulfil their potential and have a brighter future.

They achieve the Award by completing a personal programme of activities in four sections; Volunteering, Physical, Skills and Expedition. You will find yourself helping people or the community, getting fitter, developing skills, going on an expedition. The best bit is you get to choose what you do!

Extra-Curricular Opportunities

There is a strong academic focus in St. Mark's Sixth Form but it is also important that we develop well rounded individuals who have a wide range of interests. At St. Mark's we encourage and support cultural opportunities including visits to theatres and places of interest in London. We have a new Sports Centre to support Sixth Form recreation and we have a range of Sixth Form sporting fixtures during the year. We also support special events such as "Safe Drive Stay Alive."



Sixth Form Facilities



Study Room

A dedicated study room has been created which is solely for the use of Year 12 students. All Year 12 students will have allocated study periods on their timetable. During this time, students will be expected to engage with independent academic work. This will include preparation for forthcoming lessons, consolidating work done in the classroom, revision and independent research. The study room has a suite of computers with internet access to facilitate this.

6th Form dining Area

The 6th Form at St. Mark's has its own dining area. Students can use this before school, at break and during lunch. It is an area for students to relax and have a meal, a light snack and teas and coffees.

Sports Hall

The School has a modern Sports Hall which 6th Formers can use for various sporting activities. All 6th Formers are encouraged to take part in physical exercise as part of their wellbeing. Students can join various sporting teams and can run their own activities in collaboration with the PE Department. Regular extra-curricular sporting activities include basketball, badminton, football, athletics, cricket, rugby and netball.



Religious Studies (Philosophy Theology & Ethics)

OCR



Are you a thinker? Do you enjoy challenging other peoples' ideas and expressing your own views? Throughout this course students will study philosophy, christian philosophy and ethics. Philosophy is about investigating possible answers to the big questions of life, for example the existence of God, the nature of God, the existence of the soul, life after death, and more. Different ideas and approaches to these subjects are considered and the views of philosophers are studied. Ethics is about how to make moral decisions. Different ways of deciding between right and wrong are considered and applied to various moral issues, for example business ethics, euthanasia and sexual ethics. This course will challenge your ideas and make you think independently and critically. As a result of this it is highly respected in higher education and in many professions.

Type And Nature Of The Work Involved

- Students will explore a range of approaches to various philosophical and theological questions and moral problems.
- This will involve critical analysis of different ideas and views – evaluating the strengths and weaknesses of the ideas and theories under consideration.
- Evaluation of moral problems and of ways of deciding between right and wrong.
- Essay and exam skills will be developed throughout the course.

Method Of Assessment

Every unit is assessed by a 2 hour exam which candidates sit in the summer term of Year 13.

Unit 1 Philosophy of religion includes:

- the nature of the soul, mind and body
- arguments about the existence or non-existence of God
- the challenge for religious belief of the problem of evil

Unit 2 Religion and ethics: includes:

- ethical theories (ways of making moral decisions)
- the application of ethical theory to euthanasia, business ethics and sexual ethics
- debates surrounding the idea of conscience

Unit 3 Christian Philosophy includes:

- the question of life after death - Heaven and Hell
- ideas about freedom and predestination
- questions about the nature of God



Art and Design

Edexcel



Fine art may be defined as work which is produced as an outcome of the students' personal experience, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief.

Work produced for this specification will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

Type And Nature Of The Work Involved

Students will be encouraged to develop their work individually and in relation to their strengths and personal interests. They will develop own artistic practice in preparation for university or career.

Practical artwork will be developed using fine art media such as: painting and drawing, printing, and digital media including architecture, photography and animation.

Gallery study will enable students to explore the work of artists from a critical and contextual perspective.

Students will be required to participate in critiques where their work and the work of their peers will be discussed and evaluated. The nature of the course prepares students for independent and focused study at university. Students have gone on to study Game Design, Architecture, Fashion Design, Illustration and Animation at University.

Method of Assessment

The Art and Design Coursework (60% of GCE Marks), including a Personal Study (Critical/Analytical writing continuous prose of 1000 words minimum).

Externally set assignment (40% of GCE Marks). Work is assessed using our assessment objectives. These are: Develop, Explore, Record and Present.

All units are internally assessed and externally moderated.

Externally set assignment (40% of GCE Marks) Work is assessed using four assessment objectives. These are: Develop, Explore, Record and Present.

12 Externally set assignment (40% of GCE Marks). Work is assessed using four assessment objectives. These are: Develop, Explore, Record and Present.

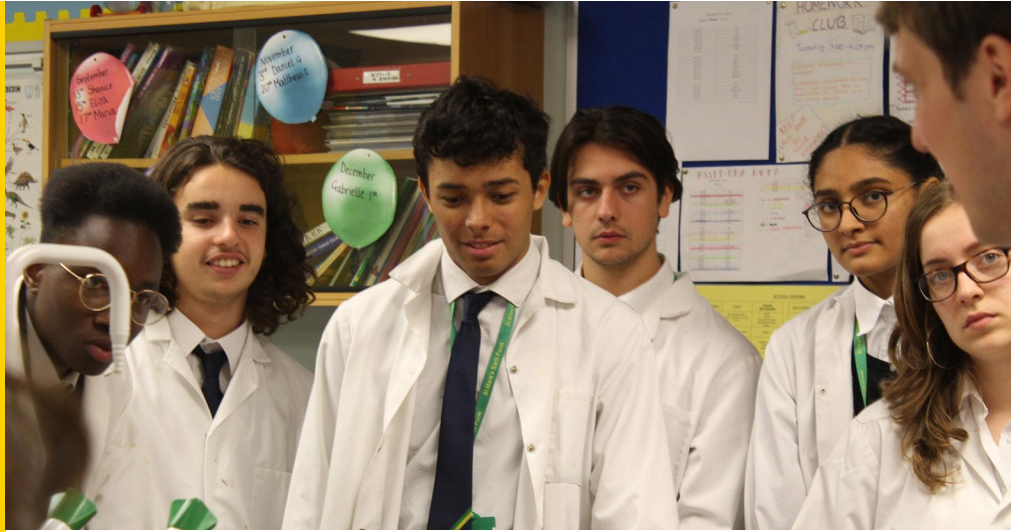
All units are internally assessed and externally moderated.

Externally set assignment (40% of GCE Marks) Work is assessed using four assessment objectives. These are: Develop, Explore, Record and Present.



Biology

OCR A



The course develops your understanding and awareness of the living world from molecular level, through cells to whole ecosystems. It allows you to develop essential knowledge and understanding of concepts and the skills needed to use in new and changing situations. It deals with several current issues and it will make you aware of advances in technology. The course also strives to recognise the value and responsible use of Biology in society and to address moral and ethical issues as well as wider environmental concerns.

What Key Skills will I learn on this Course?

The course helps students develop a number of skills, including:

- How to collect and evaluate data
- How to investigate facts and use deduction
- How to emphasise your viewpoint effectively
- How to take responsibility for your own learning

The Course Content Year 12

Module 1: Development of practical skills in Biology

(This Module spans both Year 12 and Year 13)

Module 2: Foundations in Biology

Module 3: Exchange transport

Module 4: Biodiversity, Evolution & Disease

The Course Content Year 13

Module 5: Communication, Homeostasis & Energy

Module 6: Genetics, Evolution & Ecosystems

Method of Assessment

There are three external written examinations at the end of the A Level Course:

- Biological Processes (37%)
- Biological Diversity (37%)
- Unified Biology (26%)

Practical Work

There is no coursework. Instead, practical skills will be tested within the question papers, constituting a minimum of 15% of the available marks. Mathematical skills will also account for at least 10% of the overall assessment. There is also a Practical Endorsement requirement whereby you complete 12 essential practical activities over the two years. This will not count towards the A Level grade but is reported alongside it. You are required to keep a record of these investigations. Trips include a residential stay at a Field Studies Centre and a day trip to Kew Gardens.



Business

Edexcel



The Edexcel Level 3 Advanced GCE in Business is structured into four themes and consists of three externally examined papers.

Students are introduced to Business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. In themes 3 and 4 students are required to take a more strategic view of business opportunities and issues.

Type and Nature of the Work Involved

Theme 1 is Marketing and People where students explore supply and demand within markets, the marketing mix, approaches to staffing, entrepreneurs and business leadership.

Theme 2 is Managing Business Activities where students will investigate financial planning and how businesses manage their finance, students will learn about production and how external factors may affect businesses.

Theme 3 is Business Decisions and Strategy where learning moves from functions to strategy. Students analyse corporate objectives against financial and non-financial performance, they learn about how businesses grow and the cause and effects of change.

Theme 4 is Global Business where students will investigate businesses that trade on a global scale and explore their reasons for doing so. Students must consider ethical and moral dimensions of global business activities.

Method of Assessment

Paper 1: Marketing, People and Global Businesses

35% of total qualification

Questions will be drawn from Theme 1 and 4

Paper 2: Business Activities, Decisions and Strategy

35% of total qualification

Questions will be drawn from Theme 2 and 3

Paper 3: Investigating Business in a Competitive Environment

30% of total qualification

Questions will be drawn from Theme 1, 2, 3 and 4



Chemistry

OCR B (Salters)



The content provides a balanced and coherent study of Chemistry, in which chemical principles are developed, revisited and reinforced throughout the course.

Topics include Developing Fuels, Element of Life, What's in a Medicine and Colour by Design, covering concepts such as atomic structure; reaction rates; enzymes; analytical techniques; equilibria; polymers; and electrochemical cells.

The course provides a firm foundation for those candidates progressing to Chemistry, Medicine and related courses in Higher Education.

Type And Nature Of The Work Involved

- Practical work is an integral part of the course. Students carry out regular experiments to demonstrate the concepts covered.
- Students will develop many transferable skills, including making reasoned decisions, studying independently or co-operatively and interpreting information.

A Level H433

Method of Assessment

Fundamentals of Chemistry

41% of total A Level

Scientific Literacy in Chemistry (02)

37% of total A Level

Practical Skills in Chemistry (03)

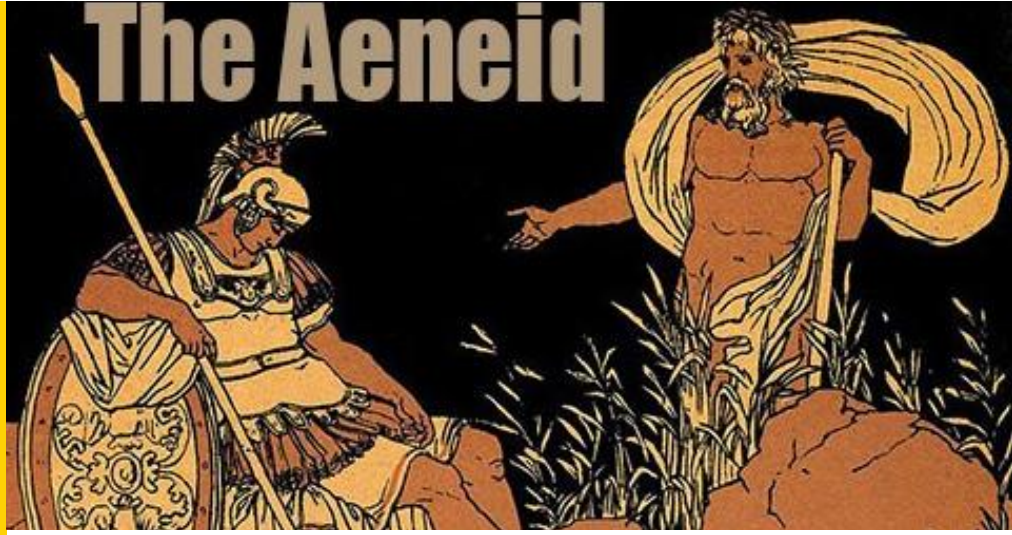
22% of total A Level

Practical Endorsement in Chemistry (04) - non-exam assessment
Reported separately



Classical Civilisations

OCR



Classical Civilisations involves in-depth study of the classical Greek and Roman worlds which have strongly influenced western literature, theatre, art and philosophy. You will develop an independent, critical approach to literature, history and politics and form strong analytical skills. Many students find it a valuable support for other arts subjects, while for others it is a pleasing contrast to the sciences. Classical Civilisation is the study of ancient Greek and Roman Civilisation. It is the ultimate humanities subject, encompassing a huge variety of disciplines including literature, history, archaeology and art. You will study both Literature and Ancient history, both Greek and Roman; you will read texts well over 2000 years old, looking at battles for power in the classical world and getting inside the minds of extraordinary individuals. The options we have chosen provide great variety and will help you develop a broad range of skills.

Why study it?

- You not only acquire specific Classical knowledge, but also important transferable skills such as analysing sources and developing independent, critical and evaluative approaches.
- You learn to formulate and support an argument and develop a valuable understanding of cultures very different to your own. Classical Civilisation is naturally particularly valued by Classics departments in UK universities, but not only by Classics departments.
- The study of A Level Classical Civilisation can often lead to the university-level study of Classics, Drama, English, History, History of Art, Philosophy and Politics. Classical Civilisation is listed on UCL's list of preferred A Level subjects and it is also listed on Trinity College, Cambridge's list of Generally Suitable Arts A Levels.
- It is also listed as a useful subject for degrees in Classical Studies and Philosophy in the Russell Group 'Informed Choices' document. Information from UCAS shows that students who studied Classical Civilisation went on to study in such diverse disciplines as Medicine, Veterinary Science and Chemistry!
- It is not only those looking to attend university who benefit from the study of Classical Civilisation. From the proven ability to write a well-structured extended response to the acknowledgement of the views of others and a culturally sensitive approach to these, Classics puts students in an excellent position to seek employment and opportunities.

The course consists of three components:

Paper 1 The World of the Hero 40 % of the A Level

An in-depth study of Homer's Iliad (Year 1) and Virgil's Aeneid (Year 2). Texts are studied in English translation.

Paper 2 Beliefs and Ideas 30% of the A level

The Late Roman Republic was a period of upheaval and conflicting views on how the Roman state should function. These conflicts eventually led to the downfall of the Republican res publica (state) and the rise of the Roman Emperors.

Paper 3 Culture and the Arts 30% of the A Level

Imperial Image - focusing on Rome's first Emperor Augustus and public image and self-presentation, including his representation in art and literature



Computer Science

OCR



This is a modern qualification that gives students an insight into a range of computing systems, including an understanding of the principals of programming and the solving of problems. Students can develop the capacity to think creatively, innovatively, analytically, logically and critically.

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, that can look at the natural world through a digital prism. The Computer Science qualifications will value computational thinking, helping students to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

These are the concepts that lie within the core of the Computer Science qualifications. It will prepare students for further study in Computer Science at a higher level but will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Type And Nature Of The Work Involved

- Students gain an appreciation of computing fundamentals, including hardware, software, the presentation, structure and management of data, how data is transmitted and networked, the life cycle of systems development, the characteristics of information systems, and the implications of computer use.
- Students gain an appreciation of designing solutions to particular problems, how procedural programs are structured, the types of data and data structures, the common facilities of procedural languages, how to write maintainable programs, and how to test and run solutions.
- Students understand the function of operating systems, the function and purpose of translators, how computer architectures are structured, how data is represented, how data is structured and manipulated, high level language programming paradigms, low level languages and how databases function.
- Through coursework, students gain an understanding of definition, investigation and analysis, system design, software development and testing, documentation, evaluation and how to produce written reports covering these topics.

Method of Assessment

The A Level will consist of two externally marked question papers (01 Computer systems and 02 Algorithms) weighted at 80% of the qualification. The other 20% will be the coursework Programming Project (03 Programming), which will be focused on solution analysis, programming, testing and evaluation.



Drama

Edexcel



The Department offers an A Level in Drama and Theatre Studies using the Edexcel specification. This course tends to have small personal seminar groups of around eight or so students. The Department take pride in the outstanding results achieved year on year.

Great emphasis is placed on the students realising their potential within the disparate fields by linking all of the theory to practical based activities.

Component 1: Devising (40%)

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Centre choice of text and practitioner
- Performer or designer routes available

Component 2: Text in Performance (20%)

- A group performance/design realisation of one key extract from a performance text
- A monologue or duologue performance/design realisation from one key extract from a different performance text
- Centre choice of performance texts.

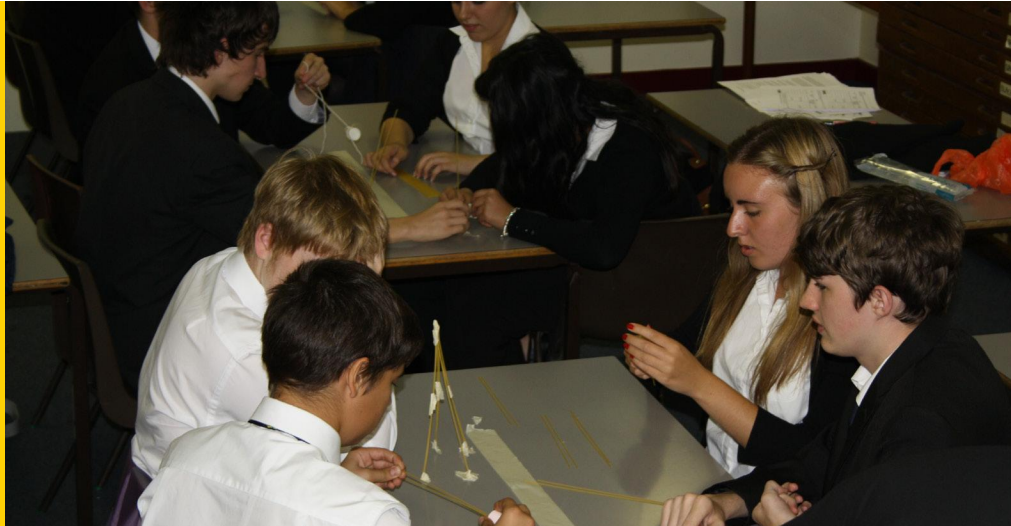
Component 3: Theatre Makers in Practice (40%)

- Live theatre evaluation - choice of performance
- Practical exploration and study of a complete performance text - focusing on how this can be realised for performance
- Practical exploration and interpretation of another complete performance text in light of a chosen theatre practitioner - focusing on how this text could be reimagined for a contemporary audience



Economics

Edexcel



This is a linear course that challenges students throughout and is designed to develop an interest in, and enthusiasm for economics both in the UK and globally. The course examines the contribution of economics to the understanding of the wider economic and social environment and develops an understanding of a range of concepts and an ability to use those concepts in a variety of different economic contexts.

The structure of the course is as follows;

Theme 1: Introduction to markets and market failure

This theme focuses on microeconomic concepts. Students will develop an understanding of the nature of economics, how markets work, market failure and government intervention.

Theme 2: The UK economy – performance and policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of measures of economic performance, aggregate supply and demand, national income, economic growth and macroeconomic growth and policy.

Theme 3: Business behaviour and the labour market

This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics.

Students will develop an understanding of business growth and objectives, revenues, costs and profits, market structures, labour market and government intervention.

Theme 4: A global perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of international economics, poverty and inequality, emerging and developing economies, the financial sector and the role of the state in the macroeconomy.

Method of Assessment

All assessment will take place in the summer of year 13 and is structured in the following way;

Paper 1: Markets and business behaviour

Paper 2: The national and global economy

Paper 3: Microeconomics and macroeconomics



English Literature

WJEC Eduqas



English Literature is a linear course comprising a variety of texts from pre and post 1900. These are all assessed through final exams at the end of the course with one coursework essay.

There are four components: the first component covers pre and post 1900 poetry; the second, Shakespeare and a pre and post 1900 play. The third component covers unseen prose and poetry and the fourth component is a coursework essay comparing two prose texts.

As learners progress through the two year course, their studies will be extended in breadth and depth, developing and enhancing learners' techniques of analysis, evaluation and comparison of literary texts in the context of a wider range of texts of cultural and literary significance. The specification requires learners to show knowledge and understanding of the significance of:

- the ways in which writers use and adapt language, form and structure in texts
- the interpretation of texts by different readers, including over time
- how texts relate to one another and to literary traditions, movements and genres
- the cultural and contextual influences on readers and writers.

Method of Assessment

Component 1: Poetry (Open Book - Clean Copy)

Written Examination: 2 hours

Texts: The Merchant's Tale by Geoffrey Chaucer, The Whitsun Weddings by Philip Larkin and Mean Time by Carol Ann Duffy

Component 2: Drama (Closed Book)

Written Examination: 2 hours

Texts: Hamlet by William Shakespeare, A Streetcar Named Desire by Tennessee Williams and The Duchess of Malfi by John Webster

Component 3: Unseen Texts

Written Examination: 2 hours

Component 4: NEA Prose Study

Task: Coursework 2500-3500 comparison essay based on the reading of two prose texts from different periods - one pre 2000 and one post 2000



Film Studies WJEC



Film Studies is one of the highest achieving subjects in terms of A' level results at St. Mark's. Over the course of the past 17 years, 60% of students have achieved final grades at least one grade above the grade predicted by their GCSE performance, with nearly all the remaining students achieving their target. The vast majority of Film students at St Mark's achieve A*-B at A Level. One factor of this success is that Film Studies retains a healthy exam/coursework assessment balance: 30% Coursework, 70% Exam.

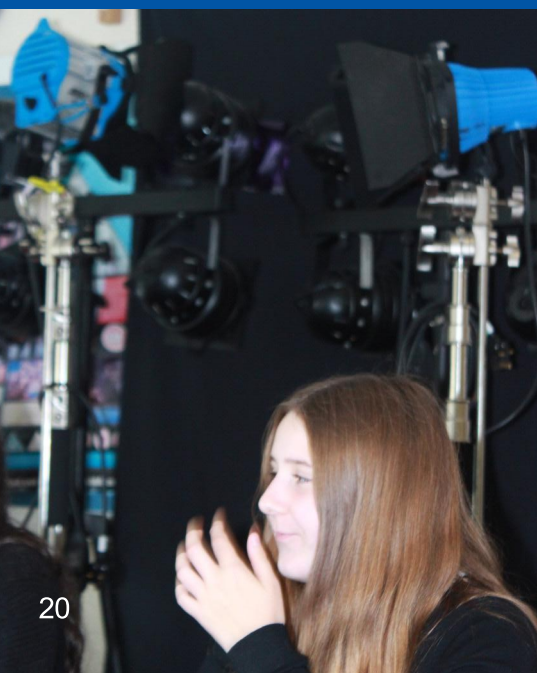
More importantly, alongside a quality final grade that will sit proudly on a CV and boost any university application, it is the academic skills that students acquire across the two years that stand them in good stead for their future studies and beyond.

These skills are embedded in the Film Studies course, a course that will take you on a journey from the beginning of film in the silent era, right through to the present day. In chronological order, films that you will become an expert on include: the short films of Buster Keaton, Casablanca, Bonnie and Clyde, Belfast, City of God, Amy, This is England, Memento, Life is Beautiful, Beasts of the Southern Wild and La La Land.

Of course, students learn to analyse how meaning is created in all of these films, through the use of mise-en-scene, cinematography, editing, sound, lighting and performance. Moreover, Film Studies includes contextual study and in so doing, offers a breadth of knowledge beyond the film itself. For example, the study of Buster Keaton includes the study of the Modernist movement in Art and Literature in the 1920s, learning how Keaton's aesthetic connects to Cubist artists such as Picasso and Braque. The study of Bonnie and Clyde includes the study of civil unrest in 1960s America, including study of the Civil Rights and Counter-Culture movement. For all films, we study Representation and Ideologies, appreciating that film texts are open to interpretation and can look different from alternative contexts and perspectives. The course also introduces aspects of film theory, including auteurism, spectatorship and feminist critical theory. Film Studies is complex and challenging.

Film Studies is a natural companion to English A' level – the former utilises a moving text whilst the latter's focus is the words on the page, but in terms of skills acquired, they have much in common. The focus on Performance and Set-Design also means that Film marries well with the A' level Drama course. It is fair to say that the study of Film at St Mark's will strengthen any Humanities based university application.

Students invariably enjoy Film Studies. In the AS era, when Year 12 students 'dropped' their 4th subject at the start of Year 13, not one student ever dropped Film Studies.



Geography

Edexcel



Geography is a broad based subject which provides lots of opportunities for future progression. For example, Geography is an obvious choice for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change.

For careers in the world of business, an understanding of global economics forms an important part of Geography. If you are thinking of a career in law, human rights, international relations or welfare, then Geography gives you the opportunity to consider relevant issues such as: How do we measure development? What are the consequences of migration on societies?

If you are working towards a future course in medicine or veterinary medicine then Geography is a good choice to give your A Level options the breadth that universities seek, as you will gain a clear understanding of how the environment affects health and survival of people, animals and ecosystems as well as enhancing your skills of writing essays and extended reports.

Paper 1 Physical	Paper 2 Human	Paper 3	NEA: Independent Investigation
Topic 1: Tectonic Processes and Hazards Topic 2B: Coastal Landscapes and Change Topic 5: The Water Cycle and Water Security Topic 6: The Carbon Cycle and Energy Security	Topic 3: Globalisation Topic 4B: Diverse Places Topic 7: Superpowers Topic 8B: Migration, Identity and Sovereignty	Synoptic paper linking to three themes within the compulsory content areas: Players Attitudes and actions Futures and uncertainties	A 3,000- 4,00 written report based on your fieldwork. The student defines a question relating to course content. The report is internally assessed and externally moderated.
2 hours 15 105 marks	2 hours 15 105 marks	2 hours 15 70 marks	70 marks
30%	30%	20%	20%



History

AQA



History is one of the most flexible qualifications and provides excellent pathways into a wide variety of university degrees and careers. History is regarded as a 'facilitating subject' by Russell Group universities due to this flexibility.

People who study history are fearless explorers of the past. They investigate past politics, societies, cultures and more looking at how things have developed over time and connect the dots to understand how we have got to where we are today.

- A-level history builds upon your existing knowledge gained at GCSE, giving you a sound understanding of historical principles.
- The emphasis of the A-level history course is on historical knowledge and the skills required for historical research, with students gaining knowledge in cause and effect, continuity and change, similarity and differences and the use of historical evidence as part of your study.
- The aims of A-level history are to gain awareness of historical concepts, to evaluate the nature and diversity of historical sources and understand how the past has been interpreted and represented in different ways.
- This intellectually rigorous course is an excellent way for students to develop highly sought after and transferable skills. These include being able to effectively communicate complex ideas, the ability to research, analyse and evaluate information, both orally and in writing, and the capacity to make substantiated judgements, all whilst developing independent work skills.

Type and Nature of the Work Involved

The emphasis is on providing you with a range of activities and experiences to deepen your knowledge of the past in order to both evaluate contemporary sources and historical opinions.

- The study of history helps you break down complex information to produce logical written and verbal arguments.
- It develops your research skills and ability to learn independently through the completion of coursework, skills that are vital for success in further education.

Methods of Assessment Component 1F – Industrialisations and the People, Britain (c1783-1885) – 2h 30m (40%)

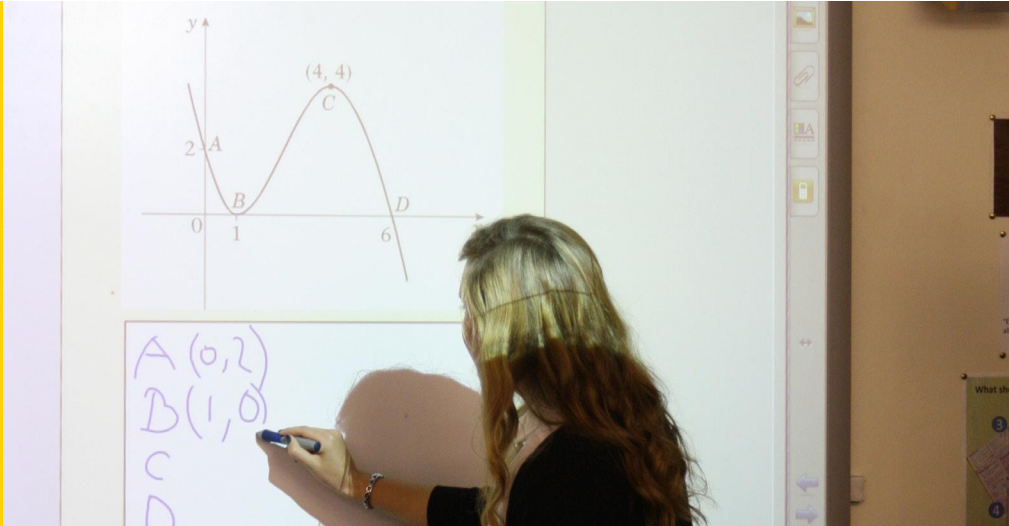
Component 2P – The Transformation of China (1936-1997) – 2h 30m (40%)

Component 3 (NEA) – Coursework - 4,500 words (20%)



Mathematics

Edexcel



Pure Mathematics is considered to be the core of Mathematics, needed for any further study or application of this subject. It includes such topics as calculus, algebra and trigonometry and proof.

Mechanics is the application of mathematical models to study physical situations e.g. the equilibrium and motion of particles.

Statistics involves the collection, representation and interpretation of numerical data in order to make decisions in the face of uncertainty. The new specifications contain such topics as statistical sampling, probability and statistical distributions.

Type and Nature of the Work Involved

The course will:

- Give students experience of mathematical activity and develop problem solving skills.
- Enable students to apply mathematics and recognise its significance in other areas.
- Develop students' understanding of mathematical reasoning.

Method of Assessment

A level Mathematics is a two year course during which time all students follow two modules of Pure Mathematics and one module of Applied Mathematics. Students will have three exams at the end of Year 13. Each paper makes up one third of the final grade.

- Pure Mathematics 1 (2 hours)
- Pure Mathematics 2 (2 hours)
- Applied Mathematics - consisting of Mechanics and Statistics (2 hours)



Further Mathematics

Edexcel



Further Mathematics broadens and deepens the mathematics covered in A level Mathematics. It is offered in years 12 and 13 as an additional A level. Studying Further Mathematics is an excellent option for students wishing to read Mathematics or a Mathematics-rich degree such as engineering, physics, computing or economics at university.

As well as introducing students to new topics that they will find useful for their degree course, it is likely to improve their A level Mathematics grade by consolidating and reinforcing the standard A level Mathematics work. Overwhelmingly, students taking Further Mathematics find it to be an enjoyable, rewarding, stimulating and empowering experience. For students who enjoy mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts. For more able A level Mathematics students it enables them to distinguish themselves as able mathematicians both for university applications and in the employment market.

Type and Nature of the Work Involved

50% of the Further Mathematics A level consists of compulsory pure mathematics topics. Students will study topics such as complex numbers, matrices, further calculus, polar coordinates, hyperbolic functions and differential equations. The remaining 50% of the course is made up of optional units. The optional units that we study are currently Decision Mathematics 1 (including algorithms, graphs, networks, linear programming and critical path analysis) and Further Pure Mathematics 1 (including further vectors, conic sections, Taylor series and further calculus).

Method of Assessment

A level Further Mathematics is a two year course. Students will have four exams at the end of Year 13. Each paper makes up one quarter of the final grade.

- Core Pure Mathematics 1 (1.5 hours)
- Core Pure Mathematics 2 (1.5 hours)
- Further Pure 1 (1.5 hours)
- Decision Maths 1 (1.5 hours)



Media Studies

Eduqas



You will study a range of media forms in terms of a theoretical framework which consists of media language, representation, media industries and audience.

The following nine forms are studied in depth through applying all areas of the framework:

Newspapers; Magazines; Television; Online Media; Advertising and Marketing; Film Industry; Music Video; Radio; Video Games.

Types and nature of the work involved

The exam board sets close study products in each of the forms above which you will analyse in depth. Examples of these include Formation / A Little Bit of Love in music video, Daily Mirror / The Times in newspapers, Peaky Blinders / The Bridge in television, Vogue / The Big Issue in magazines, and KSI / Attitude in online media.

You will also construct a cross – media production where you put your understanding of the above into practice. Choose between:

- Music Marketing: Create an original music video for a new artist or band and associated print or online products.
- Film Marketing: Create a DVD front and back cover and two posters and associated podcast/radio segment to promote a new film.

Method of Assessment

Component 1: Media Products, Industries and Audiences

Written exam: 2 hours 15 minutes (35%)

Exam based on set close study products and analysis of unseen resources.

Component 2: Media Forms and Products in Depth

Written exam: 2 hours 30 minutes (35%)

Three forms studied in depth in relation to all areas of the theoretical framework.

Exam based on set close study products.

Component 3: Cross-Media Production

Non-exam assessment (30%)

Individual cross-media production in two forms.



Modern Languages

AQA



The aim of the course in each language is to develop linguistic skills and build competence in the language beyond the level of proficiency associated with GCSE. A high degree of language competence is aimed at in the foreign language, and the teaching and testing is almost entirely conducted in the target language. The opportunity to do work experience abroad is offered and strongly encouraged.

Topics range from social issues and trends to political and artistic culture, including the study of a book and a film. The course also develops general study skills for purpose of personal, vocational or higher education. A Languages A-Level is very highly regarded among Higher Education Establishments and Employers.

Type and Nature of the Work Involved

Students are expected to develop the following skills to a high level of proficiency:

- the ability to understand the spoken language
- the ability to read and understand the written language
- the ability to write the language with accuracy and fluency
- to use the spoken language with accuracy and fluency
- to gain an understanding of countries and cultures where the language is spoken

Method of Assessment

The specification is assessed via 3 papers at the end of Year 13. These papers take language from the two broad topic groups studied, along with the study of the book and film. Students will also complete an Individual Research Project.

- Paper 1: Listening, Reading and Writing - 50%
- Paper 2: Writing - 20%
- Paper 3: Speaking - 30%



Music

AQA



Music A-Level is an exciting, enriching and challenging A-level which develops confidence, musicianship, critical thinking and analytical skills and prepares students for entry into higher education. The Music Department is proud to provide this course which facilitates students to gain a greater understanding of a subject they are passionate about and enables them to reach their full potential.

The department offers the EDUQAS A-level course which comprises of the following components

Component 1: Performing (35%)

- Minimum of three pieces (Combination of solo and ensemble).

Component 2: Composing (25%)

- Free composition of your choice
- Compose to a set brief given by the exam board.

Component 3: Appraising (40%)

- Students will study various styles of music and sit a written exam.

Musical styles covering:

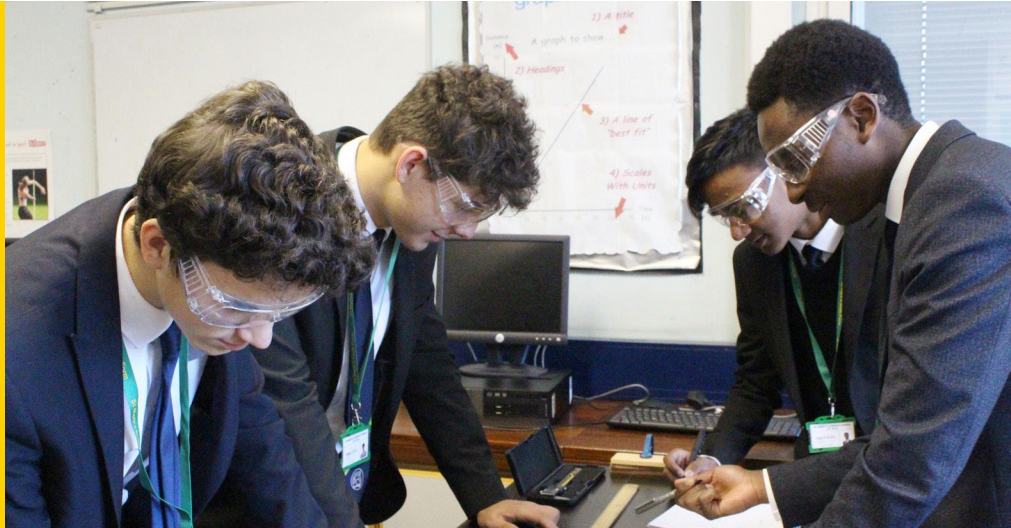
- The Western Classical Tradition
- Rock and Pop or Musical Theatre or Jazz
- Music for media



Music A Level involves a lot of practical, creative work but it is sufficiently rigorous to be accepted as a serious academic subject for entry to most university courses.

Physics

Edexcel



Physics is the study of the Physical Universe: how things work, why they work and what are the rules governing them. The biggest and most exciting challenge to Science today is the exploration of the smallest sub-atomic particles that exist and the vastness of the universe. The A Level course in Physics will enable students to find out more about the incredible world in which we live. The course will encourage students to find out how physics is involved in a wide range of contexts including Medicine, Sports, Communications, Music and Building Design.

The Advanced Physics course builds on the knowledge and skills developed at GCSE. Students will be able to demonstrate safe and skilful practical techniques, record reliable and valid observations and analyse and explain the results of their investigations.

Method of Assessment

Paper 1: Advanced Physics 1

Examination 1h 45m

Paper 2: Advanced Physics 2

Examination 1h 45m

Paper 3: General and Practical Principles in Physics

Examination 2h 30m



Politics

Edexcel



Politics exists because people disagree. We disagree about how we should live (moral questions), about who should get what (resource questions) and about who should make decisions (power questions). The great advantage of Politics is it is all around you. Studying it for an exam helps you to make sense of a fast-changing world. It is intellectually stimulating and personally empowering.

POLITICS – Year 12

The first year focuses on UK politics and society, investigating the current political scene and possible changes to improve society and politics. Component 1 covers four areas - Democracy and Participation, Political Parties, Electoral Systems, and Voting Behaviour and the Media. Component 2 covers further four areas – the Constitution, Parliament, Prime Minister and Executive, and Relationships between the branches. The second year focuses on Core Political ideas or ideologies, namely Liberalism, Conservatism and Socialism plus one other from the Optional Ideologies - Anarchism, Ecologism, Feminism, Multiculturalism and Nationalism.

POLITICS – Year 13

A final component, Component 3, is Comparative Politics where we study the Government and Politics of the USA.

Type and Nature of the Work Involved

Students should be able to:

- produce logical written and verbal arguments
- have the ability to analyse, understand and judge opposing viewpoints
- assess evidence from a variety of sources, including evidence produced by the media, pressure groups, political parties and political thinkers

Method of Assessment

Paper 1 - Component 1 + Core Politics Ideas - 33.3% - 120 mins

Paper 2 - Component 2 + Optional Ideologies - 33.3% - 120 mins

Paper 3 - Component 3 - USA - 33.3% - 120 mins



Product Design

AQA



Students will develop skills in project management, communication of their proposals and the iterative design cycle, which can be applied to the successful development of new products and services in any enterprise. They build practical skills and knowledge of materials and a range of processes as they make prototypes in the workshop.

Year 12

Students communicate ideas through sketching, 3D CAD and 3D printing, along with modelling and making in the workshop. The set projects generate a range of valuable resources that students use in the final independent NEA project. The Reading Chair project in collaboration with a local primary school helps build confidence interacting with users/clients. Technical principles are taught to support prototype development and making while building subject knowledge and exam technique.

Year 13

Students apply taught skills to the major NEA project. They learn Design and Making principles that explore the role of design and manufacture in our world. These are applied to design decisions and to examination questions. This includes historical, social, cultural, environmental and economic influences on design and technology. Students make and test their prototype, which is a rewarding culmination of the NEA task.

Method of Assessment

Non-exam assessment (NEA)

Practical application of Technical principles, Designing and Making principles.

How it's assessed: Substantial design and make project presented as digital report document

100 marks - 50% of A-level

Paper 1

Technical principles

Written exam: 2.5 hours - 120 marks - 30% of A-level

Paper 2

Designing and Making principles

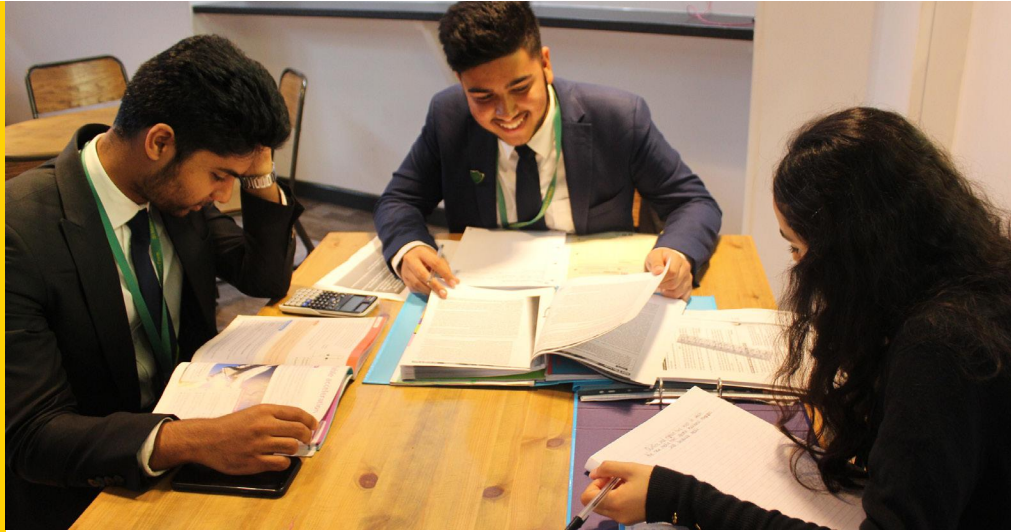
Product Analysis and Commercial manufacture

Written exam: 1.5 hours - 80 marks - 20% of A-level



Psychology

AQA



Psychology is a linear course consisting of three exam assessed modules at the end of the second year. The following questions are the kinds that the specification addresses:

- What exactly is abnormal behaviour?
- How accurate are eye-witness testimonies?
- How do babies learn to love and how does this affect their adult life?
- How do we conduct a psychological investigation?
- Are we designed to follow authority?
- What causes schizophrenia?

Students develop a range of skills including critical thinking, conducting scientific investigations, and evaluation of scientific material.

Type And Nature Of The Work Involved

From the Greek psyche (mind), and logos (study), psychology is the study of the nature and functions of the mind and of human behaviour. We will be looking at how psychology takes the questions mentioned above and investigates them scientifically. We will be learning about the strengths and weaknesses of psychology as a science.

You need an enquiring mind and a genuine curiosity for understanding why people behave as they do.

Method of Assessment

Paper 1: Topics in Psychology (2h, 33.3% of A Level)
Social Influence, Memory, Attachment, Psychopathology

Paper 2: (2h, 33.3% of A Level)
Approaches in Psychology, Bio Psychology, Research Methods

Paper 3: (2h, 33.3% of A Level)
Issues and Debates, Relationships, Schizophrenia and Aggression



Sociology

AQA



Sociology comprises four key topics, thus enabling students to examine the following questions about society: How does society work? What role does the media play in today's society? What happens to those who break the rules? Why do some people succeed in school whilst others do not? Are equal opportunities for all an unrealistic expectation to have? What motivates people to join a gang? Are the working class the real criminals? These questions and many more are examined by a sociological investigation of the society in which we live. Sociology is about understanding society and the world around us. We believe its task is to demonstrate that men and women create the society in which they live and it is within their power, ultimately, to change it. We take our society for granted until something goes wrong.

Type And Nature Of The Work Involved

Firstly, the course enquires into a number of social areas relating to the way groups organise themselves and provide for their needs. We study two topics in Year 12 and a further two in Year 13. The topics on offer include: The Family, Crime & Deviance, Education and the Media. Secondly, we need to learn how to carry out Sociological investigations of our own. Doing this, we can gain an understanding of how sociologists gather the information necessary to draw conclusions about particular sociological issues. The work is assessed by a combination of essay questions, short questions and exam practice.

Method of Assessment

Paper 1: Education with Theory and Methods - 3 hours

Paper 2: Topics in Sociology - 3 hours

Paper 3: Crime and Deviance with Theory and Methods - 3 hours

It is not necessary to have studied Sociology at GCSE level.



Extended Project Qualification

AQA
(By Invitation)



The EPQ is a level 3 qualification, students have to:

Choose a topic

- Complete a production log
- Plan research and carry out the project
- Prepare a presentation on the outcome to an audience.

The EPQ offers opportunities for learners to:

- Have a significant input into the choice, design of a project and take responsibility for their individual task.
- Develop and improve their own learning and performance as critical, reflective and independent learners
- Develop and apply decision making and where appropriate problem solving skills
- Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- Develop where appropriate into confident e- learners and apply new technologies to their studies

Assessment Objectives

AO1 Manage - 20%

Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

AO2 Use Resources - 20%

Research, critically select, organise and use information, and select and use a range of resources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

AO3 Develop and Realise - 40%

Select and use a range of skills including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.

AO4 Review - 20%

Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.





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