

St Mark's Catholic School



Sixth Form Curriculum Booklet

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Welcome to St. Mark's Catholic School Sixth Form

"Students make excellent progress in the Sixth Form and attain high standards that enable them to pursue ambitious career paths." (Ofsted)

We are delighted to provide you in this prospectus 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. We aim to ensure that all students fulfil their God given potential in our Sixth Form.

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 special and unique with different talents, and abilities. We encourage all students to take responsibility for their learning, to participate actively in lessons and to ask for help when needed. Ofsted described the teaching in St. Mark's Sixth Form as outstanding. Exam results are outstanding.

We also expect our Sixth Formers to put something back in to the School and local community, to act as witnesses to their faith. Our Sixth Formers are role models within the School and ambassadors outside the School. We have high expectations of them.

St. Mark's Sixth Form offers the opportunity for enrichment through a range of spiritual, social, cultural and sporting activities. Pastoral care is very strong with effective monitoring and support structures. Ofsted commented that "teachers go out of their way to give individually tailored advice and help them achieve their goals." I hope you find the following pages helpful in making the right choice about your post 16 education.

Paul Enright
Headteacher

Head of Sixth Form



Dear Year 11 student 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.

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, monitoring cards, attendance at Prep three nights after school or subject specific support.

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.

Mark Longuehaye
Head of Sixth Form



Student Voice



The Sixth Form at St. Mark's, like the rest of the school, is friendly, encouraging and has a true sense of community. This sense of community is reflected in the school's strong commitment to faith. St. Mark's firmly believes in the idea of faith-in-action and students are constantly encouraged to organise and engage in charitable activities. We are always encouraged to fulfil our God-given potential and partaking in these charitable activities allows us, in part, to do this.

Teachers and Support Staff also encourage students to fulfil their potential within the classroom and the amazing support of the staff encourages each and every student to face challenges confidently and develop as young people. The support system at St. Mark's provides students with the tools needed to develop and achieve their goals, including moving on to further education. I am completely confident that St. Mark's has fully prepared each individual in the Sixth Form with the tools and qualities needed to succeed in whatever path they wish to pursue and this is what makes the community here so special.

Kasie Brookfield (Head Girl)

Throughout my time at St. Mark's, I have always found it a warm and welcoming school with a strong sense of community. The Sixth Form offers a supportive environment which helps the students achieve their goals and aspirations. The passion and knowledge that our teachers possess in class, paired with their willingness to offer us expert guidance helps prepare us for life after St. Mark's.

The friendly atmosphere of the Sixth Form created by the students truly allows you to become a more rounded individual. Sixth Formers are fortunate enough to have access to a range of different opportunities which assist in making you a more mature young adult. I can personally say that St. Mark's has given me the chance to grow as a person whilst also fulfilling my academic potential.

Marcus Rathbone (Head Boy)



Achievement



This Summer's A Level results were outstanding with A*-A grades 41%, A*-B grades 75% and A*-C grades 94%, the best results in Hounslow Local Authority. Twenty two students achieved all A*/A grades including two students who gained three A* grades.

Value Added analysis by Alps categorised the progress made by 'A' Level students as "outstanding" and within the top 10% in the country.

Over 100 students are moving on to Universities including Oxford and Cambridge and studying competitive courses such as Medicine.

Over the years many St. Mark's students have gone on to successful careers after University and are now making a positive difference in their communities. Our former students are superb ambassadors for the School.



Community



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' Week 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.



Witness



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. It is our aim that 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 Tanzania 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 volunteer to train as Red Caps and accompany the Westminster Diocese Pilgrimage at the end of July. The young people offer support to needy individuals taking part in the pilgrimage.

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 Headmaster?" 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 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."



The Aspire Programme



The Aspire Programme

St. Mark's is strongly focussed on enabling all students to fulfil their God given potential. The Aspire Programme is designed to support the most able students in their applications to competitive universities such as Oxford, Cambridge and the Russell Group and for competitive courses such as Medicine, Dentistry, Veterinary Science, Engineering and Architecture. St. Mark's has a long tradition of success with such applications.

UCAS Process

St. Mark's provides a bespoke series of lessons to support students with their university applications. Students receive guided access to the UCAS and university websites. They receive expert tuition on completing their personal statements and preparing for possible interviews. Each student has a personal mentor to guide them through this process. Practice interviews are provided for students applying for competitive places. We also provide advice on student finance at our Higher Education Evening. We have a very strong Extended Project Qualification Programme which greatly enhances university applications for able students.

University Links

St. Mark's has built up strong links with universities. They are aware that St. Mark's is an outstanding comprehensive school and they welcome applications from our students. We organise a series of lectures at the School from university academics. We arrange a very successful Universities' Fair each year which most of the top universities attend. We encourage students to visit universities and we have helped to place students on summer schools at Oxford and Cambridge and lectures at Imperial, Kings, UCL and the Royal Society.

Challenge

We aim to stretch the most able students in our Sixth Form and prepare them effectively for the challenges of demanding degree courses. Each year a number of students participate in the Eton Summer School and in ESU debates. We provide leadership opportunities which include speaking at events, chairing meetings, organising activities and meeting parents. We have also supported students with gap year placements at Deloitte and Sky.

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 have their 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



Description Of The Specification

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. Because 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 & 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



Description Of The Specification

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.

Practical artwork will be developed using fine art media such as: painting and drawing, printing, sculpture and alternative media such as mixed media, installation, site specific work and digital media.

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.

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 four assessment objectives. These are: Develop, Explore, Record and Present.

All units are internally assessed and externally moderated.



Biology

OCR



Type and Nature of the Work Involved

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 data and evaluate it
- 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

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. 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.





Description of the Specification

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)



Description of the Specification

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 (01)

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



Description of the Specification

Classical Civilisations gives you the opportunity to examine the Greek and Roman world in depth. The course combines elements of Literature and History to develop an understanding of the roots of Western civilisation, while at the same time approaching these cultures and societies on their own terms.

There is a clear focus on developing the skills of:

Investigation and analysis of Greek and Roman civilisation through the study of their literature in translation and physical and written evidence.

Developing an awareness of how similar and alien these peoples were from our present society.

Evaluation of different kinds of evidence including the classical texts and art works themselves and appreciation of them in their own contexts.

Type and Nature of the Work Involved

The emphasis is on providing you with activities and experiences such as museum visits so that you can process and make sense of the research you have done and the texts and topics you are studying.

The knowledge and understanding required for the exam is developed through good notes, independent reading and essays.

Learning within the classroom takes the form of discussions, argument, dvds, individual presentations and thinking activities.

Topics and Assessment

PAPER 1 The World of the Hero 40% of A level 2 hours 20 minutes

This is the compulsory unit

Homer's *Odyssey*

Virgil's *Aeneid*

A combination of short answer and extended writing questions.

PAPER 2 Imperial Image 30% of A level 1 hour 45 minutes

A combination of short answer and extended writing questions.

PAPER 3 Politics and the Late Republic 1 hour 45 minutes

A combination of short answer and extended writing questions.



Computer Science

OCR



Description of the Specification

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



A Level Drama and Theatre Studies

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. The Board studied is Edexcel.

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.

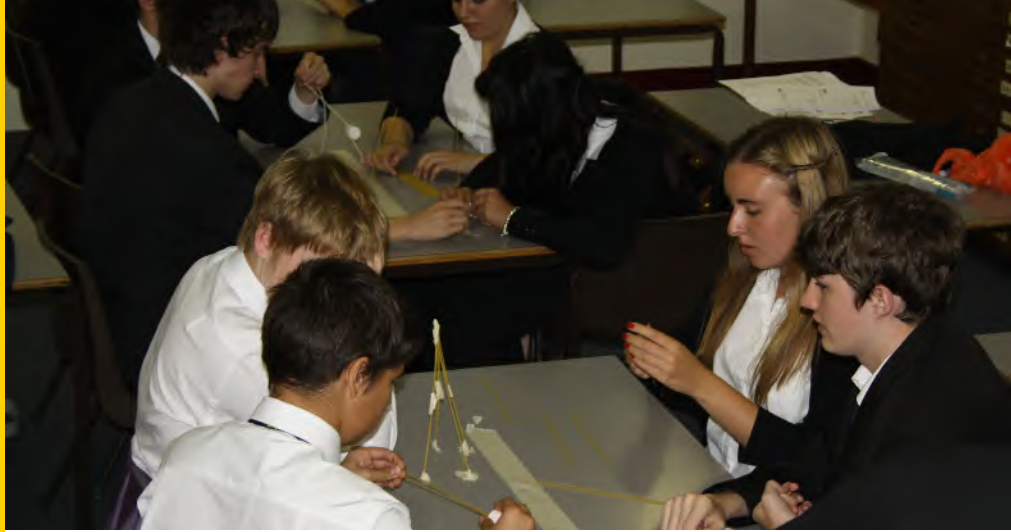
Component 3: Theatre Makers in Practice (40%)

- 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

AQA



Description of the Specification

Economics is a course that will develop an understanding of economic concepts and theories through a consideration of current economic issues, problems and institutions that affect everyday life e.g. road congestion

Analyse, explain and evaluate the strengths and weaknesses of the economy and the role of government within it.

Type And Nature Of The Work Involved

- The course starts from the understanding that students have not studied economics before.
- The skills to answer questions are clearly developed through the use of past paper questions.
- Students are expected to take an active role in lessons and discussion and to carry out the given reading.
- Students will develop the ability to write essays and answer data questions.

Method of Assessment

Individuals, Firms, Markets and Market Failure

The National and International Economy

A Level has three 2h papers:

- Paper 1: Markets and Market Failure
- Paper 2: National and International Economy
- Paper 3: Economic Principles and Issues

Economics is a subject that sits well with both Sciences and Humanities.



English Literature

WJEC



Description of the Specification

English Literature is a linear course comprising of 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.

For A2 there are four components: the first component covers pre and post 1900 poetry; the second, Shakespeare and a post 1900 play. The third component covers unseen prose and poetry and the fourth component is a coursework essay comparing two prose texts.

As the courses unfold students will develop:

- Independent reading skills
- Critical appreciation of literary texts and ways to respond to them
- Evaluation and analytical skills
- Appreciation and understanding of English Literature and its changing traditions.

Method of Assessment

Component 1: Poetry (open book, clean copy)

Written examination: 2h

Component 2: Drama (closed book)

Written examination: 2h

Component 3: Unseen Texts

Written examination: 2h

Component 4: Prose Study

Coursework 2500-3000 words based on the reading of two prose texts from different periods, one pre-2000 and one post-2000.



Film Studies

WJEC



Description of the Specification

At St. Mark's, advanced level Film Studies has a tremendously successful record of achievement, with the majority of students over the years exceeding their target grade.

Component 1: American and British Film (written examination: 3 hours) - 35% of qualification

Section A: Classical Hollywood: One question from a choice of two, requiring reference to one US Hollywood Studio film.

Section B: Hollywood since the 1960s (two-film study): One question from a choice of two, requiring reference to two American films, one produced between 1961 and 1990 and the other more recent.

Section C: Contemporary American Independent Film: One question from a choice of two, requiring reference to one American Independent film.

Section D: British Film (comparative study): One question from a choice of two, requiring a comparison of two British films, one produced between 1930 and 1960 and the other more recent.

Component 2: Varieties of Film (written examination: 3 hours) - 35% of qualification

This component assesses knowledge and understanding of five feature-length films and one compilation of short films.

Section A: Film Movements (two-film study): One question from a choice of two, requiring reference to at least one film from the silent era.

Section B: Documentary Film: One question from a choice of two, requiring reference to one documentary film.

Section C: Global Film (two-film study): One question from a choice of two, requiring reference to two global films.

Section D: Short Film: One question from a choice of two, requiring reference to a compilation of short films.

Component 3: Coursework - 30% of qualification

This component assesses one production and its evaluative analysis. Learners produce: either a short film (4-5 minutes) or a screenplay for a short film (1600-1800 words) and a digitally photographed storyboard of a key section from the screenplay and an evaluative analysis.

Film Studies has proved hugely popular with students, a number of whom have gone onto careers in the Film and Media Industry, ranging from Sound Engineer at Pinewood Studio to a review writer for a national journal.



Geography Edexcel



Developing Skilled and successful Geographers

Geography matters That's why this new qualification covers a wide range of contemporary themes and issues, so students can understand the world around them and what could impact its future.

The world needs Geographers It's well known that studying Geography leads to a wealth of study and career opportunities. This course helps students become confident Geographers who are equipped with knowledge and skills to succeed in their next steps.

Dynamic Landscapes

Topic 1: Tectonic Processes and Hazards

Topic 2: Landscape Systems, Processes and Change

Choose one from: Option 2a: Glacial Landscapes and Change

Option 2b: Coastal Landscapes and Change

Dynamic Places

Topic 3: Globalisation

Topic 4: Shaping Places

Choose one from:

Option 4a: Regenerating Places or Option 4b: Diverse Places

Physical Systems and Sustainability

Topic 5: The Water Cycle and Water Insecurity

Topic 6: The Carbon Cycle and Energy Security

Human Systems and Geopolitics

Topic 7: Superpowers

Topic 8: Global Development and Connections

Choose one from: Option 8a: Health, Human Rights and Intervention

Option 8b: Migration, Identity and Sovereignty

Paper 1 - Marks 105 - 30% 2 hours and 15 minutes

Paper 2 - Marks 105 - 30% 2 hours and 15 minutes

Paper 3 - Marks 70 - 20% 2 hours and 15 minutes

Paper 4 - Coursework - Marks 70 - 20% - Recommended word count
3000 - 4000 words



History

AQA



Description of the Specification

This History course encourages you to grow in your ability to analyse people and events so you can come to your own substantial conclusions about the past. There is a clear focus on developing the skills of:

- Acquiring, and effectively communicating, knowledge and understanding
- Understanding historical concepts and approaches
- Understanding the nature of historical evidence and the methods used by historians to make sense of the past
- Understanding how the past has been interpreted and represented
- Understanding the nature of historical study, for example, that history is concerned with judgements based on available evidence and that historical judgements may be provisional

Type And Nature Of The Work Involved

- The emphasis is on providing you with activities and experiences so you can process and make sense of the research you have done and the information you have found out.
- The knowledge and understanding required for the exam will take the form of notes, independent reading and essays.
- Learning within the classroom takes the form of discussions, argument, videos, individual presentations and thinking activities.

Method of Assessment

Component 1F: Industrialisation and the People, Britain (1832 - 1885)

Examination - 2h 30m

Component 2P: The Transformation of China (1962-1997)

Examination - 2h 30m

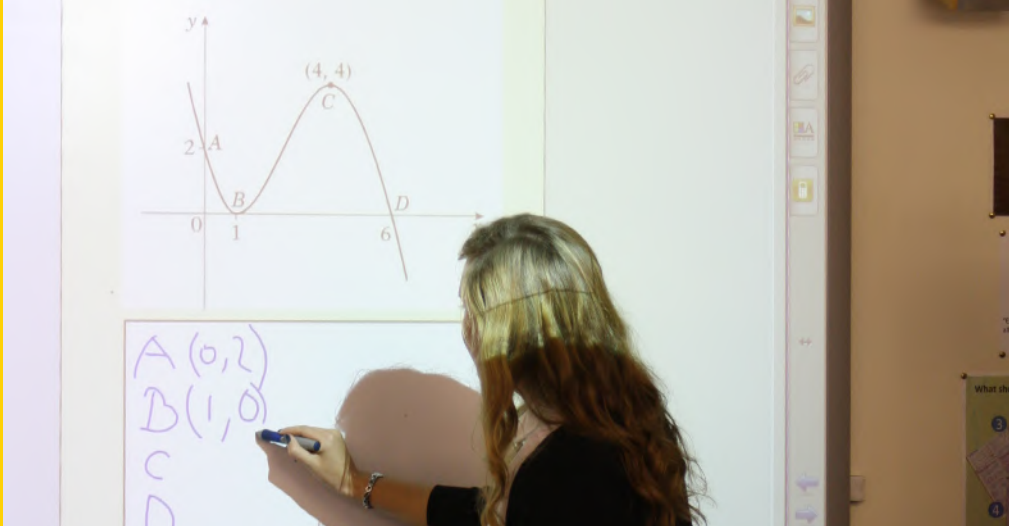
Component 3: Historical Investigation

Coursework (3,500 words)



Mathematics

Edexcel



Description of the Specification

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

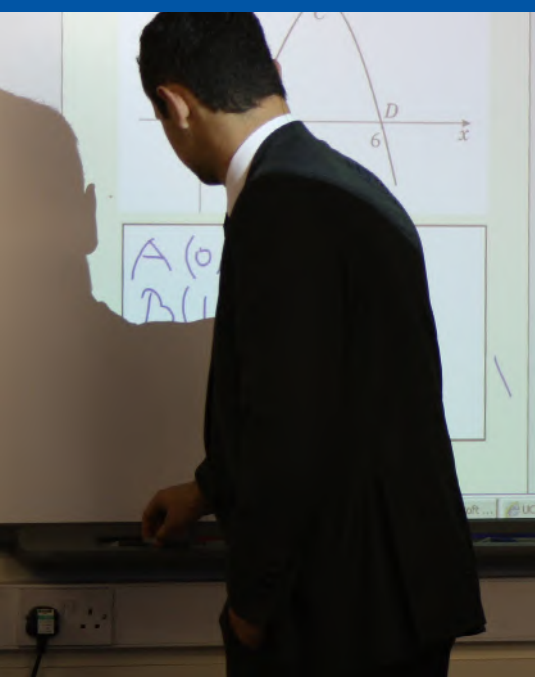
The course will:

- 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



Description of the Specification

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 Pure Mathematics. 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 Applied Mathematics. The applied units are usually Further Statistics (including linear regression, statistical distributions, correlation and hypothesis testing) and Further Mechanics (including momentum and impulse, collisions, centres of mass, elastic strings and springs).

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.

- Further Pure Mathematics 1 (1.5 hours)
- Further Pure Mathematics 2 (1.5 hours)
- Further Statistics (1.5 hours)
- Further Mechanics (1.5 hours)



Media Studies WJEC



Description of the Specification

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, Social and Participatory Media, Advertising and Marketing, Film, Music Video, Radio and 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 / Riptide in music video, Daily Mirror / The Times in newspapers, Life on Mars / The Bridge in television, Vogue / The Big Issue in magazines, and Zoella / Attitude in online media.

You will also construct a cross – media production where you put your understanding of the above into practice. Options available to you include:

- The production of an original music video for a new or local/unsigned artist or band and related print or online products.
- The production of a new print magazine and related audio-visual or online products.

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



Description of the Specification

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%





Description of the Specification

The course provides an excellent avenue into the study of Physical Education at degree level or further career opportunities in sport. The course is a good progression for those who achieved a good grade (B or above) at GCSE Physical Education level. Students must also be keen sportsmen/women outside of school and participate regularly in a competitive environment. Possible careers include PE teaching, physiotherapy, sports management, sport scientist and various sports related careers.

Aims Of The Course

To develop students understanding of key Physical Education concepts across a widening range of topic areas.
To prepare students for further study at degree level.

Type And Nature Of The Work Involved

- Anatomy and Physiology
- Skill Acquisition
- Sport and Society
- Biomechanical Movement
- Sport Psychology
- Technology in Sport

Method of Assessment

Year 1

Theory

Section A – Applied Physiology

Section B – Skill Acquisition and Sports Psychology

Section C – Sport and Society and Technology

Practical - Assessment as a practical performer in a competitive situation with a written analysis.

Year 2

Theory

Section A – Exercise Physiology and Biomechanics

Section B – Sports Psychology

Section C – Sport and society and technology in sport

Practical - Assessment as a practical performer or coach in a competitive situation with a written analysis to support the assessment.

There will also be a 2 hour exam covering the content from Year 1 and Year 2.



Physics

Edexcel



Description of the Specification

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



Description of the Specification

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.

POLITICS – Year 13

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.

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



Description of the Specification

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries.

Throughout this two year course candidates will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing products of their choice.

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

A portfolio approach is used for Year 12, where candidates will explore a number of processes and materials including product design drawing and prototyping. Theory is taught alongside the practical lessons.

Library Chair Project

Craft Knife Project

Method of Assessment

Non-exam Assessment (NEA) 50%

Students are required to research, design and make a product to solve a specific problem.

Exam

Paper 1 - 2 hours 25%

Paper 2 - 2 hours 25%



Psychology

AQA



Description of the Specification

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, Aggression or Forensic Psychology.



Sociology

AQA



Description of the Specification

Sociology comprises four key topics, thus enabling students to examine the following questions about society: How does society work? What has caused the rise in Religious Fundamentalism? 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 Religion and Beliefs. 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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