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(Please note that subjects on offer are dependent on viable group sizes)
Saint Ambrose College is a Catholic State Funded Independent Grammar School with a selective intake. As a State Funded school, there are no fees.

Saint Ambrose College is one of twelve schools in England in the Edmund Rice Schools Network and was rated ‘Outstanding’ by both Ofsted and the Diocese of Shrewsbury upon our last inspections.

In June 1940 the pupils and De La Salle Brothers of Les Vauxbelets College, Guernsey, evacuated the island and re-established their school in our local area. In 1942 the school was officially named ‘St Ambrose College’, in honour of Bishop Ambrose Moriarty, who had been so supportive. The De La Salle Brothers returned to Guernsey following the liberation of the Channel Islands and in September 1946, at the request of the Bishop, the Christian Brothers took responsibility for St Ambrose College. The Christian Brothers are represented on the Governing Body. Whilst no Brothers have taught at St Ambrose College since the 1990s, the charism of Blessed Edmund Ignatius Rice, is retained at the heart of all that we do.

The College is rich in extra-curricular activities with something for everyone. The main team sports are rugby, cricket and athletics, but there are many other sporting activities and clubs on offer.

Boys are actively involved in the liturgical life of the College and develop the Catholic Spirituality through liturgical celebration. All boys have the opportunity to take part in retreats during their College career.

There are approximately 950 boys on the College roll, including 200 in the Sixth Form. We are proud to say that most proceed to Russell Group universities and a number to Oxford and Cambridge. We celebrate annually the achievements of our boys.

Saint Ambrose is first and foremost, a Catholic College and a Catholic ethos must exist in our daily life.

Examination results place us amongst the highest achieving schools in the country. In particular ALPS place us in the top 1% of the country for A-level results.

Please visit our website for further information:
www.st-ambrosecollege.org.uk

J M Keulemans
Principal
Lord teach me to seek Thee
And reveal Thyself to me
When I seek Thee

For I cannot seek Thee
Unless Thou teach me,
Not find Thee except
Thou reveal thyself

Let me seek Thee in longing,
Let me long for Thee in seeking;
Let me find Thee in love,
and love Thee in finding.
Edmund Rice Education

Evangelisation of the modern World
Saint Ambrose College contributes to the overall mission of the Catholic Church by bringing the Good News of Christ to all aspects of the life of our school community. We do this in dialogue with youth and contemporary culture, thus fulfilling the specific calling of the Congregation of Christian Brothers: “The Evangelisation of youth through the Apostolate of Christian Education”.

Promoting the Spiritual in Gospel
At Saint Ambrose College we encourage an awareness that the fulfilment of human existence lies beyond this world, rejecting a vision of the human person as purely material and temporal. Here we nurture a ‘living faith’, foster Christian spirituality and educate in Gospel-based values.

Building a Christian Community
We encourage a sense of community in which the quality and care for each other is Christ-inspired, based on mutual respect, self-sacrifice and full respect of the God-given dignity of each person. Our community is one of hard work and good humour.

Compassion for those in Need
Blessed Edmund Rice said, “Were we to know the merit and value of only going from one street to another to serve a neighbour for the love of God, we should prize it more than silver and gold”.

At St Ambrose College we show, in the spirit of Edmund, particular love and concern towards the weakest members of the school community. We also reach out beyond the school in compassion and practical action for the poor and marginalised both locally and internationally.

Concern for the Whole Person
A Catholic school is distinctive from a secular school in its expertise at catering for the needs of the whole pupil. Whilst we are a grammar school that achieves high academic results, we believe in a holistic education and we resist “seduction by shallow indicators of value” (Lydon, 2013). Everything we do here is centred on the balanced and integrated development of our students and staff. We aim for positive development of all the dimensions of personal growth – religious, moral, intellectual, cultural, physical and social.

Striving for Excellence
We encourage each individual to use his or her talents to the full, whether religious, academic, cultural, physical or social. We pursue high standards in all aspects of teaching, learning and extra-curricular endeavour.

Education as a Christian Calling
The role of a teacher or member of support staff at an Edmund Rice school is seen as much more than just a job; it is recognised as a vocation, a calling from God and a sharing in the Catholic Church’s mission. The fairness shown towards the pupils is rooted in the love of Jesus spoken of in the Gospels.

Education for Justice
We do our utmost to inspire the hearts and minds of our students to care for all God’s creation and to build a more just society; we develop in them the talents for active citizenship and transformational leadership. We stay faithful to the words of Pope Francis who said, “The mission of schools is to develop a sense of truth, of what is good and beautiful”.

In this College we strive to make real in our lives and in the World the values of the Gospel of Jesus Christ.

We will...

provide a well-ordered caring environment where self-discipline is emphasised and pupils are enabled to take responsibility for their own actions following a reasoned set of Christian values and principles.

demand of the pupils the highest possible standards whilst supporting them with a system of pastoral care, which promotes respect for all of the community. We therefore value highly good manners, courtesy and fairness.

offer support and guidance for all pupils as they take advantage of the wide opportunities offered to them within the College, enabling them to make full use of their talents and so contribute to the good of the whole College.

seek to develop the College as a vibrant Christian community where pupils will learn to integrate their Catholic faith and culture “seeking first the kingdom of God” and enabling them to be “ambassadors of Christ”.

aim to do this together in a spirit of hope and happiness following the example of Blessed Edmund Rice and under the guidance of the Holy Spirit and the patronage of Our Lady, Help of all Christians.
The pastoral system is designed around four Houses. The House system encourages: ‘A positive competitive ethos based upon engagement and action which extends and enriches the individual within the context of a global Christian community.’

All rewards and competitive activity take place through the House structure; monitoring and target-setting are also activated through the four Houses.

Students progressing from 5th year to Lower Sixth will remain in the same House; successful external applicants will be allocated a House when they join the College. Sixth Formers are continually supported by their House Tutor, House Leader and the Director of Sixth Form.

There are ten Tutor Groups in the Sixth Form which meet at the beginning of each day for registration and tutor period. House Assemblies also take place on Monday (Aquinas), Tuesday (Augustine), Thursday (Ignatius) and Friday (Newman) during House Period.

Wednesday House Period provides a unique opportunity for all Sixth Formers to demonstrate leadership qualities through their integration into the House Groups with the rest of the College. Sixth Formers lead the House Period with their younger contemporaries. They support the Catholic ethos by starting the session with a Gospel reading before explaining its meaning. Students deliver a short presentation on any topic of their choice and teach the younger students. In an increasingly competitive global employment market, this opportunity to refine their professional skills is invaluable. A key benefit of this system is that it also allows the Sixth Form Tutors to plan individual meetings with their tutees to set targets, discuss progress and performance.

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The School Day 08.55 am - 15.35 pm

Saint Ambrose College

Aquinas House (Blue)
House Leader
Mr Rush

Augustine House (Green)
House Leader
Mr Aspinwall

Ignatius House (Red)
House Leader
Mr Cutting

Newman House (Yellow)
House Leader
Mr Crawford

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The College uniform for pupils is the following:

Black shoes (not boots, sports trainers, velcro fasteners or suede shoes)
Dark coloured socks (black)
Black trousers
White shirt
Sixth Form pullover (Saint Ambrose black V-necked design from Monkhouse)
Sixth Form tie (from Monkhouse)
Saint Ambrose blazer – (college design with badge from Monkhouse)
Outdoor coats and bags (dark in colour without any large (designer) logos or patterns

Sam Nanda (Head Boy) and Marcus Roberts, Ciaran Booth and Oliver Summerill (Deputy Head Boys)
The College offers a curriculum enrichment programme to all students in the Sixth Form. The aim of the programme is to offer breadth and variety to post-16 education.

Why is the Enrichment programme important?

Employers and universities are increasingly demanding evidence of a repertoire of skills that complement excellent examination results. If you choose to apply to university through UCAS, your Personal Statement should reflect the skills which will differentiate you in a positive light from other applicants.

We currently offer an enrichment programme each Wednesday afternoon where the following options are available:

- Cooking
- Duke of Edinburgh Award Scheme
- Sporting Activities (eg. rugby, football, badminton, basketball, swimming and the fitness suite)
- Forensic Science and Medicine group
- Oxbridge & Russell Group preparation for university entrants
- Charity work with Cornerstone centre for the homeless and Revive asylum seekers
- Work with the elderly at local care homes
- Extended Project Qualification
- Edmund Rice Awards Scheme
Oxford and Cambridge Recruitment Programme

Saint Ambrose College provides an Oxbridge recruitment programme for those boys who wish to apply for Oxford and Cambridge universities. The programme includes visiting speakers, mock interviews, meetings and presentations from former Ambrosians who are studying at Oxford and Cambridge.

University Summer School

A number of students successfully applied for summer school placements at top universities in subjects such as Engineering, Physics, Computing and Mathematics.

Medicine and Dentistry

For students interested in Medicine and Dentistry, there is additional support:

- A trip to a top university medical school
- Senior Consultants conduct interviews with students giving detailed feedback as well as advice on how to produce a competitive application.
- Work experience placements in local hospitals and GP practices.

Senior Maths Challenge

Mathematics students in both the Upper and Lower Sixth entered the Senior Maths Challenge, a prestigious national competition identifying top mathematicians. Saint Ambrose College students were awarded 6 Gold, 15 Silver and 12 Bronze awards. Boys who reach a high level qualify through to the ‘Kangaroo’ round and those who achieve even higher scores qualify for the British Olympiad. We have 4 boys qualifying for the Kangaroo Round and 2 boys qualified for the British Olympiad.

Edmund Rice International Group

There is an ‘Edmund Rice International’ (ERI) group for the Sixth Form at St Ambrose College. Inspired by the charism, vision and values of Blessed Edmund Rice, ERI is an National Government Office committed to working for children and young people who are marginalised because of poverty, access to education, legal status, environmental degradation, or involvement in armed conflict. ERI works at the international level to promote and protect the rights of children and young people particularly in regard to education. Care for the environment is also a value that is embedded in all that we do; we have strong links with local environmentalists. The group meets weekly and works closely with the ERI Headquarters in Geneva; there is an annual trip to the United Nations.

Sixth Form Christmas Hamper collection for the Christian Brothers Revive Centre.
Duke of Edinburgh Award Scheme

The Duke of Edinburgh’s Award is a voluntary programme of practical, cultural and adventurous activities, designed to support the personal and social development of young people aged 14-25. It offers a challenge and encourages young people to undertake exciting, constructive and enjoyable activities in their free time.

Mentoring

Sixth Formers support younger Ambrosians through mentoring. Sixth Formers are linked with a particular House Group and work closely with House Tutors. They may assist the teaching staff by using their advanced subject knowledge, music or sporting skills to work with individual pupils in lessons or at lunchtimes. Many of the clubs and societies open to lower school pupils are organised and run by our Sixth Form students.

Spiritual Activities

Each year the College offers Sixth Form students the opportunity to participate in a religious retreat at a Christian retreat centre and join the Shrewsbury Diocese pilgrimage to Lourdes. The exploration of the spiritual dimension will allow students to explore beliefs with like-minded individuals and, in the process, make new friends. We are fortunate to have regular voluntary Mass celebrated in the College chapel where Sixth Formers are central to the organisation and celebration of worship.

Sixth Form students make a significant contribution to community activities such as Chaplaincy work, St Vincent’s de Paul, Millennium Volunteers, Cornerstone, Barnardos, Revive, as well as helping the local elderly. Many of these activities are part of our enrichment programme.

We also encourage students to become involved in the Christian Brother led ‘Edmund Rice Camps’ in which students work with younger children from deprived backgrounds in educational, sporting, artistic and spiritual activities during school holidays. A number of students have gone on from this to work with children at our sister school St Ambrose Academy in Sierra Leone.

Drama Opportunities

Each year the College organises a whole school production where Sixth Form students are invited to take part in acting, singing, the orchestra and assist with back stage organisation.

The involvement in school productions seeks to nurture creativity, imagination and teamwork. It is an enjoyable experience and we would encourage gentlemen of the sixth form to take part.
Duke of Edinburgh Award students at St. Ambrose College attending a skills test in preparation for their sailing trip to Greece.

Charitable work for Macmillan Cancer Research.
About Saint Ambrose

The two years spent in the Sixth form is an exciting and enjoyable period for those boys who have achieved qualifying success at GCSE and who wish to pursue further studies.

At Saint Ambrose College we maintain a Sixth Form with traditional values of excellence. In accordance with our Mission Statement, we seek to provide a structured and caring environment in which our boys can fulfil their potential. Each year the majority of Upper Sixth boys go on to study at Russell Group universities. To achieve such academic success requires an ordered, self-disciplined determination to work hard. Tutors track and monitor student progress, ensuring regular and accurate assessment leads to all targets being met and students reaching their full potential.

We believe boys should participate in extra-curricular activities that will contribute to the growth of happy, well-adjusted, creative young men of faith, concern and integrity. We offer a wide choice of activities: rugby, soccer, basketball, badminton, cross country, athletics, tennis, skiing, debating, public-speaking, orchestra & choir, drama, Duke of Edinburgh Award, Chaplaincy team, charity work, pro-life, mentoring of younger pupils etc.

There are also opportunities for foreign study visits, field studies and to attend the theatre and outside lectures. Our Sixth Form also enjoy a wide array of extra-curricular activities. Above all, we believe that boys should be learning in a vibrant community where the Catholic faith is lived out as an integral part of their lives.

To make transition from College to university as seamless as possible, we have introduced online mentoring where Sixth Formers can communicate with undergraduates from local universities regarding revision techniques and university life, which helps to prepare students for their next step to university and beyond.

Last summer Saint Ambrose College A Level students attained 74% of grades at A* to B, and with continued support would aim to improve upon these academic achievements.

The Sixth Form are excellent role models who nurture and mentor younger students within their college community.

St. Ambrose students who have met their offers for Oxford
Entrance to Sixth Form

The minimum entrance requirement is five GCSE passes at Grade 6/Grade B and at least a Grade 5 in Mathematics and English Language with at least a grade 6/B in the subject to be studied at A level. Please see the Admissions section on the school website for clarification at www.st-ambrosecollege.org.uk.

Joining Saint Ambrose College at Sixth Form

Each year the College welcomes boys from other schools who wish to join the Sixth Form providing they meet with our entrance requirements. In the past such boys have settled in well, made friends, played a full part in the life of the Sixth Form and have been successful academically.

The study programme consists of three Advanced Level subjects. Some students may be able to study four Advanced subjects and there is an opportunity for students to complete an EPQ (Extended Project Qualification).

A lively and thorough Religious Education programme is an essential part of the Sixth Form curriculum.

During study periods boys are able to work in the Sixth Form Common Room or in the College library as well as a dedicated IT suite for Sixth Form use. There are also lessons in which advice is given about university entrance exams and interview techniques, essential when applying to the top universities.

Sixth Form Leadership Opportunities

At the end of the Lower Sixth, teachers are invited to indicate their preferences for Head Boy, Deputy Head Boy and prefects. The successful nominees for these important positions are interviewed by the Principal and Director of Sixth Form before the Head Boy and Deputy Head Boy are appointed. Prefects for each House are also appointed, taking into consideration the views of staff.

House Captains and House Vice-Captains are elected by their peers. Lower Sixth boys who wish to be considered for these posts are invited to write a letter of application to the Principal. Individuals are then required to deliver a speech in their respective House assemblies. The whole House listens to each speech before voting for their House Captain and House Vice-Captain who will be in the post for the next twelve months.

The Sixth Form leaders meet regularly with the Principal and Director of Sixth Form to discuss both Sixth Form issues and the programme of competitive activities in which the rest of the College participate; House Captains plan and lead these events and also form a very important part of the School Council, listening to the views of their younger peers before conveying their findings to members of the Senior Leadership Team.
‘Talent wins games, but teamwork and intelligence wins championships.’

Michael Jordan

We are fortunate to offer some of the best facilities in the country, with a twenty five metre swimming pool, a four court badminton Sports Hall and a fully equipped Fitness Suite. The outside sporting facilities are also enhanced by three rugby pitches, an all-weather floodlit 4th generation pitch, cricket nets, two artificial wickets and a 7-a-side all-weather football pitch. We have recently added three full sized tennis courts.

The extra curricular programme is extensive with students representing College Rugby Union, Cross-Country, Basketball, Swimming, Water Polo, Athletics, Table Tennis, Tennis, Badminton and Cricket Teams. Senior Soccer teams and individual sports are encouraged within the College.

Inter-School tournaments are run in Football, Badminton and Rowing. The College also holds its own triathlon each year.

The following list of clubs is by no means exhaustive as every year new staff bring new talents and interests to the school:

Athletics
Badminton
Basketball
Boot Camp
Boxercise
Cricket
Cross Country
Gaelic Football
Gymnastics
Martial Arts
Rugby Union
Rowing
Swimming
Table Tennis
Tennis
Trampolining
Triathlon
Volleyball
Water Polo
Weight Training.
Above: Sixth Form Rugby Team

Sixth Form Sports Enrichment
In September 2012, the College opened its new £24 million building. The new College is designed around the shape of a Celtic cross; the cross features on the badge of all Edmund Rice Schools. The College is fortunate to have its own bus terminal.

As boys enter the College they are presented with the central atrium and ‘Spanish steps’ which provide a social gathering area. The central atrium space is designed as a multi functional space for assembly, theatre style performances, religious services and a dining/social area.

Also located in the central space, the Chapel which acts as the focal point to the whole College has an axial relationship to Holy Angels Church to the South East.

The main building is made up of four wings over three storeys, which house the main teaching spaces. These teaching spaces are centralised around the central atrium space with the sports facilities located to the south of the main building. In order to maximise external space on the site the sports hall has been located over the swimming pool and is connected to the College building. These areas combine to provide a clear representation of the Celtic Cross. Outdoor eating areas are equipped with furniture created from the trees felled during construction.

**Ground floor**

This level provides both pupil and visitor entrances to the College, the College office and the major proportion of specialist areas e.g. Design and Technology, Languages, dining and lecture theatre as well as a direct link to the swimming pool, both from the central area and via a separate sports entrance.

**First floor**

The first floor level accommodates the balance of specialist areas to include Science, Humanities, Creative Arts and Computing. The first floor also accommodates the sports hall and a fitness suite which is available to the Sixth Form throughout the day with supervised training before and after school.
Second floor

The second floor houses the library pods, Sixth Form common room, alongside numerous areas where students are encouraged to study during their free time. Every wing is provided with a dedicated ICT room and sixth form students also have access to a ‘cyber cafe’.

Internal and External Sports Provision

Sports facilities are contained in the southern wing and extend over two floors. The twenty-five metre long, six lane swimming pool sits directly below the sports hall and provides views across the rugby pitches and cricket square. The air-conditioned sports hall houses a full-size basketball court, cricket nets and four badminton courts. Alongside this is a fitness suite equipped with Concept 2 rowing machines, weights and fitness stations.

The senior rugby pitch and cricket square maintain the views from Hale Road. These facilities have been supplemented by two further rugby fields to the south of the building, where spectators can view matches from the grassed terrace areas or the viewing balcony.

The outdoor areas provide additional space for exercise together with pupil development with the wetland areas and allotments.

Communication/Catering

The College uses a ParentMail system which is used to communicate with parents via e-mail communication and can also be used to make payments for items/trips.

Students are issued a photo ID card which is used for registration, printing purposes and cashless catering.

Sixth Form students have priority access to a dedicated all-day cafeteria.
The subjects being offered in September 2018 are:

**Creative Arts**
- Art & Design
- Music
- Drama and Theatre

- English Language
- English Literature

**Humanities:**
- History
- Geography
- Government and Politics
- Economics
- Business Studies

**Mathematics/Computer Science**
- Mathematics
- Further Mathematics
- Computer Science

**Modern Foreign Languages:**
- French
- Spanish

- Physical Education
- Religious Studies

**Science:**
- Biology
- Chemistry
- Physics

- Design & Technology: Product Design (Graphic Products)

Some students will have the opportunity to take an Extended Project Qualification (EPQ)

Please note: all courses are offered subject to a required minimum number of students.
Preparing students for the new AQA syllabus

Why Study Art & Design?

Art & Design affords each student the opportunity to explore their environment imaginatively, aesthetically, creatively and practically. Boys are encouraged to express ideas, feelings and meanings and make sense of these in a personal way, producing their own creative work. Options offered include Fine Art or Photography and entry is contingent on a student’s performance at GCSE and, in the case of Photography, the successful completion of an initial assessment task.

Scheme of Assessment

Unit 1: Portfolio of Work & Personal Investigation (60% of A level)
Candidates are again required to work sequentially from a number of given starting points or themes throughout the course and develop projects which build on those undertaken in Year 12. The unit also requires candidates to produce a practical unit with written elements in which candidates are expected to develop a personal investigation based on an idea, issue, concept or theme leading to a finished piece or pieces. The practical elements should be linked with some aspect of contemporary or past practice of artists, designers or craftspeople. The aim is that written material should be approximately 3000 words. The portfolio of work will be selected from the work produced during the course.

Unit 2: Externally set Assignment (40% of A level)
In the examination candidates will be set an assignment chosen by the examination board. They will then develop work during the preparatory period and finally sit a 15 hour examination where a final piece will be undertaken.

Career Opportunities

Many old Ambrosians go on to pursue careers in Art and Design, and popular areas of study include Architecture, Fine Art, Animation and the study of History of Art. Past students have been accepted to many of the best art Colleges including The Slade, Chelsea and The Courtauld Institute of Art.

Old Ambrosians: Keith Breeden is an established member of the Royal Society of Portrait Painters and Peter Saville is a Graphic Designer for the Music Industry. He has recently designed the England Football Team Home Shirt and the new Tate Modern logo.
Why study Music?
A Level very much builds on the foundations of GCSE with performing, composing and listening the main areas of assessment. The new AQA course has been designed to be relevant, contemporary and provide an opportunity for the students to study a wide range of musical genres. These genres include Pop, Rock, Jazz, Musicals and the Traditional Music of the Western Classical Period.
Students continue to develop their performance skills through solo and ensemble performance and have the opportunity to teach some of our younger students on their chosen instrument. Composition work is fundamental to the course utilising the various music software within the department.

Extra Curricular Activities
The music department is thriving with a variety of ensembles to suit all pupils and all levels. Throughout the week regular rehearsals take place including Jazz Band, School of Rock, Orchestra and Senior Choir. These fine ensembles play a big part in the school calendar performing in events such as The Feast of Saint Ambrose and the Christmas Carol Service.

The College ensembles also play an important part in the community performing in various events. These include informal charity events to more formal concerts and services. The College boasts a number of sixth form Rock bands that use the music department as a rehearsal venue. Ensembles also take part in Local and National Competitions including the Bowdon Music Festival and The National Schools Choir of the Year Competition.

Career Opportunities
Former Ambrosian Martin Baker, is now Master of Music at Westminster Cathedral, a position he has held since 2000. He previously held appointments at Westminster Cathedral, St Paul’s Cathedral and Westminster Abbey. He won first prize in the Improvisation Competition at the St Albans International Organ Festival in 1997. While his position at Westminster Cathedral is primarily focused on choral direction, he maintains an international profile as an organ recitalist.

The A level focuses on the fundamentals within Music:
- Appraising Music
- Performance
- Composition

Component 1: Appraising Music (40% of A Level marks (120 marks)

Assessment
Exam paper with listening and written questions using excerpts of music.

Questions are based on a variety of set works chosen from various styles and genres of music which include Western Classical, Musical Theatre, Jazz and Pop/Rock.
- Section A: Listening (56 marks)
- Section B: Analysis (34 marks)
- Section C: Essay (30 marks)

Component 2: Performance (35% of A Level marks (50 marks)

Assessment
Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology).

Requirement
A minimum of ten minutes of performance in total is required.
Creative Arts

Component 3: Composition (25% of A Level marks (50 marks)

Assessment

- Composition 1: Composition to a brief (25 marks)
- Composition 2: Free composition (25 marks)

Requirements

A minimum of four and a half minutes of music in total is required.
Specification Overview

Teaching from September 2017, Exams from 2019
AQA Examination Board

Component 1 – Written Exam
- Study of two set texts
- Analysis and evaluation of the work of live theatre makers
- Assessed by 3 hour written exam
- 40% A-level

Component 2 – Practical and Written
- Creating and performing devised drama. Devised piece must be influenced by the work and methodologies of one prescribed practitioner
- Assessed by working notebook (40 marks) and devised performance (20 marks)
- 30% of A-level

Component 3 – Practical and Written
- Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play
- Methodology of prescribed practitioner must be applied to Extract 3
- Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director)
- Reflective report analysing and evaluating theatrical interpretation of all three extracts
- Assessed by performance of Extract 3 (40 marks) and reflective report (20 marks)
- 30% of A-level

Additional Information
- Other than the externally assessed written exam, work is moderated by a visiting examiner
- Students wishing to take the course who haven’t studied Drama GCSE can do so only if they achieve a grade 6 or above in English Language and Literature, and have a strong history of performance outside of school e.g. youth theatre, speech and drama classes etc.
Why study Drama & Theatre?

A-Level is a fantastic opportunity to participate, analyse and develop theatre in a range of styles and genres. Exploring different practitioners enables students to discover new ideas and concepts of theatre, as well as watching challenging and innovative work by the likes of Complicite, Kneehigh, the National Theatre and the Barbican. Excitingly, the new specification enables students to perform and write from the perspective of a director, actor and a designer – broadening students’ knowledge of theatre responsibilities and skills.

Extra-Curricular Activities

The college productions have always united the Ambrosian community. The excitement and buzz of the forthcoming ‘show week’ resonates around school, bridging all subjects and year groups. The performances are an opportunity for all to be involved, whether it’s in front of the bright lights on the stage itself, or as part of the huge backstage team learning to operate all the lighting and technical equipment needed for shows of such magnitude.

In addition to the production, we run a KS3 Drama club at lunchtimes, often these are run by the GCSE & A-level Drama students. The A-level Drama group are currently choosing the play for their 6th form production to be performed in the Spring.

Jonah Rzeskiewicz now studying at the prestigious Drama School RADA
Why study English Language?

For those students who are keen to engage creatively and critically with a wide range of different texts, we will be offering English Language from September 2018. We will be following the AQA specification, as part of which students will study different areas of language variation, change and acquisition as well as exploring attitudes to language. Students will also have the opportunity to create texts and reflect critically on their own processes of production, while analysing the texts produced by others using linguistic models of analysis.

Emphasis is placed on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language in use, particularly as part of the non-exam assessment: a language investigation and piece of original writing with commentary.
Scheme of Assessment:

Paper 1: Language, the individual and society
Written exam (2 hours) – worth 40% of A-level
Section A: Textual variations and representations
Two texts (one contemporary and one older text) linked by topic or theme.
- A question requiring analysis of one text (25 marks)
- A question requiring analysis of a second text (25 marks)
- A question requiring comparison of the two texts (20 marks)

Section B – Children’s language development
A discursive essay on children’s language development, with a choice of two questions where the data provided will focus on spoken, written or multimodal language (30 marks)

Paper 2: Language diversity and change
Written exam (2 hours) - worth 40% of A-level
Section A – Diversity and change
- One question from a choice of two: either an evaluative essay on language diversity (30 marks) or: an evaluative essay on language change (30 marks)
Section B – Language discourses
Two texts about a topic linked to the study of diversity and change.
- A question requiring analysis of how the texts use language to present ideas, attitudes and opinions (40 marks)
- A directed writing task linked to the same topic and the ideas in the texts (30 marks)

Non-exam assessment: Language in action
Assessed by teachers and moderated by AQA – worth 20% of A-level
Students produce:
- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

Career Opportunities
This course will help you to develop the key critical, creative and analytical skills required both for progression to higher education and for enhanced employability.
Why study English Literature?

For those students wishing to broaden their literary horizons and to enjoy a wide range of literary genres from across the ages, we also offer English Literature A-level. We follow AQA Specification A, which approaches the study of literature through the lens of historicism, encouraging the study of a range of texts within a shared context. This unifying approach facilitates the inclusion of a range of wider reading, thus extending students’ experience and appreciation of literature.

Across the two years of the A-level course, we will study texts including ‘The Great Gatsby’, ‘Othello’, ‘Cat on a Hot Tin Roof’, ‘Wuthering Heights’ and the poetry of Owen Sheers, alongside an anthology of pre-1900 love poetry. The A-level non-exam assessment component also provides opportunities for students to pursue their own areas of interest within their reading.

The variety of assessment styles used, such as passage-based questions, unseen material, single-text questions, multiple-text questions, open and closed book approaches allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.
Scheme of Assessment:

Paper 1: Love through the Ages
Written examination (3 hours) – worth 40% of A-Level
Section A: Shakespeare
One passage-based question with linked question
Section B: Unseen poetry
Compulsory essay question on two unseen poems
Section C: Comparing texts (open book)

Paper 2: Texts in Shared Contexts (Modern times: literature from 1945 to the present day)
Written examination (2 hours 30 minutes) – worth 40% of A-Level
Section A: Set texts (open book)
One essay question on set text
Section B: Contextual linking (set texts and unseen extract)
One compulsory question on an unseen prose extract
One essay question linking two texts

Non-exam assessment: Independent critical study (Texts across Time)
Assessed by teachers and moderated by AQA – worth 20% of A-Level
Comparative critical study of two texts, at least one of which must have been written pre-1900, in the form of an extended essay (2, 500 words).

Career Opportunities
This course will help you to develop the key critical, creative and analytical skills required both for progression to higher education and for enhanced employability.
Commemoration of the Battle of the Somme

Former Ambrosian historian Josh Travers who won the History of Parliament Society’s national sixth form essay writing competition for a “gripping account” of the battle of wits between Gladstone and Disraeli

Left: Inspirational Auschwitz survivor Ziggy Shipper visits St. Ambrose College Sixth Formers
Why Study History?

The department consistently produces high grades at A level. Last year it achieved 80.8% A*/B.

If you enjoy History, it would be wise to take this subject as a Sixth Form option. If you are not sure of your future career path, History is a good option for you as it develops all the skills demanded in a range of professions. These are skills of research, assimilation of a wide range of material, analysis and judgement. These are skills which a wide range of professions, such as Law and Journalism demand.

The History Department has a tradition of organising visits to a range of countries such as Russia, America and Germany. Every year, two of our Sixth Formers are enrolled on the Lessons from Auschwitz programme which includes a one day visit to the camp in Poland. There is also a well-established History Society run by the Sixth Formers, giving students the opportunity to learn about and research into events and themes in History outside the curriculum.

Studying History at A level will not only develop your understanding of the heritage of Britain but also of other European Countries today.

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**Scheme of Assessment**

**Unit 1G: Change and Transformation, Britain c 1851 - 1964**

- The changing fortunes of the Liberals, Labour and Conservative Parties in Britain in this period, including the role of key individuals such as Gladstone, Disraeli and Churchill.
- The changing relationship between Britain and Ireland including the Easter Rising and the establishment of Home Rule.
- The impact of the First and Second World War on Policy, including the emergence of communism and the BUF and the growth of the Welfare State.

**Unit 2N: Revolution and dictatorship: Russia, 1917-1953**

- Dissent and Revolution, 1917
- Bolshevik consolidation, 1918–1924
- Stalin’s rise to power, 1924–1929
- Concepts such as Marxism, Communism, Leninism, and Stalinism, ideological control and dictatorship.

**Unit 3: The Sun King: Louis XIV, France and Europe 1643 – 1715**

- The impact of Louis XIV’s ambitions on France and the whole of Europe and the extent of Louis’ absolutist rule
- Louis XIV’s foreign policy, including the Wars of Devolution, the Franco-Dutch War and the War of Spanish Succession
- The impact of religious division.

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**Career Opportunities**

As History is a widely respected discipline, A Level historians are accepted at the best Universities including Oxford and Cambridge. A wide range of professions including Law, Journalism, Accountancy and the Police will recruit History students due to their ability to select, collate and analyse information. One former student, a History graduate obtained employment in the Oil Industry whilst another, Daniel Power was appointed Professor of Medieval History at Swansea University in 2007.
Why Study Geography?

Geography is a subject studied with the AQA examination board that can be studied alongside a number of sciences. The study of plant succession and ecosystems overlaps into Biology whilst climate change and the weather involve Physics. Weathering of rocks has links with Chemistry, and Geographers make use of numerous statistical tests that link to Mathematics.

Geography is also a subject that can be studied alongside other arts subjects. For example, essay writing involves English skills whilst History develops the skill of looking at issues from different viewpoints. Geography and Modern Foreign Languages are a great advantage if you want to work abroad or in the tourism industry.

Geography is a relevant subject as it looks at things that have happened in the past, are happening today and what might happen tomorrow. Geography is all around you; the weather, agriculture, settlements, pollution, poverty, national parks and climate change.

If you are not sure of what you want to do in the future, Geography is a way of keeping your options open.

During study, skills will be learned and used in the areas of word processing, research, graph preparation, statistical analysis and power point presentation. Such skills are transferable, promoting employability.
Scheme of Assessment: A Level Components

**Component 1 Physical Geography**
- Section A: Water and carbon cycles
- Section B: Either coastal systems and landscapes or hot desert environments and their margins or cold environments
- Section C: Either hazards or ecosystems under stress

- Written exam: 2 hours 30 minutes
  120 marks   40% of A-level

**Component 2: Human Geography**
- Section A: Global systems and global governance
- Section B: Changing places
- Section C: Either population and environment or contemporary urban environments or resource security

- Written exam: 2 hours 30 minutes
  120 marks   40% of A-level

**Component 3: Geographical Investigation**
- Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

  3,000 – 4,000 words
  
  60 marks   20% of A-level

Marked by teachers moderated by AQA
Government & Politics

This course is open to any student interested in British Government and Politics and the study of other comparative political systems. It would be an advantage to have an inquisitive and analytical mind. Students must be prepared to consult a wide range of sources particularly relevant texts, journals, newspapers and television coverage.

Why Study Government & Politics?

AQA course beginning September 2018.

The department consistently produces high grades at A level. This year it achieved 88% A*/B. The subject offers both academic success and an interesting and ever-changing area of study. The department has organised a number of political visits, both in the U.K. and overseas. Students also attend a series of lectures with an annual trip to the Houses of Parliament.

The method of assessment is predominantly based on essays and so it will be necessary for students to be able to write in a detailed and coherent manner. Students will be encouraged to enter into class-based discussion and to develop the confidence to communicate ideas and opinions. Politics can be profitably combined with subjects such as Economics, History, Business Studies and Geography. However it also compliments other A-level subjects such as English Literature, Modern Languages and the Philosophy of Religion & Ethics. Many former students have found that such a combination helps them to achieve a university place, studying subjects such as Politics, History, Economics, Law or other social science and arts courses.

The College has an established Politics Society that has organised a variety of activities: a Mock Parliament and Question Time, as well as having guest politicians to address the students. The College is a member of the Politics Association and takes part in Conferences and Lecture Days on a regular basis. These give the students the opportunity to mix with students of other colleges and to listen to academics and authors of political texts. Three of our former pupils have become MP’s which led one local newspaper to describe the College as ‘the new breeding ground for future politicians’.

Above Politics Group who visited local MP Graham Brady at the Houses of Parliament.
Subject Content

- Government and Politics of the United Kingdom
- Government and Politics of the United States of America and comparative politics
- Political Ideas

Assessments

Paper 1
- Government and Politics of the United Kingdom
- Written exam: 2 hours
- 77 marks
- 33.3% of the A Level
  (A mixture of medium length explain/essay style questions)

Paper 2
- The Government and politics of the United States of America
- Comparative Politics
- Written exam: 2 hours
- 77 marks
- 33.3% of A Level
  (A mixture of medium length explain/essay style questions)

Paper 3
- Political ideas (e.g., conservatism, socialism and liberalism plus one alternative ideology)
- Written exam: 2 hours
- 77 marks
- 33.3% of A Level
  (A mixture of medium length explain/essay style questions)

Right:
Sixth former Matthew Leigh is sitting for the National Youth Parliament on a four-point programme to help young people in the Trafford constituency.
Why Study Economics?

The department consistently produces high grades at A level. This year it achieved 75% A/B. The purpose of the course is to provide candidates with a firm grounding in the tools of economic analysis with a particular emphasis on using those tools and techniques for problem solving. The specification is intended to provide the basis for a broad understanding of Economics and, secondly to provide a basis for further study. Students will be expected to acquire competence in quantitative skills that are relevant to the subject content and be familiar with the various types of statistical and other data which are commonly used by economists. Students should explore the disagreements that exist between economists and current economic controversies. Students will also be encouraged to develop a critical approach to economic models and methods of enquiry. The specification is split into two main sections introducing microeconomics and macroeconomics principles. Students will be assessed through three examination papers. The student will be encouraged to develop:

• an ability to express his own ideas not only in written form but also with the aid of statistics and diagrams
• the habit of using reference material as sources of information
• the habit of reading carefully and critically
• an appreciation of the method of study used by the economist

Scheme of Assessment: A2 Units

<table>
<thead>
<tr>
<th>Individuals, firms, markets and market failure - Subject Contents</th>
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<tbody>
<tr>
<td>(1) Economic methodology and the economic problem</td>
<td>(8) The market mechanism, market failure and government intervention in markets.</td>
</tr>
<tr>
<td>(2) Individual economic decision making</td>
<td>(9) The national economy in a global context</td>
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<tr>
<td>(3) Price determination in a competitive market</td>
<td>(10) How the macroeconomy works</td>
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<tr>
<td>(4) Production, costs and revenue</td>
<td>(11) Economic performance</td>
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<td>(5) Perfect competition, imperfectly competitive markets and monopoly</td>
<td>(12) Financial markets and monetary policy</td>
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<tr>
<td>(6) The labour market</td>
<td>(13) Fiscal policy and supply-side policies</td>
</tr>
<tr>
<td>(7) The distribution of income and wealth: poverty and inequality</td>
<td>(14) The international economy</td>
</tr>
</tbody>
</table>

Paper 1: Content 1-8 Markets and market failure (written exam: 2 hours 80 marks 33.3% of A Level)
- Section A: Data response questions requiring written answers, choice of one from two contexts worth 40 marks
- Section B: Essay questions requiring written answers, choice of one from three worth 40 marks

Paper 2: Content 9-14 National and International Economy (written exam: 2 hours 80 marks 33.3% of A Level)
- Section A: Data response questions requiring written answers, choice of one from two contexts worth 40 marks
- Section B: Essay questions requiring written answers, choice of one from three worth 40 marks.

Paper 3: Content 1-14 Economic principles and issues (written exam: 2 hours 80 marks 33.3% of A Level)
- Section A: Multiple choice questions worth 30 marks
- Section B: Case Study questions requiring written answers, worth 50 marks

All the question papers are compulsory.

Career Opportunities

Economics is considered to be a social science and thus is regarded as a bridge between the pure sciences and the arts. It is therefore a useful supplementary subject to those studying Modern Foreign Languages, a single Science or another related subject such as History, Business Studies or Government and Politics. Students are encouraged to read widely and become daily subscribers to a reputable national newspaper, such as The Times, Guardian, Telegraph or Independent.
Why Study Business Studies?

The subject offers both academic success and an interesting and ever-changing area of study.

The subject enables students to gain an appreciation of the main aspects of the business world and the way businesses make their decisions. Students will gain an understanding of the relationship between business theory and practice. Business Studies will provide the ideal option for candidates who wish to take either Science or Humanities based subjects. More specifically, Business Studies provides an ideal background for those considering self-employment or thinking of pursuing a career in Finance or Marketing.

Students are introduced to business by building their knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, understand that business behaviour can be studied from a range of perspectives, and challenge assumptions.

Scheme of Assessment

Business

(1) What is business
(2) Managers, leadership and decision making
(3) Decision making to improve marketing performance
(4) Decision making to improve operational performance
(5) Decision making to improve financial performance
(6) Decision making to improve human resource performance
(7) Analysing the strategic position of a business (A Level only)
(8) Choosing strategic direction (A Level only)
(9) Strategic methods: how to pursue strategies (A Level only)
(10) Managing strategic change (A Level only)

Paper 1:
Written exam: 2 hours
100 marks in total - 33.3% of A level

Paper 2
Written exam: 2 hours
100 marks in total - 33.3% of A level

Paper 3: Business 3
Written exam: 2 hours
100 marks in total - 33.3% of A level

All AQA business information can be found at: http://filestore.aqa.org.uk/resources/business/specifications/AQA-7131-7132-SP-2015-V1-0.PDF
**Why Mathematics?**

Mathematics A-level is a demanding but rewarding course that is an ideal preparation for university study in a range of subjects including Medicine, Science, Engineering and of course, Mathematics itself. Studying Mathematics also complements other A-level courses such as Physics, Economics, Computing, Chemistry, Geography and Biology. Students who are good at Mathematics and enjoy the subject, consistently achieve very good grades at A-Level Mathematics.

Even if your chosen course does not require Mathematics it is a very well respected A-level, demonstrating strong academic rigour, problem-solving, logical thinking and statistical analysis; all qualities highly valued by universities and employers for any career choice.

Students will follow the Edexcel Mathematics specification. Students will study the A-level course over two years, being assessed at the end of the course on both years’ course content.

In the Lower Sixth, students will study a range of topics from the three mathematical areas of Pure Mathematics (including functions, graphs, equations, exponentials, logarithms, geometry, vectors, trigonometry and calculus), Statistics (including statistical sampling, measures of average and spread, the Binomial distribution, hypothesis testing and probability) and Mechanics (including kinematics, Newton’s Laws and forces).

In Upper Sixth, students will study additional topics in Pure Mathematics (including sequences, parametric equations, numerical methods, further trigonometry, further calculus and differential equations), Statistics (including the Normal distribution, further hypothesis testing and further probability) and Mechanics (including vectors and further forces).

### Scheme of Assessment: A2 Units

<table>
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<tr>
<th>A-Level – Examined at the end of Upper Sixth</th>
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<tr>
<td>• Paper 1: Pure Mathematics 1.</td>
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<tr>
<td>• Paper 2: Pure Mathematics 2.</td>
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<tr>
<td>• Paper 3: Statistics and Mechanics.</td>
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</table>
Why Further Mathematics?

Further Mathematics has increased significantly in popularity in recent years. It tends to be a preferred A-Level amongst the top Russell Group Universities for students considering a degree with a high mathematical content, such as Mathematics, Engineering, Physics, Economics and Computing.

Further Mathematics A-Level can only be studied by students who are also studying Mathematics A-Level. Students who are very good at Mathematics and work hard across the two years consistently achieve very good grades in both Mathematics A-Level and Further Mathematics A-Level because the two subjects complement each other.

Students will follow the Edexcel Further Mathematics specification. Students will study the A-level course over two years, being assessed at the end of the course on both years’ course content.

In the Lower Sixth, students will study the mandatory Pure Mathematics module (which includes complex numbers, matrices, proof by induction and roots of equations) and two of four optional modules. Our students will study the optional Statistics module (which includes permutations, combinations, the Geometric distribution, the Poisson distribution, contingency tables, correlation and regression) and the optional Mechanics module (which includes dimensional analysis, work, energy, power, momentum, centre of mass and motion in a circle).

In Upper Sixth, students will study an additional mandatory module in Pure Mathematics (which includes summation of series, Hyperbolic functions, Maclaurin series, Polar co-ordinates and second order differential equations), and another two of four optional modules. Again, our students will study the optional Statistics module (which includes the Discrete Uniform distribution, continuous random variables, confidence tests and Normal approximations) and the optional Mechanics module (which includes rigid bodies, moments and linear motion under a variable force).

Scheme of Assessment

A-Level – Examined at the end of Upper Sixth

- Paper 1: Mandatory Pure Core 1. 25% of the A-Level. 90 minutes written paper.
- Paper 2: Mandatory Pure Core 2. 25% of the A-Level. 90 minutes written paper.
- Paper 3: Optional Statistics. 25% of the A Level. 90 minutes written paper.
- Paper 4: Optional Mechanics. 25% of the A Level. 90 minutes written paper.
Why Computer Science?

A level Computing provides the perfect opportunity to gain a valuable head start in the ever changing world of Computing. Computing consistently produces outstanding results and gives pupils an all-round appreciation of the importance of critical thinking and working around problems to achieve a solution, all valuable attributes when applying to university or indeed in later life.

Students will follow the AQA Computer Science specification. In the Lower Sixth students have the opportunity to learn not only the core principles of Computing, but also the chance to gain practical programming experience. Pupils cover a variety of subjects, ranging from the fundamentals of logic and critical thinking, to how computers perform tasks and how messages are sent around the internet.

Computing in the Upper Sixth provides students with the chance to explore some of the deeper principles behind computing, from the foundations of computing as a science, to some of the more modern developments such as public key cryptography and secure networking. The second year also allows pupils to produce a working project on a topic of their choice for a real end user. This sees students producing the product from start to finish, analysing the problem, designing the product and finally developing and releasing the solution. This affords the students the opportunity to work with real clients, promoting the skills required when working in a commercial environment.
Examined at the end of Upper Sixth

Paper 1:
40% of A-level. 2 hour 30 minutes on screen examination.
Topics include; programming, data structures, algorithms and theory of computation.

Paper 2:
40% of A-Level. 2 hour 30 minutes written examination.
Topics include; data representation, computer systems, computer organisation & architecture, uses of computing, fundamentals of communication & networking, databases, big data and functional programming.

Non-Examination Assessment:
20% of A-Level. Practical computing project.
The non-examination assessment evaluates students’ ability to use knowledge and skills gained through the course to solve a practical problem.
Why study MFL?

The study of a foreign language is both profitable and enjoyable for a number of reasons. Quite apart from the advantage a candidate seeking employment gains from being able to offer a foreign language, there is the pleasure which comes from contact with, and understanding of, other people and their culture, allowing linguists to enjoy their leisure activities more fully. At Saint Ambrose College we currently offer French and Spanish at A Level.

Syllabus

The syllabus is intended to make a natural transition from GCSE to A level with the emphasis being on the four key linguistic skills which were developed at Key Stage 4, together with the acquisition of knowledge of the contemporary culture, speech and societies of both France and Spain.

Both subjects allow students to opt for exciting and innovative topics such as the study of a film, a book or a region. There will be opportunities to participate in University visits, exhibitions, theatre trips and workshops.

It is hoped that students will take part in a foreign study visit to France/Spain to increase their knowledge and develop their linguistic skills. In the past such trips have proved to be enjoyable, rewarding and exciting experiences for the students.

Career Opportunities

For those seeking employment in Europe’s expanding job market e.g. Scientists, Engineers, Accountants, another language is most useful. Of course, to train all these people we need more language teachers. Aware of this situation, our Universities offer, in addition to their more traditional language course, more and more courses which combine study of a foreign language not only with other languages but with many other disciplines, e.g. Law, English Literature; Management; Economics; Mathematics; Business Studies; History; Philosophy; Politics; Chemistry; Psychology; Physics; Biology; Linguistics. The list is not exhaustive.
The department consistently produces high grades at A level.

Specification: WJEC syllabus.

Over the two years, students will practice their listening, reading, writing and speaking skills whilst studying the following four topics:

1. Being a young person in French-speaking society
2. Understanding the French-speaking world
3. Diversity and Difference
4. France 1940-1950, the occupation and post-war years.

**Scheme of Assessment**

**Component 1: Speaking**
- What’s assessed?
  - Presentation of independent research project (2 minutes)
  - Discussion on the content of the research (9-10 minutes)

- How it’s assessed?
  - Oral exam: 21 – 23 minutes (including 5 minutes preparation time)
  - 30% of A-level

**Component 2: Listening, Reading & Translation**
- What’s assessed?
  - Section A - Listening
  - Section B - Reading
  - Section C - Translation from French into English and English into French

- How it’s assessed?
  - Written exam: 2 hours 30 minutes
  - 50% of A-level

**Component 3: Critical and analytical response in writing**
- What’s assessed?
  - One French novel (L’Étranger) and one French film (Au Revoir Les Enfants)

- How it’s assessed?
  - Written exam: 2 hours
  - 20% of A-level

Students may take the assessment only once before certification.

The speaking assessments will be conducted by a visiting examiner and marked by a WJEC examiner.
The department consistently produces high grades at A level.

Specification: AQA syllabus; continues from and builds on GCSE work.

## Scheme of Assessment

### PAPER 1: Listening, Reading & Writing

**What’s assessed?**
- Aspects of Spanish-speaking society: current trends
- Aspects of Spanish-speaking society: current issues
- Artistic culture in the Spanish-speaking world
- Aspects of political life in the Spanish-speaking world
- Grammar

**How it’s assessed?**
- Written exam: 2 hours 30 minutes
- 100 marks
- 50% of A-level

### PAPER 2: Writing

**What’s assessed?**
- One text (Crónica de una muerte anunciada) and one film (El Laberinto del Fauno)
- 2 Essays from a choice of 4

**How it’s assessed?**
- Written exam: 2 hours
- 80 marks in total
- 20 % of A-level

### PAPER 3: Speaking

**What’s assessed?**
- Individual research project
- One of four sub-themes;
  - Aspects of Spanish-speaking society: current trends
  - Aspects of Spanish-speaking society: current issues
  - Artistic culture in the Spanish-speaking world
  - Aspects of political life in the Spanish-speaking world

**How it’s assessed?**
- Oral exam: 21 – 23 minutes (including 5 minutes preparation time)
- 60 marks in total
- 30 % of A-level

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.
Specification: AQA; continues from and builds on GCSE work. This qualification is linear.
Subject content: Applied anatomy and physiology; skill acquisition; sport and society; biomechanical movement; sport psychology and sport and society and the role of technology in physical activity and sport.

## Scheme of Assessment: A Level

**Paper 1: Factors affecting participation in physical activity and sport**
- **Section A: Applied anatomy and physiology**
- **Section B: Skill acquisition**
- **Section C: Sport and society**

**Written Exam:** 2 hours - 105 marks - 35% of A Level

**Questions:**
- Section A-C: Multiple Choice, short answer and extended writing (35 marks)

**Paper 2: Factors affecting optimal performance in physical activity and sport**
- **Section A: Exercise physiology and biomechanics**
- **Section B: Sport psychology**
- **Section C: Sport and society and technology in sport**

**Written Exam:** 2 hours - 105 marks - 35% of A Level

**Questions:**
- Section A-C: Multiple Choice, short answer and extended writing (35 marks)

**Non-exam assessment: Practical performance in physical activity and sport**

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

**Internal assessment, external moderation - 90 marks - 30% of A Level**

## Career Opportunities

Opportunities in Leisure, Medicine, Sports Science, Physiotherapy, Coaching and Teaching are all university courses which are helped by study at A Level.
A Level Religious Studies (Edexcel)

Aims of the course:

- To develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies.
- To allow students to treat the subject as an academic discipline by developing the knowledge and understanding appropriate to a specialist study of religion.
- To develop transferable skills for progression to higher education.
- To develop the moral and spiritual appetite of each student.

**Philosophy of Religion (Paper 1)**

This paper allows students to explore some of the main contemporary philosophical issues and questions about religion, such as belief in God or the conviction that life has both value and a purpose. It provides a relevant and challenging context for exploring the particular beliefs, values and practices that characterise religious communities. In turn, it provides a sound basis for understanding and reflecting on the contemporary influence of religion, the views of those who reject religious belief and the impact of these factors on people’s lives.

**Religion and Ethics (Paper 2)**

This paper explores both the common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world. Students will study issues such as equality, war and peace and sexual ethics. A variety of different ethical stances will provide the basis for discussion and debate about major issues. This is further sharpened by engagement with the views and stances of significant ethical thinkers who have contributed to the debates.

**New Testament Studies (Paper 3)**

This paper allows students to study a number of specific gospel texts, as well as the scholarly and critical methods used today to study the New Testament. There is a focus on the Gospel teaching and how the first Christians understood the New Testament and how they expressed and interpreted the relationship between Jesus and God.
Assessment

Each paper is assessed by a 2 hour examination. Students must complete all assessments in May/June of any single year.

Skills Developed

Knowledge and understanding - key concepts such as doctrines, teachings, principles, ideas and theories.

Key skills - ICT, communication, problem-solving, lateral thinking and more.

Analysis and evaluation - interpret, evaluate and analyse religious and philosophical ideas and issues.

Spiritual, Moral and Cultural development - learning about our faith and learning about their own faith, belief and culture.

Relevance

Many employers and universities will be impressed by this choice of subject since it will present the profile of a student who possesses a logical and analytical approach to situations; who can apply lateral thinking to a challenge and who offers his own informed opinion whilst respecting the views of others. It also shows a person who has developed an ethical and moral maturity beyond that of many of his peers.
Saint Ambrose College provides Sixth Form students with the opportunity to study Chemistry, Biology and Physics at A level. Many students opt to study more than one Science subject, or mix for example a Science with Arts or Humanities.

What resources will I be working with?

The Faculty recognizes that sciences are practically-based subjects and as such, strives to ensure all students participate in high quality practical investigations and experiments which may then go on to form part of the external assessment of the course.

All students are provided with appropriate, relevant textbooks and other paper and electronic resources as required. There is a small library of Science reference books available to students alongside those in the school library.

Who will teach me?

The Science Faculty is well-staffed, offering experience and motivation. They provide excellent teaching and guidance to Sixth Form students. We are united by our desire to deliver high quality Science.

What extra opportunities will I have?

Sixth Form students are regularly provided with the chance to attend a variety of lectures organised by various scientific organisations outside the College in addition to the many trips organised by our own science staff. These opportunities seek to enhance the experience of our Sixth Form scientists, to allow them a taste of scientific careers and to strengthen their applications in the competitive field of University places.

The College has its own Forensic Science, Physics and Engineering society, and Medical group.
Why Study Biology?

The department consistently produces high grades at A level. The study of Biology at this level offers the intellectual rigour of the Sciences combined with literacy and communication skills of a high order. Additional tuition is provided each year for Oxbridge candidates.

The OCR syllabus is intended to be a natural extension of GCSE. A Level Biology is now linear with all exams at the end of the course. The minimum total number of hours for exams is 6 hours for A Level. 10% of the total A Level marks require the use of Level 2 (higher tier GCSE) mathematical skills. Students will do at least 12 practical activities across the two year A Level, although coursework practicals do not contribute towards the final A Level grade.

Subject Content:

- Development of practical skills in biology
- Nucleotides and nucleic acids
- Cell Division, Cell Diversity and Cellular Organisation
- Exchange Surfaces
- Communicable Diseases, disease prevention
- Classification and evolution
- Excretion as an example of homeostatic control
- Hormonal communication
- Photosynthesis
- Manipulating genomes
- Ecosystems
- Cell Structure
- Enzymes
- Transport in Animals
- Biodiversity
- Communication and homeostasis
- Neuronal communication
- Plant and animal response
- Respiration
- Pattern of inheritance
- Populations and sustainability
- Biological Molecules
- Biological Membranes
- Transport in Plants
- Cellular Control
- Cloning and biotechnology
  and the immune system

Emphasis throughout the course is on increasing knowledge, developing competence and confidence in practical skills and developing problem solving. You will learn how society makes decisions about scientific issues and how science contributes to the success of the economy and society.

Scheme of Assessment:

How will you be assessed?
- Total of six hours assessment split over three examination papers (2 x 2 hours 15 minutes and 1 x 1 hour 30 minutes) taken at the end of the two year course.
- A wide range of question types including multiple choice, short answer and extended response questions.
- Opportunity to demonstrate your knowledge of both theory and practical skills through the examinations.

What are the benefits?
- An interesting and challenging learning experience, linking key biological ideas and understanding how they relate to each other.
- The development of transferable skills including: investigative problem solving, research, decision making, mathematical skills and analytical skills.
- Opens up a range of possibilities for further study and careers associated with the subject.

Where can A level biology take me?
A Level Biology is an excellent base for a university degree in healthcare, such as Medicine, Veterinary or Dentistry, as well as the Biological Sciences, such as Biochemistry, Molecular Biology or Forensic Science. Biology can also complement Sports Science, Psychology, Sociology and many more.

A Level Biology can open up a range of career opportunities including: biological research, medical, environmental, forensics, sports and science communication. The transferable skills you will learn, such as problem solving, are useful for many other areas, such as Law.
Why Study Chemistry?
The department consistently produces excellent results. Last year we achieved our best results in A Level with 67% achieving A*/A.

The study of Chemistry in the Sixth Form provides the opportunity to further develop a knowledge and understanding of the principles which were studied at GCSE. The AQA Syllabus is intended to be a natural extension of GCSE. The course encourages the development of an awareness of the huge impact that Science and Technology have on our society.

Chemistry is one of the most popular A level choices with almost 90 boys currently studying A level in the Upper and Lower Sixth.

Chemistry is most often studied alongside two subjects chosen from Mathematics, Physics and Biology but some boys study Chemistry for example alongside other subjects from the arts and humanities.

Course Content

**Physical Chemistry**
- Atomic structure
- Amount of substance
- Bonding
- Energetics
- Kinetics
- Chemical equilibria and Le Chatelier’s principle
- Oxidation, reduction and redox equations
- Thermodynamics (A-level only)
- Rate equations (A-level only)
- Equilibrium constant Kc for homogeneous systems (A-level only)
- Electrode potentials and electrochemical cells (A-level only)
- Acids and bases (A-level only)

**Inorganic chemistry**
- Periodicity
- Group 2, the alkaline earth metals
- Group 7(17), the halogens
- Properties of Period 3 elements and their oxides (A-level only)
- Transition metals (A-level only)
- Reactions of ions in aqueous solution (A-level only)

**Organic chemistry**
- Introduction to organic chemistry
- Alkanes
- Halogenoalkanes
- Alkenes
- Alcohols
- Organic analysis
- Optical isomerism (A-level only)
- Aldehydes and ketones (A-level only)
- Carboxylic acids and derivatives (A-level only)
- Aromatic chemistry (A-level only)
- Amines (A-level only)
- Polymers (A-level only)
- Amino acids, proteins and DNA (A-level only)
- Organic synthesis (A-level only)
- Nuclear magnetic resonance spectroscopy (A-level only)
- Chromatography (A-level only)
## Scheme of Assessment:

**Paper 1**  
**Content:**  
- Relevant physical chemistry  
- Inorganic chemistry  
- Relevant practical skills  
**Exam:**  
- Written exam: 2 hours  
- 105 marks  
- 35% of A Level  
**Questions:**  
- 105 marks of short and long answer questions

**Paper 2**  
**Content:**  
- Relevant physical chemistry topics  
- Organic chemistry  
- Relevant practical skills  
**Exam:**  
- Written exam: 2 hours  
- 105 marks  
- 35% of A Level  
**Questions:**  
- 105 marks of short and long answer questions

**Paper 3**  
**Content:**  
- Any content  
- Any practical skills  
**Exam:**  
- Written exam: 2 hours  
- 90 marks  
- 30% of A Level  
**Questions:**  
- 40 marks of questions on practical techniques and data analysis.  
- 20 marks of questions testing across the specification  
- 30 marks of multiple choice questions

## Career Opportunities

An A level in Chemistry is beneficial for almost any future career choice. The skills developed over the two years make a Chemistry A level desirable, and in many cases obligatory, for the study of the many courses at Higher Education institutions including: Biochemistry, Pharmacology; Genetics; Dentistry; Veterinary Science; Chemical Engineering; Pharmacy; Environmental Science; Geology; Materials Science; Polymer Science; Medicine and, of course, Chemistry itself.
Why Study Physics?

The department consistently produces high grades at A level. Last year it achieved 76% A*/B.

A qualification in Physics can lead to careers within Engineering, Robotics, Computer Science, Nanotechnology and Materials Science although the logical and analytical skills developed within the course are also respected when applying for non-science university courses.

Students follow the OCR Advanced Level Syllabus A which has a content-led method, offering a flexible approach where the specification is divided into topics, each covering different key concepts of Physics. As learners progress through the course, they will build on their knowledge of the laws of Physics, applying their understanding to solve problems on topics ranging from sub-atomic particles to the entire universe. The practical endorsement will also support the development of practical skills.

The aim is to encourage learners to:

• develop essential knowledge and understanding of different areas of the subject and how they relate to each other;
• develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods;
• develop competence and confidence in a variety of practical, mathematical and problem-solving skills;
• develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject;
• understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society (as exemplified in ‘How Science Works’).
## A Level Physics course overview

**Module 1 - Development of practical skills in Physics**
- Skills of planning, implementing, analysis and evaluation

**Module 2 - Foundation of Physics**
- Physical quantities and units
- Scalars and vectors
- Measurements

**Module 3 - Forces and Motion**
- Motion
- Forces in action
- Work, energy and power
- Materials
- Newton’s law of motion and momentum

**Module 4 - Electrons, Waves and Photons**
- Charge and current
- Energy, power and resistance
- Electrical circuits
- Waves
- Quantum Physics

**Module 5 - Newtonian World and Astrophysics**
- Thermal Physics
- Circular motion
- Oscillations
- Gravitational fields
- Astrophysics

**Module 6 - Particles and Medical Physics**
- Capacitors
- Electric fields
- Electromagnetism
- Nuclear and Particle Physics
- Medical imaging
- Modelling the Universe

## Scheme of Assessment

**Paper 1 - Modelling Physics**
- Modules 1, 2, 3 and 5 - 37%

**Paper 2 - Exploring Physics**
- Modules 1, 2, 4 and 6 - 37%

**Paper 3 - Unified Physics**
- Modules 1 - 6 - 26%
Why Study Design & Technology?

The department consistently produces high grades at A level. Last year it achieved 61.9% A*/B. Design & Technology at St Ambrose College prepares students to take part in the development of tomorrow’s rapidly changing world. Creative thinking encourages them to make positive changes to their quality of life; the subject encourages young people to become autonomous and creative problem-solvers, both as individuals and as part of a team.

Our students are provided with the opportunity to learn and utilise industry standard CAD packages to design and make a variety of products including a program called Solid Works that enables students to output their designs to our 3D printers and CNC milling machines. We are very fortunate to also have two Laser Cutters/Engravers and a Vinyl Cutter to enhance and promote design work of the highest quality. In addition to the state-of-the-art CAD-CAM equipment we also have a very well stocked traditional workshop with a wide range of high quality tools and machinery for students to use. Students are provided with ample opportunities to explore and develop their design and make skills, ready for University.

Right: Winner of the National competition to design an original poster to promote careers in the furniture industry.
A-level Design and Technology: Product Design requires students to engage in both practical and theoretical study. This specification requires students to cover design and technology skills and knowledge. These have been separated into:

- Technical principles
- Designing and making principles

Imaginative practical work is at the heart of the subject. Students will develop intellectual curiosity about the design and manufacture of products through a series of designing and making projects. They will explore, design, create and evaluate innovative solutions in response to realistic design contexts.

How is it assessed?

- 50% exam (maths and science contribute 15%) with two A Level papers.
- 50% non-examined assessment (NEA).

The NEA consists of a single design and make activity. A-level students are free to choose their own design context and brief for their NEA final project.

The qualification is linear, meaning students sit all their exams at the end of the course.

**Paper 1**

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

**Questions**
- Mixture of short answer and extended response.

**Paper 2**

- Designing and making principles
- Written exam: 1.5 hours
- 80 marks
- 20% of A-level

**Questions**
- Mixture of short answer and extended response questions.

**Non-examined assessment**

- Practical application of technical principles, designing and making principles.
- Substantial design and make project
- 100 marks
- 50% of A-Level

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**Career Opportunities**

This subject can lead and contribute to careers in Graphic Design, Product Design, Digital Media, Architecture, Graphic Communication, Stone Masonry, Engineering, Advertising, Animation, Carpentry, Prosthetics and Teaching.
A Level Results Summer 2017

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‘Let us preach without preaching, not by word, but by example, by the catching force, the sympathetic influence our hearts bear to You’.

John Henry Newman