# Saint Ambrose College

## Sixth Form Subject Information Booklet

## September 2027 Entry

# Sixth Form at Saint Ambrose College

The two years spent in the Sixth Form are an exciting and enjoyable period for those boys who have achieved qualifying success at GCSE and who wish to pursue further academic 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 Year 13 students proceed to university, with a number securing places at Oxbridge and prestigious universities across America and Europe. To achieve such academic success requires an ordered, self-disciplined determination to work hard. An experienced team of tutors, led by the Director of Sixth Form, not only track and monitor student progress, but work hard to support boys as they apply for further academic study or apprenticeships. The dedicated Sixth Form team tracks and monitors student progress, ensuring regular and accurate assessment leads to all targets being met and students reaching their full potential, wherever their individual futures lie.

We offer a wide range of extra-curricular and enrichment activities from sport to music, debating and mentoring to ensure our young men have opportunities to develop their individual talents and interests.

There are also opportunities for foreign study visits, field studies and to attend the theatre and outside lectures. 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. We impress on our young men the importance of taking a leading role in the spiritual life of our College community and in the 'Thursday Thought' programme, they deliver weekly presentations to lower school forms which not only allows them to develop leadership and public speaking skills, but also encourages them to reflect on the Gospel.

We are hugely proud of our Sixth Form who are excellent role models for our younger students. As an integral part of the College's ethos, they nurture and mentor younger students and leave our College community with the skills, knowledge and experience to embark on their many and varied futures. In the words of St Newman, we encourage our young men to believe that they are "a link in a chain, a bond of connections between persons".

# Sixth Form Team

Our Sixth Form is an integral part of our College community, but nonetheless maintains a separate and individual identity. It is important for those choosing to study in our Sixth Form to understand that while they are still studying within a school environment, they will be expected to have a more adult presence around the College. This is reflected in the uniform regulations and also in the independence granted to Sixth Formers such as self-directed study sessions and the freedom to sign out of the building at lunchtime.

Our team is led by a Director of Sixth Form, two Heads of Year and a team of dedicated tutors, supported by a Sixth Form Administrator and a dedicated Academic Mentor. We aim to support each of our young men to achieve their full potential and take advantage of every opportunity afforded to them. Each of our form groups is led by an experienced tutor who will guide their students in all aspects of their journey through A Level study. Each tutor is an excellent resource with a wealth of experience in guiding young people at this vital stage in their lives.

# Enrichment and Spirituality

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.

Employers and universities increasingly demand evidence of a repertoire of skills to complement excellent examination results. Whether moving on to university or applying for employment, boys will need to stand out from the crowd and, at St Ambrose, we encourage participation in a wide range of activities including:

- Duke of Edinburgh Award Sporting activities
- Charity work and volunteering
- Edmund Rice Awards scheme
- Leadership of societies (for example History, Politics, Engineering, Debating, Model United Nations and Edmund Rice International)

We also provide specific advice and guidance to those boys applying for Medicine, Dentistry, Veterinary Science and Oxbridge by arranging mock-interviews and having weekly meetings where the boys can hone their discussion and interview skills with teachers and external speakers.

## Duke of Edinburgh Award Scheme

The Duke of Edinburgh Award scheme 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.

## Edmund Rice International Group

Inspired by the charism, vision and values of Blessed Edmund Rice, ERI is an NGO (Non-Government Organisation) 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 international level to promote and protect the rights of children and young people particularly in regard to education. Care for the environment is also an embedded value. There are strong links with local environmentalists. The group meets weekly and works closely with the ERI Headquarters in Geneva and organises an annual trip to the United Nations.

## Spiritual Activities

Each year the College offers Sixth Form students the opportunity to join the annual Shrewsbury Diocese pilgrimage to Lourdes. The exploration of the spiritual dimension allows students to explore beliefs with like-minded individuals and, in the process, make new friends. We are fortunate to have weekly voluntary Mass celebrated in the College's Central Atrium where Sixth Formers play an important role in the organisation and celebration of worship. The spiritual provision at the College underpins all aspects of school life. We are blessed with a beautiful Chapel which is situated at the very heart of our building.

Sixth Form students make a significant contribution to community activities such as Chaplaincy work, Cornerstone and 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. There are several other opportunities available to Sixth Form students across the Edmund Rice Network. These include immersions to our sister school in Sierra Leone, advocacy at a local, national and global level and internships at the UN.

Sixth Form students also lead on many of the charity initiatives in school and regularly lead their prospective Houses in fundraising activities.

## Sixth Form Council

The boys have an opportunity to discuss issues of concern and work as part of a team to impact on college life. They are responsible for running this group, taking minutes and actioning the decisions made. This gives them invaluable insight into how organisations work and how to express their own views whilst taking the views of others on-board in a sensitive manner.

## Mentoring

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

## Senior Maths Challenge

Mathematics students in both Year 12 and Year 13 enter the Senior Maths Challenge, a prestigious national competition identifying top mathematicians. Boys who reach a high level qualify through to the 'Kangaroo' round and those who achieve even higher scores qualify for the British Olympiad.

## Sixth Form Leadership

At the end of Year 12, applications are invited for Head Boy, Deputy Head Boys and other student leadership positions. Those who are successfully appointed will lead on whole school initiatives, acting as role models to their peers and lower school students. The successful applicants are short-listed and interviewed by the Principal and the Director of Sixth Form. Prefects for each House are also appointed, taking into consideration the views of staff.

Year 12 boys who wish to be considered for House Captains and House Vice-Captains are invited to write a letter of application to the Principal. Short-listed candidates are interviewed and appointed by the Director of Sixth Form and Heads of Year.

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.

## Oxbridge 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, as well as familiarisation with the admissions tests and a visit to an Oxford College. We have also established links with numerous colleges including Worcester College, Oxford, where a number of our current Year 12 students have attended an engaging enrichment programme.

## 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, Dentistry and Veterinary Science

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.
- Manchester Medical Society lectures.
- College Medics Society

## Sutton Trust and Fulbright Commission

We have established links with the Sutton Trust which champions social mobility and the Fulbright Commission which fosters a partnership between the UK and the USA. Some of our students may be eligible to study at American universities on fully-funded scholarship programmes and are supported by the Director of Sixth Form in the application process. Over the past few years we have seen our students progress to Princeton, Amherst, Chapel Hill, and Kentucky.

## Model United Nations

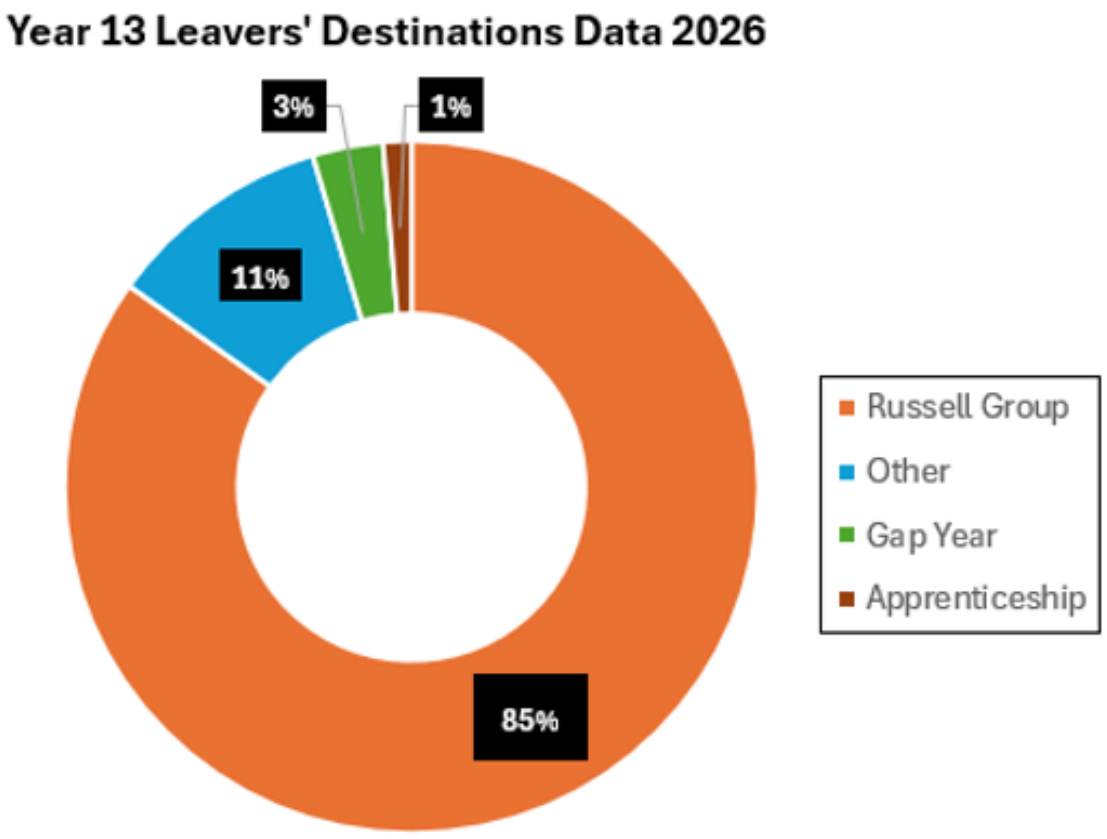
This Debating Group fields candidates at local and regional debating competitions. There are also other public speaking events organised by this group including the Catenian Public Speaking competition, the Cambridge Union speaking competition and the Edmund Rice Debating competition. There are lively weekly debates organised which provide an opportunity for boys to chair and provide feedback to younger students.

## Careers

We have an established and progressive careers programme at Saint Ambrose College that ensures that every student leaves our College equipped with the skills to live a fulfilling life. We pride ourselves on offering all of our young people exciting opportunities within the curriculum, whole school activities and extracurricular sessions. We offer independent careers guidance to all students through our partnership with MPloy Careers Service and have a team of dedicated staff who have responsibility for the whole-school careers programme. Some of this year's events include our annual Careers Convention, monthly Careers Cafés and collaborations with industry professionals. Additionally, we offer a drop-in clinic with our qualified Careers Advisor and any student can access careers guidance at any point during their time with the College. All of these opportunities result in an inclusive careers provision that enables our students, from Year 7 to Year 13, to become aware of the options they have and give them the essential advice, information and guidance they need to make informed decisions.

# Sixth Form Destinations

We work proactively to support our leavers' in their progression onto further education, training and employment. Data captured in September 2026 of the activity of our 2026 sixth form leavers, indicate that 85% have continued in higher education, 1% progressed onto Apprenticeship programmes and 14% of leavers took a year off to work, travel, and continue to assess their options.



# The Admissions Process

## Joining Saint Ambrose College at Sixth Form

The majority of students who come into our Sixth Form have been at the College since Year 7. All internal students who achieve the admissions criteria for entry to the College will be successful in obtaining a place.

In addition, each year we welcome boys from other schools who wish to join our Sixth Form, providing they meet 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, held student leadership positions and have been successful academically.

## Entry Criteria

*Applicants who wish to study 3 A levels and an Extended Project Qualification (EPQ) or Core Maths must:*

Achieve a minimum Attainment 8 Score of 60pts AND
At least a Grade 5 GCSE in Mathematics and English Language AND
A minimum of a Grade 6 is required in the subject to be studied at A level with the exception of Mathematics, Biology, Chemistry or Physics where a minimum of a Grade 7, or a Grade 7/7 in combined science is required. Applicants who wish to study Psychology must have a minimum of Grade 7 in either Biology, Chemistry or Physics, or a Grade 7/7 in combined science. Applicants who wish to study Business or Economics, but have not had the opportunity to take a GCSE in that subject, must have at least a Grade 6 in Mathematics. Similarly, any applicant who wishes to study Government and Politics must have at least a Grade 6 in English Language. Applicants who wish to study Computer Science must have also achieved a minimum Grade 7 in Mathematics.

*Applicants who wish to study 4 A levels must:*

Achieve a minimum Attainment 8 Score of 75pts AND
At least at least a Grade 6 GCSE in Mathematics and English Language AND
A minimum of a Grade 6 is required in the subject to be studied at A level with the exception of Mathematics, Biology, Chemistry or Physics where a minimum of a Grade 7, or a Grade 7/7 in combined science. Applicants who wish to study Psychology must have a minimum of Grade 7 in either Biology, Chemistry or Physics. Applicants who wish to study Business or Economics, but have not had the opportunity to take a GCSE in that subject, must have at least a Grade 6 in Mathematics. Similarly any applicant who wishes to study Government and Politics must have at least a Grade 6 in English Language. Applicants who wish to study Computer Science must have also achieved a minimum Grade 7 in Mathematics.

Further Mathematics is only available to applicants who are taking 4 A Levels.

## Programme of Study

The study programme consists of three Advanced Level subjects plus an EPQ or Core Maths. Some students may study four Advanced Level subjects and there is an opportunity for those students to also complete an EPQ. Approval to study 4 A Levels will need to be obtained from the Director of Sixth Form; students will be expected to continue all 4 subjects to the end of Year 13.

A lively and thorough Religious Education programme is an essential part of the Sixth Form curriculum. There are also lessons in which advice is given about university entrance exams and interview techniques, essential when applying to the top universities.

## Applications

Internal and External applications will be online. **The deadline for all applications is Friday 12th February 2027**. The link to the online form will be sent to the student email account of internal applicants on Friday 13th November.

For external applicants, the form will be available from 13th November on the College website, please go to Sixth Form Admissions under the Admissions tab on the home page. References will be sought from their existing schools and, once received, students may be invited to attend an informal meeting/course discussion with the Director of Sixth Form. Admission to our Sixth Form is dependent on examination results, therefore confirmed offers of places will not be made until after the GCSE results are published in August. If the numbers of applicants who meet the admissions criteria exceed the number of places available, we will apply the over-subscription criteria as outlined in our Admission Policy which can be found on our website.

# Subjects on Offer

## The subjects offered in September 2027 are:

### Creative Arts

Art & Design
Drama
Music
Design & Technology: Product Design (Graphic Products)

### English

English Language
English Literature

### Humanities and Religious Studies

History
Geography
Religious Studies

### Social Sciences

Economics
Business
Politics
Psychology

### Mathematics and Computing

Mathematics
Further Mathematics
Computing

### Languages

French
Spanish

### Science

Biology
Chemistry
Physics

### Sport and PE

Physical Education

### Supplementary Subjects

Extended Project Qualification (EPQ) Core Mathematics Level 3 Certificate

**Please note all courses are offered subject to resource availability**

# Art and Design

## 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.

We follow the AQA Fine Art endorsement, but students have also been able to supplement painting and drawing with work in photography, film, digital media, sculpture and performance art. Entry is contingent on a student's performance at GCSE, or the successful completion of an initial assessment task.

## Career Opportunities

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

## Further Information

St Ambrose College Art Website: www.sacart.org

YouTube Channel: SACART - St Ambrose College Art - YouTube

## A Level Specification

Component 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.

Component 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.

# Drama

## Why study Drama?

Studying Drama at advanced level (AQA) offers a higher level of challenge for students to develop skills or specialise in performing, directing, lighting, sound, set, costume and puppet design.

This subject stretches the most able through intellectual and creative challenge. At advanced level the course emphasises practical creativity alongside research and theoretical understanding. Students learn through experience, seeing theatre and making theatre for themselves. They are introduced to a wide range of theatrical styles, practitioners and contexts as they explore plays practically, devise and work on performances.

## How can A Level Drama and Theatre help me in the future?

Whilst some students may go on to study Theatre at Drama schools or Universities, studying A Level Drama and Theatre does not mean you will only be prepared for a future in this subject area. Many students continue into careers in Law, Medicine, Education, Business and Journalism, to name a few.

The course allows students to build a vast array of highly desirable transferable skills. In an ever changing, fast paced world the sought after worker is a highly adaptable learner, an imaginative thinker who possesses a wide range of higher order thinking skills.

Studying Drama and Theatre at A Level enables students to develop skills in creativity, problem-solving, the ability to communicate in different ways, self-discipline, tolerance and critical thinking.

Old Ambrosian, Daragh Cowley is currently a London-based actor and musical performer who studied at the Guildford School of Acting after studying Drama, whose credits include Matthew Bourne's Lord of the Flies among others. **Former Ambrosians Jonah Rzeskiewicz (RADA) and former Head boy Freddie Tickle (Arts Ed) studied BA (Hons) Acting following A Level Drama Studies.**

## A Level Specification

**Component 1 – Drama and Theatre 40%**

Students demonstrate their knowledge and understanding of making, performing, interpreting and understanding drama and theatre through essay based responses in a 3hr written examination at the end of the course.

**Component 2 – Creating Original Drama 30%**

Students learn how to create and develop original devised performances. They must also study and apply the ideas and methodology of one influential theatre practitioner to their performance. For assessment, students must produce an individual working notebook detailing their devising process, which is marked out of 40, alongside their group performance (marked out of 20). This area is filmed and marked by the teacher, and moderated by AQA.

**Component 3 – Making Theatre 30%**

For this component students must practically explore (workshop) and interpret three key extracts each from a different play and understood in the context of the whole play, and complete two assessment tasks:

formally present Extract 3 to an audience (examined by AQA out of 40)

produce an individual Reflective report analysing and evaluating their theatrical interpretation of all three key extracts studied (examined by AQA out of 20)

For the performance of Extract 3 students must apply the work and methodologies of a different theatre practitioner.

# Music

## Why study Music?

AQA A Level Music is a course that challenges students to think creatively, analytically and independently. Students explore a diverse range of influential composers and musicians, from Vivaldi and Brahms to Daft Punk and Duke Ellington.

The course requires students to perform on their instrument or voice at a high level, blending advanced technical skill with musical sensitivity and awareness.

Additionally, students are expected to engage in active listening across a variety of musical genres, which will enhance their ability to compose with greater maturity and sophistication.

## Extra-Curricular Activities

The sixth form plays a vital role in our extracurricular music provision, participating in whole-school events such as the Carol Concert, school productions, and awards evenings.

Musicians have also enjoyed the opportunity to perform at Disneyland Paris and to visit London. Moreover, our school musical, *Joseph's Technicolor Dreamcoat*, has offered sixth-form students a platform to lead, direct, and manage various aspects of the production.

Additionally, there are opportunities for sixth-form students to lead ensembles, gain experience by assisting in KS3 music lessons, and mentor GCSE students

## 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. More recently, James Watkins studied Music at Downing College, Cambridge, and is now a choral scholar at Norwich Cathedral and Felix Blake studied Music at Selwyn College, Cambridge.

## A Level Specification

**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.

Course Overview (AQA)

Appraising Music - 40%

Performing Music - 35%

Composing Music - 25%

**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.

# Design Technology: Product Design

### Why Study Design & Technology?

Design & Technology at Saint Ambrose College equips students with the skills and knowledge to contribute to tomorrow's rapidly evolving world. By fostering creative thinking, the subject encourages students to improve quality of life through innovation, developing into independent, critical problem-solvers.

Our department consistently achieves high A Level results, providing students with access to industry-standard CAD software, including SolidWorks, which integrates with our 3D printers and CNC milling machines. Students also benefit from our laser cutters, engravers, and vinyl cutter, enabling them to produce high-quality design work. Alongside these advanced tools, our well-equipped traditional workshop allows students to refine their practical skills, preparing them for university and beyond.

### Career Pathways

Studying Design & Technology opens doors to a wide range of careers. Many of our students pursue degrees in fields such as product design, architecture, engineering (civil, mechanical, or electrical), and industrial design. Others have gone on to work in the creative industries, including graphic design, animation, and interior design. The skills learned in this subject also provide a solid foundation for careers in manufacturing, project management, and even sectors like marketing and entrepreneurship, where problem-solving and innovation are key.

## A Level Specification

A Level Design & Technology: Product Design involves a blend of practical and theoretical study. The course focuses on developing a comprehensive set of skills and knowledge in two key areas:

- **Technical Principles**
- **Designing and Making Principles**

Imaginative, hands-on work is central to the subject. Students will cultivate intellectual curiosity about the design and manufacture of products by engaging in a variety of design and make projects. They will explore, design, create, and evaluate innovative solutions in response to real-world design contexts.

**Assessment Overview:**

- 50% is assessed through two written exams (with maths and science comprising 15% of the content)
- 50% is assessed through non-examined assessment (NEA), which is a substantial design and make project.

In the NEA, students have the freedom to choose their own design context and brief for their final project.

**Paper 1: Technical Principles**

- 2.5 hours (120 marks)
- 30% of A Level
- A combination of short-answer and extended-response questions.

**Paper 2: Designing and Making Principles**

- 1.5 hours (80 marks)
- 20% of A Level
- A combination of short-answer and extended-response questions.

**Non-Examined Assessment (NEA): Practical Application of Technical and Designing & Making Principles**

- 50% of A Level (50 marks)
- A substantial design and make project where students apply the principles learned throughout the course.

# English Language

## Why Study English Language?

English Language A Level builds on skills garnered at GCSE, but goes so much further!

It provides boys with a deep knowledge and understanding of how the English language works and encourages them to engage critically and creatively with areas of topical debate. From discussions about taboo lexis to exploring attitudes to slang, they will analyse how spoken and written language is used in various contexts culminating in an independent investigation where they can explore an area of particular interest to them.

Presentations and class discussions provide boys with a useful platform upon which to build their own ideas and opinions about language while also helping them to develop as confident speakers themselves. Authentic texts are used for analysis throughout the course - there are no 'set texts' to read, so a variety of non-fiction is used from newspaper articles to speeches, posters and advertisements. The emphasis is on exploring language as used in 'real life'.

Boys will engage with theories pertaining to language use in society from linguists including Cameron, Chomsky and Crystal to explore how women and men use language differently and how different occupational groups assert and maintain power. An understanding of how children acquire spoken language is studied in Year 13 as is the history of our language and how it evolved to become the 'lingua franca' it is today. English Language is analytical, engaging and systematic and develops a plethora of skills vital for further study at university or in the world of work.

## Extra-curricular Activities

There are a range of extra-curricular activities which will be of interest to boys who study English Language including the debating society, Model United Nations and public speaking.

## Career Opportunities

A Level English Language provides a whole new world of exploration and opens doors to many courses at university and beyond including Law, Accountancy, Journalism, Teaching, Writing, Marketing, Communications and so much more; the list of subjects for which English is useful is endless. Former English Language students are currently working as copy-writers, advertising executives and accountants.

## A Level Specification

**Component 1: Exploring language (40% of the A level) - Written examination**

Apply linguistic analysis, and engage with current debates around language use. There are three sections:

Section A: Language under the microscope

Section B: Writing about a topical language issue

Section C: Comparing and contrasting texts.

**Component 2: Dimensions of linguistic variation (40% of the A level) - Written examination**

Explore language use in particular contexts across time and place. There are three sections:

Section A: Child language acquisition

Section B: Language in the media

Section C: Language change.

**Component 3: Independent language research (20% of the A level) - NEA**

Students pursue own language investigation, develop valuable research and communication skills. There are two sections:

Section A: An independent investigation – students pursue an area of study of particular interest to them

Section B: The academic poster – students present their research in a concise and visually accessible way.

# English Literature

## Why Study English Literature?

For those students wishing to broaden their literary horizons, taking A Level English Literature provides the requisite academic challenge, allowing boys to critically engage with big issues and questions about life, love and loss - to name but a few! The study of literature through the ages focuses mainly on analysis, debate and critical theory in novels, poems and plays. As an incredibly wide-ranging subject, boys are encouraged to develop skills of deep textual analysis, inter-textual connection and contextual awareness.

However, it is not all about analysis and boys can also expect to defend their ideas, since it is not enough to simply note something about a text – it must be accompanied by explanation and argument which can lead to 'energetic' discussions in class!

We follow AQA Specification A, which approaches the study of literature through the lens of historicism, encouraging consideration 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', 'A Streetcar named Desire', 'The Handmaid's Tale' 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 facilitates acquisition of a wide range of transferrable skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

## Extra-curricular Activities

We have a lively Sixth Form reading group attended by students of English Literature and other subjects where we read engaging novels together with other students from local schools; recent examples include Kesey's One Flew Over The Cuckoo's Nest and The Handmaid's Tale by Atwood.

## 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. There are currently two ex-Ambrosians studying English Literature at Oxford University, one of whom wishes to pursue a career as a journalist after graduation and is writing for a local web-based news-feed. Another of our ex-Head Boys, who is currently studying at Leeds University, writes regular articles for an online rugby publication. Journalism is but one of the obvious choices for those who progress to study English at university, but it is a gateway to a number of diverse professions including Law, Teaching, Marketing and Publishing.

## A Level Specification

**Component 1: Love through the Ages Written examination (3 hours) – 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)

**Component 2: Texts in Shared Contexts (1945 to the present day) Written examination (2h 30m) - 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) - 20% of A Level**

Comparative critical study of two texts, at least one of which must have been written pre-1900, in the form.

# History

## Why Study History?

The department consistently produces high grades at A Level.

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 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.

## 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.

## A Level Specification

**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 dictator- ship.

**Unit 3: Non -Examined assessment (NEA)**

A Level Historians tend to enjoy this opportunity to complete some in-depth research on an issue over 100 years . This year students have been considering the causes and threats of rebellion against Tudor monarchs. This challenge is very good preparation for the type of assignments that students would be tackling at university . Students are assessed on their ability to form a coherent and well supported argument from their own research.

Students complete an essay of 4500 words after independent research. The topic for the coursework is Tudor Rebellion.

# Geography

## Why Study Geography?

Geography is a subject studied with the Edexcel exam board that can be studied alongside a number of subjects. The study of Globalisation and Superpowers has links with Politics, whilst Climate Change involves Physics and Biology. The Carbon and Water Cycle has links with Chemistry, and Geographers make use of numerous statistical tests that link to Mathematics.

Geography can be studied alongside other Arts subjects. For example, extended writing, developing arguments and different viewpoints in English and History. 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 a changing climate. 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 research, data presentation, statistical analysis, making assessments and evaluations. These skills are transferable and highly desirable promoting employability.

## Extra-curricular Activities

Leading on issues and research in Geography Society.

Workshops from Geography in industry, such as Trafford Design to complete urban planning and design activities, as well as experience career advice.

Geographical Association lectures and quizzes arranged throughout the year with Manchester Metropolitan University.

Fieldwork opportunities in Manchester and Wales, as well as support in designing and completing your own fieldwork, such as investigating regeneration in Altrincham.

## Career Opportunities

Careers in Geography are varied because students develop analytical skills and their passion and drive can lead to careers in a range of different fields.

Example destinations of Geography students include: Planning and administration; Tourism industry; Education; Environmental; Journalism; Surveying; Transport, broadcasting; energy industry; Archaeology; Politics; Architect; Law.

Geography keeps your options open as it goes with both the Sciences and Humanities and can be studied as a BA or BSc degree depending on course content.

## A Level Specification

**Paper 1: Physical Geography 9GE0/01 Written examination (2h 15m) 105 marks - 30% of the course**

- Topic 1: Tectonic Processes and Hazards
- Topic 2: Landscape Systems, Processes and Change – Investigation topic: Coastal Landscapes and Change
- Topic 5: The Water Cycle and Water Insecurity
- Topic 6: The Carbon Cycle and Energy Security
- Topic 7: Climate Change Futures

**Paper 2: Human Geography 9GE0/02 Written examination 2h 15m 105 marks - 30% of the course**

- Topic 3: Globalisation
- Topic 4: Shaping Places – Investigation topic: Regenerating Places
- Topic 8: Superpowers
- Topic 9: Global Migration, Identity and Sovereignty

**Paper 3: Synoptic Exam 9GE0/03 Written examination 2h 15m 70 marks - 20% of the course**

- Synoptic resource booklet on Topics 5, 6, 7, 8 and 9 above.
- Based on knowledge and understanding from the above parts of the course.

**Non-examined assessment : Independent Investigation 9GE0/04 70 marks - 20% of the course**

- Investigation, relating to the compulsory or optional content. The topic may relate to any aspect of geography contained within the specification. The investigation is internally assessed and externally moderated, within 3000–4000 words.

# Business

## Why Study Business?

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 will provide the ideal option for candidates who wish to take either Science or Humanities based subjects. More specifically, Business 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.

The Business department also allows students to create, fund and operate a registered company as part of the Young Enterprise Scheme and provides the opportunity for students to enter several investment competitions. Students can also expect to take part in a factory visit, where they can see for themselves the business theories learnt in the classroom put into practice. The Finance Society is a new innovation, which is run one lunchtime per week in conjunction with the Economics department. Here students from all year groups are invited to discuss & debate issues from the finance world, such as crypto currencies.

Many students taking this subject continue onto related degrees such as Management, Finance or Law.

## A Level Specification

**Topics**

Managers, leadership and decision making

Decision making to improve marketing performance

Decision making to improve operational performance

Decision making to improve financial performance

Decision making to improve human resource performance

Analysing the strategic position of a business

Choosing strategic direction

Strategic methods: how to pursue strategies

Managing strategic change

**Assessment**

**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

# Economics

## Why Study Economics?

The department consistently produces high grades at A Level.

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

## 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 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.

## A Level Specification

**Subject Contents:**

| | |
|---|---|
| Economic methodology and the economic problem | The market mechanism, market failure & government intervention in markets. |
| Individual economic decision making | The national economy in a global context |
| Price determination in a competitive market | The measurement of macroeconomic performance |
| Production, costs and revenue | How the macroeconomy works |
| Perfect competition, imperfectly competitive markets and monopoly | Economic performance |
| The labour market | Financial markets and monetary policy |
| The distribution of income and wealth: poverty and inequality | Fiscal policy and supply-side policies |
| | The international economy |

**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 contents 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.

# Politics

## Why Study 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.

The department consistently produces high grades at A Level. 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 UK 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.

## A Level Specification

**Subject Content:**

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

**Assessments: Edexcel Exam Board**

**Paper 1 - Written exam: 2 hours - 33.3% of the A Level**

- The Politics of the UK (Democracy, Elections, Voting Behaviour and Political Parties
- Core Ideologies (Liberalism, Conservatism, Socialism)

**Paper 2 - Written exam: 2 hours - 33.3% of A Level**

- The government of the UK (Constitution, Parliament, Prime Minister and Cabinet, Relationship between the branches inc. the Judiciary)
- Non-Core Ideology option

**Paper 3 - Written exam: 2 hours - 33.3% of A Level**

- Comparative US and UK Politics

# Religious Studies

## Why Study Religious Studies?

**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.

The importance of RS A Level as a subject for Higher Education entry and for graduate recruiters is increasingly recognised by independent bodies. The Russell Group of top universities has made it clear that RS A level provides 'suitable preparation for University generally', and both Oxford and Cambridge University include Religious Studies in the top-level list of 'generally suitable Arts A levels'. In recent years, students that have undertaken this A-Level have went onto study English at Cambridge, Medicine, business and international relations, law and many other courses at Russell group universities.

**Skills Developed:**

- Key skills- ICT, communication, problem solving and lateral thinking.
- The ability to write coherently.
- The ability to think critically and present justified arguments.
- The ability to interpret, evaluate and analyse religious and philosophical ideas and issues.
- Spiritual, moral and cultural development. Learning about their own faith, belief and culture.

## Career Opportunities

Many students who study this course go on to study law, politics, business, English and medicine. The philosophy and ethics elements in particular are impressive when applying for careers where ethics will be a key consideration. Students who study Religious Studies in preparation for careers such as law and medicine often add something extra to those students who have taken a more traditional choice of subjects.

## A Level Specification

**Paper 1: Philosophy of Religion**

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.

**Paper 2: Religion and Ethics**

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.

**Paper 3: New Testament Studies**

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.

# Mathematics

## Why Study 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, Computer Science, 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. Across the two years they will study three mathematical areas of Pure Mathematics (including functions, graphs, equations, exponentials, logarithms, geometry, vectors, trigonometry, differential equations and calculus), Statistics (including statistical sampling, measures of average and spread, the Binomial distribution, Normal distribution, hypothesis testing and probability) and Mechanics (including kinematics, Newton's Laws, vectors and forces).

## A Level Specification

Mathematics A Level – Examined at the end of Upper Sixth

**Paper 1: Pure Mathematics 1. 33.3 % of the A Level. 2 hour written paper**

**Paper 2: Pure Mathematics 2. 33.3% of the A Level. 2 hour written paper**

**Topics examined in Paper 1 and 2:**

- Topic 1 – Proof
- Topic 2 – Algebra and functions
- Topic 3 – Coordinate geometry in the (x, y) plane
- Topic 4 – Sequences and series
- Topic 5 – Trigonometry
- Topic 6 – Exponentials and logarithms
- Topic 7 – Differentiation
- Topic 8 – Integration
- Topic 9 – Numerical methods
- Topic 10 – Vectors

**Paper 3: Statistics and Mechanics.33.3% of the A Level. 2 hour written paper**

**Section A: Statistics**

- Topic 1 – Statistical sampling
- Topic 2 – Data presentation and interpretation
- Topic 3 – Probability
- Topic 4 – Statistical distributions
- Topic 5 – Statistical hypothesis testing

**Section B: Mechanics**

- Topic 6 – Quantities and units in mechanics
- Topic 7 – Kinematics
- Topic 8 – Forces and Newton's laws
- Topic 9 – Moments

# Further Mathematics

## Why Study Further Mathematics?

Further Mathematics has increased 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 Computer Science.

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. Across the two years they will study the compulsory Pure Mathematics syllabus (which includes complex numbers, matrices, proof by induction, Hyperbolic functions, Maclaurin series, Polar co-ordinates and second order differential equations). 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, elasticity and momentum).

## Stretch and Challenge

Students studying A level Mathematics and Further Mathematics are encouraged to participate in the national UKMT individual and team Senior Maths Challenges, which are held every year. The Maths Challenges promotes problem solving and team work skills, and generally opens young minds to the breadth and depth of mathematics.

## A Level Specification

**Scheme of Assessment**

**Further Mathematics A Level (Edexcel) – 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. |

# Computing

## Why Study Computer Science?

A Level Computer Science provides the perfect opportunity to gain a valuable head start in the ever-changing world of Computer Science. Computer Science consistently produces outstanding results and gives students 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 OCR Computer Science specification. In the Lower Sixth students have the opportunity to learn not only the core principles of Computer Science, but also the chance to gain practical programming experience. Students 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.

Computer Science 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 students 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.

## A Level Specification

### Scheme of Assessment

Examined at the end of Upper Sixth.

**Paper 1:**

40% of A Level. 2 hour 30 minutes written examination.

Topics include; the characteristics of contemporary processors, input, output and storage devices, software development, exchanging data, data structures and algorithms, legal, moral, cultural and ethical issues

**Paper 2:**

40% of A Level. 2 hour 30 minutes written examination.

Topics include; elements of computational thinking, problem solving and programming, algorithms to solve problems and standard algorithms

**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. Students will be expected to analyse, design, develop, test, evaluate and document a program written in a suitable programming language. The underlying approach to the project is to apply the principles of computational thinking to a practical coding problem. Students are expected to apply appropriate principles from an agile development approach to the project development.

Students will choose a computing problem to work through and complete the following tasks:

- Analysis of the problem
- Design of the solution
- Developing the solution
- Evaluation

# French

## Why Study French?

A Level French offers an inspiring opportunity to explore the language, culture, and society of the French-speaking world while developing advanced communication skills that open doors to global opportunities. Our department has a strong tradition of excellence, with students consistently achieving outstanding results.

Following the **AQA specification**, this course builds on the foundations of GCSE French and takes students deeper into the modern French-speaking world. You'll study **technological and social change**, examine the **diverse and multicultural nature of French society**, and explore the **rich artistic and cultural heritage** of France and Francophone countries around the globe.

Students gain insight into the **political and social developments** shaping contemporary French-speaking communities, learning how history and culture continue to influence modern life.

You will also study **a French-language film and a literary text**, and complete an **independent research project** on a topic that reflects your own interests within the Francophone world.

A Level French not only strengthens linguistic fluency and cultural awareness but also fosters critical thinking, creativity, and confidence — invaluable skills for success at university and in a wide range of careers.

## A Level Specification

**Scheme of Assessment**

**Paper 1: Listening, Reading & Writing (50% of A Level grade)**

What's assessed?

- Aspects of French-speaking society: current trends
- Aspects of French -speaking society: current issues
- Artistic culture in the French -speaking world
- Aspects of political life in the French-speaking world
- Grammar

**Paper 2: Writing (20% of A Level grade)**

What's assessed?

- One text ('L'Étranger', Camus) fictional exploration of the absurd) and one film
- 2 Essays from a choice of 4

**Paper 3: Speaking (30% of A Level grade)**

What's assessed?

- Individual research project
- One of four sub-themes;( Aspects of French-speaking society: current trends, Aspects of French-speaking society: current issues, Artistic culture in the French-speaking world, Aspects of political life in the French-speaking world.

# Spanish

## Why Study Spanish?

Studying A Level Spanish opens the door to a vibrant and diverse world of language, culture, and global connections. Our department has an outstanding record of success, with students consistently achieving excellent results.

Following the **AQA specification**, this course builds seamlessly on GCSE Spanish and takes students on an exciting journey through the modern Hispanic world. You'll explore **technological and social change**, discover the **multicultural nature of Hispanic societies**, and delve into the **rich artistic and cultural heritage** of Spain and Latin America — from regional identities to the lasting impact of past civilisations.

Students also gain fascinating insights into the **diverse political and social landscape** of the Spanish-speaking world, developing a deep understanding of the issues that shape Hispanic communities today.

As part of the course, you will study **a film and a literary text**, as well as complete an **independent research project** on a topic of your choice — giving you the freedom to pursue an area you're truly passionate about.

A Level Spanish not only develops advanced linguistic skills but also enhances your ability to think critically, communicate confidently, and understand the world from new perspectives — all highly valued by universities and employers.

## A Level Specification

**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

Form of assessment:

- 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

Form of assessment

- Written exam: 2 hours (80 marks) - 20 % of A Level

**Paper 3: Speaking**

Worth 60 marks and is 30% of the grade

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

# Biology

## Why Study Biology?

At Saint Ambrose College we have devised a Biology curriculum that encourages curiosity and interest in the natural world. Our students are supported to obtain knowledge, understanding and skills to solve problems and make informed decisions in scientific contexts. We encourage students to advance in scientific inquiry, to plan and carry out practical tasks using a variety of different apparatus and to draw relevant conclusions based on the data collected. We highlight the importance of classroom learning by making clear links to real life contexts and careers. We guide students to consider the ethical implications often involved in biological research and scientific developments.

*"The environment is God's gift to everyone, and in our use of it we have a responsibility towards the poor, towards future generations and towards humanity as a whole… In nature, the believer recognises the wonderful result of God's creative activity, which we may use responsibly to satisfy our legitimate needs, material or otherwise, while respecting the intrinsic balance of creation."* (Caritas in Veritate, Pope Benedict XVI)

Students choosing to study A-level Biology at St. Ambrose College follow the AQA course (7402) which provides a smooth transition from the AQA Separate Biology GCSE course. Our A level curriculum places a greater emphasis on developing independent learning skills and the application of knowledge and understanding. We continue to challenge students to think for themselves and try to develop resilience in a supportive environment. We continue to hone practical skills and all students are given the opportunities necessary to pass their practical endorsement.

## Super-curricular Activities

Biology Society – student led presentations, external speakers and additional practical experience

UKBC Biology Olympiad (Year 13) and Intermediate Olympiad (Year 12)

Facilitating the KS3 Science Club – planning and leading practical sessions with younger students

## Career Opportunities

Studying A Level Biology can lead to a range of careers in Science and Research, medicine and healthcare, agriculture and the environment, sport and fitness, and engineering.

A level Biology is a highly respected academic A level that is regarded as a 'facilitating subject' because it offers access to a wide range of university courses and careers. Students will need to have Biology A Level to apply for most degrees in medicine, biology and biological sciences, biomedical sciences, dentistry, dietetics, physiotherapy, orthoptics and veterinary medicine.

## A Level Specification

**Subject Content:**

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

**Scheme of Assessment:**

**Paper 1 - Written exam 2 hours - 35% of A Level**
What's assessed: Any content from topics 1-4, including relevant practical skills
91 marks - 76 marks: a mixture of short and long answer questions 15 marks: extended response questions

**Paper 2 - Written exam 2 hours - 35% of A Level**
What's assessed: Any content from topics 5-8, including relevant practical skills
91 marks - 76 marks: a mixture of short and long answer questions 15 marks: comprehension questions

**Paper 3 - Written exam 2 hours - 30% of A- Level**
What's assessed: Any content from topics 1-8, including relevant practical skills
78 marks - 38 marks: structured questions, including practical techniques 15 marks: critical analysis of given experimental data
25 marks: one essay from a choice of two titles

# Chemistry

## Why Study Chemistry?

The department consistently produces excellent results.

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.

## Extra-curricular Activities

KS3 Science Club; Cambridge Chemistry Race; Cambridge Chemistry Competition for Lower Sixth; Chemistry Society; Chemistry Olympiad; links with Oxford University and a KS5 Medical Group.

## 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.

## A Level Specification

**Paper 1 - Written exam 2 hours (105 marks) 35% of the A Level - short and long answer questions**

- Relevant physical chemistry
- Inorganic chemistry
- Relevant practical skills

**Paper 2 - Written exam 2 hours (105 marks) 35% of the A Level - short and long answer questions**

- Relevant physical chemistry topics
- Organic chemistry
- Relevant practical skills

**Paper 3 - Written exam 2 hours (90 marks) 30% of the A Level**

- Any content
- Any practical skills

40 marks of questions on practical techniques and data analysis
20 marks of questions testing across the specification
30 marks of multiple-choice questions

| | | |
|---|---|---|
| Physical Chemistry<br>Atomic structure<br>Amount of substance<br>Bonding<br>Energetics<br>Kinetics<br>Chemical equilibria and Le Chatelier's principle<br>Oxidation, reduction and redox equations<br>Thermodynamics<br>Rate equations<br>Equilibrium constant Kc for homogeneous systems<br>Electrode potentials and electrochemical cells<br>Acids and bases | Introduction to organic chemistry<br>Alkanes<br>Halogenoalkanes<br>Alkenes<br>Alcohols<br>Organic analysis<br>Optical isomerism<br>Aldehydes and ketones<br>Carboxylic acids and derivatives<br>Aromatic chemistry<br>Amines<br>Polymers<br>Amino acids, proteins and DNA<br>Organic synthesis<br>Nuclear magnetic resonance spectroscopy<br>Chromatography | Inorganic chemistry<br>Periodicity<br>Group 2, the alkaline earth metals<br>Group 7(17), the halogens<br>Properties of Period 3 elements and their oxides<br>Transition metals<br>Reactions of ions in aqueous solution<br>Organic chemistry |

# Physics

## Why Study Physics?

The department consistently produces high grades at A Level. Students follow the AQA Advanced Level (7408) syllabus exploring the fundamental nature of almost everything we know of. Physicists probe the furthest reaches of the earth to study the smallest pieces of matter. Join them to enter a world deep beneath the surface of normal human experience. 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.

| | | |
|---|---|---|
| **Module 1** *Measurement & their errors*<br>*1.1 Use of SI units and their prefixes*<br>*1.2 Limitation of physical measurements*<br>*1.3 Estimations of physical quantities* | **Module 4** *Mechanics and materials*<br>*4.1 Force, energy and momentum*<br>*4.2 Materials* | **Module 7** *Fields & their consequences*<br>*7.1 Fields*<br>*7.2 Gravitational fields*<br>*7.3 Electric fields*<br>*7.4 Capacitance*<br>*7.5 Magnetic fields* |
| **Module 2** *Particles and radiation*<br>*2.1 Particles*<br>*2.2 Electromagnetic radiation and quantum phenomena* | **Module 5** *Electricity*<br>*5.1 Current electricity* | **Module 8** *Nuclear Physics*<br>*8.1 Radioactivity* |
| **Module 3** *Waves*<br>*3.1 Progressive and stationary waves*<br>*3.2 Refraction, diffraction & interference* | **Module 6** *Further mechanics & thermal physics*<br>*6.1 Periodic motion*<br>*6.2 Thermal Physics* | **OPTIONAL**<br>**Module 9** *Astrophysics*<br>**Module 10** *Medical Physics*<br>**Module 11** *Engineering Physics*<br>**Module 12** *Turning Points in Physics*<br>**Module 13** *Electronics* |

## Extra-curricular Activities

KS3 Science Club, KS3-5 Physics and Astronomy Society, trips to Manchester University, Cambridge University and Physics Olympiads.

## Career Opportunities

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.

## A Level Specification

**Paper 1** - 85 marks (60 marks of short and long answer questions and 25 multiple choice questions on content)
2 hour written examination —worth 34% of the A-level. Modules examined: 1-5 and 6.1 (Periodic motion)

**Paper 2** - 85 marks (60 marks of short and long answer questions and 25 multiple choice questions on content)
2 hours written examination - worth 34% of the qualification. Modules examined: 6.2 (Thermal Physics), 7 and 8. Assumed knowledge from sections 1-6.1.

**Paper 3** - 80 marks (Section A compulsory: Practical Skills and Data Analysis and Section B students enter for **one** section from 9, 10, 11, 12 or 13)
2 hour written examination—worth 32% of the A-level
There is no coursework on this course. However, performance during practicals will be assessed and is worth 15% of the marks.

# Psychology

## Why Study Psychology?

Studying Psychology equips students with a scientific understanding of the human mind and behaviour. In lessons students will explore a broad range of topics to gain insight into why we think, feel, and act the way we do. They will be introduced to different psychological approaches and learn about key research studies which have contributed to generating theories to explain human behaviour. Due to the complexity of the mind, it is common to find different explanations of psychological phenomena, such as the nature of intelligence. An important skill students learn is how to evaluate conflicting theories, and the studies that support, or challenge, them.

Students will follow the AQA Psychology A Level Course (7182). The main topic areas studied at A Level are:

Social Psychology: focuses on the social interactions people have with each other. We function fully as people in the company of, and with the help of, others. Amongst other issues, this course explains why we conform and why we are likely to obey authority figures.

Cognitive Psychology: looks at how we perceive and interpret the world around us. Cognitive psychologists are interested in 'thinking' and are therefore concerned with internal mental processes, and how those processes are involved in the development of behaviours such as perception and intelligence. One of the most important topics is memory.

Developmental Psychology: considers how people develop and change from before they are born, throughout their lives. At A Level, the focus is on the development of an infant's attachment to a primary care giver, and the problems that occur when this does not happen.

Psychopathology: studies the causes of mental disorders, such as OCD, Phobias and Schizophrenia. If we can understand what causes these disorders, then we can hopefully develop ways of therapies for treatment.

Biological Psychology: looks at the role of evolutionary forces and genetics in behaviour. It investigates how the nervous system and hormones work, how the brain functions, and how changes in these can affect behaviour.

A Level Psychology requires strong literacy skills. Students are expected to read widely throughout the course and will regularly complete extended writing tasks. Competency in mathematics/statistics and an understanding of scientific methodology are also required. Our curriculum embeds these skills (Research Methods) as a continual strand throughout the two years, so that the relevance of classic experiments, as well as more recent social, cognitive and neuroscientific research can be thoroughly understood and appreciated. Students will recreate famous key experiments in practical lessons to improve their knowledge of the methods psychologists use and to see the relevance in their everyday life and future pathways.

Students must have a Level 7 in at least one GCSE Science subject to study A Level Psychology.

## Career Opportunities

Many university courses require a science subject, of which Psychology is one. A Level Psychology develops many desirable skills for undergraduate study – analytical, organisational and communication skills, and scientific research methodology, including collecting and working with data.

By studying Psychology students will be well placed to pursue a variety of careers including medicine and healthcare; education; mental health support; marketing; sports coaching; advertising; media and other creative industries.

## A Level Specification

A Level Psychology is terminally assessed by three written exams (each 2hours, 96 marks, 33.3% overall weighting)
Exams questions comprise of short answers, extended writing and application questions.

Paper 1
- Social Influence
- Memory
- Attachment
- Psychopathology

Paper 2
- Approaches in Psychology
- Biopsychology
- Research methods Paper 3 · Issues and debates in Psychology · Relationships · Schizophrenia · Forensic psychology

# Physical Education

## Why Study Physical Education?

The AQA A level specification builds on the work of GCSE Physical Education. This qualification is linear.

The A-level Physical Education qualification allows students to play to their strengths and gain dynamic theoretical and practical skills for further education or work.

Subject content:

- Applied anatomy and physiology;
- skill acquisition;
- sport and society;
- biomechanical movement;
- sport psychology
- sport and society and the role of technology in physical activity and sport

## 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 Specification

**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

# Extended Project Qualification (EPQ) - Supplementary Subject

## Why Study EPQ?

EPQ is an A- level standard standalone qualification designed to extend and develop student abilities beyond the A-level syllabus and prepare for university or their future career.

- it can be taken as an extension of other Level 3 qualifications.
- it is worth half an A-level (up to 28 UCAS points)
- it is a recognised qualification by universities and employers
- many universities make lower A level offers to students undertaking an EPQ.

## How it works

The EPQ allows students to lead their own projects. Students get to plan and carry out research on a topic that they've chosen and which is not covered by their other qualifications. They can take inspiration from a subject touched on in class or a topic that is personal to them and unrelated to their studies. They then use this research to produce a written report, and in the case of practical projects, an artefact or a production.

By taking responsibility for their choice, design and decision making of an individual project (or an individual role in a group subject) students will:

- become more critical, reflective and independent learners
- develop and apply decision-making and problem-solving skills
- increase their planning, research, analysis, synthesis, evaluation and presentation skills
- learn to apply technologies confidently
- demonstrate creativity, initiative and enterprise

## EPQ at Saint Ambrose College

Here at Saint Ambrose College our students complete their projects over the course of Year 12.

It is an independent project but we deliver taught skills during the first half term in our Lecture Theatre. After the first half term students are supervised in a computer room for the remainder of the year, where we can offer guidance but have no further input than that.

The research project culminates in a presentation day in June, before final projects are submitted at the beginning of July, as you would a dissertation at university. We are always amazed by the quality and diversity of the projects that are produced and thoroughly enjoy watching the presentations and hearing our students talk so knowledgeably and passionately about their chosen subject matter.

# Core Mathematics - Supplementary Subject

## Why Study Core Mathematics?

**Qualification: AQA Core Maths Level 3 Certificate**

Level 3 Mathematical Studies (Core Maths) is a qualification designed to develop students' mathematical skills and thinking and supports courses such as A-level Business, Sciences and Geography as well as technical and vocational qualifications.

The course is aimed at students who have achieved a grade 4 or above in their GCSE and who do not want to study Mathematics at A level.

Students will follow the AQA specification. Across the year they will study the compulsory Mathematics syllabus, which includes Maths for Personal Finance and Analysis of Data. The students will then complete the Statistical Techniques module of the course, which includes the Normal distribution and Correlation and Regression.

**Scheme of Assessment**

Core Maths – Examined at the end of Lower Sixth

| | |
|---|---|
| Paper 1: Mandatory Core | 50% of the qualification. 90 minutes written paper. |
| Paper 2A: Statistical Techniques | 50% of the qualification. 90 minutes written paper. |

For more information please view our online prospectus:



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