SIXTH FORM PROSPECTUS
We are delighted to welcome you to the Sixth Form at Notre Dame.

Choosing where to study after Year 11 is one of the most important decisions you will make; it will influence the path you travel in the future and allow you to develop a range of life-long skills. The Sixth Form at Notre Dame is a vibrant learning environment with an exciting range of extra-curricular opportunities, all of which are designed to complement academic study.

Paramount to the girls at Notre Dame is academic success, an area of which we are rightly proud. Selecting the right course of study is vital and our dedicated staff are here to offer support and guidance to help make those choices. Studying four A Levels, combined with General Studies, in the Lower Sixth at Notre Dame enables all students to develop a range of academic skills and to understand the discipline of the rigour of hard work.

Extra-curricular activities complement the academic rigour at Notre Dame. Girls can be involved in music, drama, sport, the Duke of Edinburgh’s Award Scheme, Young Enterprise and peer mentoring to name but a few. Opportunities such as being a Senior Prefect, a Nursery Supervisor or House Co-ordinator develop skills of responsibility and leadership. These experiences add to the development of the well-rounded individual.

Notre Dame Sixth Form is outstanding; an exciting community where exam results are excellent, facilities are modern and the culture of opportunity and responsibility thrives.

Girls who make the decision to join Notre Dame Sixth Form can expect to leave us as independent learners, and active members of the community, confident in the pursuit of their chosen goals. Whether the girls leave us for university, further education or employment, they will be empowered with choices and will be able to fulfil any role with purpose, direction and a sense of fun.

We look forward to welcoming you!

Janine Harber
Head of Sixth Form
Girls at Notre Dame Senior School have demonstrated exceptional performance in public examinations. Moreover, we are very proud that girls in our Sixth Form have shown exceptional 'value added'. This means that they make rapid progress and so, in the past, have achieved higher grades in the final A Level examinations than would be expected based on national data.

Notre Dame Sixth Form is, at its heart, a school. It is not a 'crammer college' and so the Sixth Form experience is about more than gaining good examination results. The achievement of academic success is our priority, and we understand the importance of the highest level of achievement at A Level, not only for its own sake, but also in opening the doors to university and future careers.

The majority of our Sixth Formers aspire to and gain places predominantly at Russell Group universities and the typical offer from these universities will be ABB as a minimum. Our vocationally minded students aim to study at prestigious institutions and have in the past furthered their vocation in Art School, and Colleges of catering and land management.

So that no time is wasted at the start of Year 12, we provide tailored preparation work for the summer holidays. This means that purposeful lessons begin right from day one, with no acclimatising or introductions needed.

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

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

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

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

Latest ISI Inspection Report
Girls in the Sixth Form at Notre Dame are placed in vertical Tutor Groups which allow students from Years 12 and 13 to mix together. The Tutorial System means that our students’ pastoral and academic needs are fully supported and, with small numbers in each Tutor Group, students and Tutors form strong relationships.

The Tutors themselves are specialists in their role of Sixth Form Tutor. Their experience in this role means that they can respond to the particular needs of Sixth Form students and our girls know that their Tutor will listen to their concerns, no matter how inconsequential they may seem.

The Tutors are not only a listening ear - they also take a role in reviewing pupils’ performance, scrutinizing work and advising on effective study habits. From this point of view, the Sixth Form Tutors are academic mentors as well as pastoral advisors, taking an active interest in all aspects of their tutees’ development.

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Why study at a girls’ school?

At Notre Dame we are preparing you for life as well as guiding you as you achieve excellent academic results.

Being at a girls’ school prepares you to be more resilient and sure of yourself, so you can hold your own in a mixed environment at university and at work, based on a secure foundation where you can build your self-esteem and take risks in your learning. We are experts in supporting girls in their education. Girls and boys are not the same and mature differently; at Notre Dame we have 400 years of experience of working with young women. We understand the challenges, the preoccupations and the pressures and so we can support you with more expertise and experience.

- Research has shown that girls at girls’ schools do better than girls at co-educational independent schools, consistently gaining a higher proportion of A and A* grades at A Level than girls from mixed schools.
- Girls at all girls schools are also, according to OFSTED, more likely to avoid stereotypically female careers. 70% more girls take maths, 90% more take physics or chemistry and 80% more take a foreign language if they are at an all girls school.
- More girls from all-girls’ schools go on to higher education than girls from mixed schools.

You can find out more about the advantages of all-girls’ education, including more details on the information above, by visiting the GSA website.

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

“Sixth form scientists confidently use a range of online resources for data transformations, simulations and statistical analysis.”

Latest ISI Inspection Report

The Latest ISI Inspection Report
Beyond the classroom

Being in a school Sixth Form environment provides students with an ideal opportunity to develop new skills and interests. At Notre Dame we have a diverse programme of activities which complements the educational experience and helps our students develop valuable life skills.

Girls in our Sixth Form give their time freely to take advantage of the opportunities beyond the classroom which, in turn, helps to develop an interested, interesting and rounded individual.

LEADERSHIP

Being a Sixth Form student provides real leadership opportunities. For example, the Head Girl Team will meet weekly with the Head to consider matters pertaining to the Sixth Form. From the girls in the Lower Sixth are selected our Senior Prefects and our four Heads of House.

COMMUNITY

Sixth Form students contribute to our wide community in a variety of ways: through acting as mentors to younger students within the school; students provide community service to the residents of Whiteley Village; and students are given the opportunity to work with pupils in a sister primary school in Albania.

MUSIC AND DRAMA

Many of our Sixth Formers will have already benefited from our exceptional provision and facilities in Music and Drama as they have come through the school. Girls can continue to participate in these activities, which include roles in the school play and the direction of the end of term Talent Show as well as performing in the various music and choral events through the year.

SPORT

We want girls to continue to play some competitive sport in the Sixth Form, so we have a compulsory PE lesson each week. In addition, Sixth Formers have access to our fitness suite to exercise in a non-competitive environment. Girls will be supported to pursue excellence in their chosen sport and we provide a series of fixtures with local schools throughout the year.

GENERAL STUDIES

Our enrichment programme provides Sixth Formers with a range of skills and experiences to help them further understand the world beyond Notre Dame.

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

Latest ISI Inspection Report

“ND6 is a friendly and supportive environment that puts you on the right path for the rest of your life.”
Careers and University Guidance

Study and Life Beyond the Sixth Form

A few girls join the Sixth Form at Notre Dame with reasonably clear plans for a future career. On the other hand, most girls are usually unsure about their progress after life in the Sixth Form, other than to progress to higher or further education. For this reason, we invest considerable time and resources in providing high-quality and bespoke guidance to each and every girl. After all, it is in everyone’s best interest that girls leave Notre Dame adequately informed and prepared for the next stage in their lives.

Careers guidance will begin in Year 12 with a one-to-one careers interview to ascertain interests and aptitudes. The information gained allows us to work with the students to compile a list of suitable universities and courses, which the student can then use for further investigation.

Thereafter students are able to visit universities and all girls in the Lower Sixth are encouraged to visit university open days. Parents are invited to the UCAS information evening in the spring of Year 12 and girls attend a major UCAS University Fair at Surrey University. In the summer term, girls will begin the process of applying for places at university and this continues in the autumn term of Upper Sixth.

As well as receiving information, advice and guidance from Notre Dame’s own staff, we run sessions with visiting speakers. We regularly invite Admissions Tutors to talk about the university application process and former pupils also return to Notre Dame to speak about their experience at university and their chosen career.

For those girls who show an aptitude for and interest in applying for Oxford or Cambridge Universities or for continued study in Medicine, we provide specialist, personalised support.

Whilst there is a growing amount of information available online, our Careers and University section in the Library (with its Sixth Form-only study floor) is well stocked with up-to-date literature about universities, courses and careers.

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

The care, attention and support that girls receive during the daunting UCAS process means that girls from Notre Dame’s Sixth Form make realistic choices of course and university and receive offers from all their choices.
Notre Dame is delighted to welcome all prospective Sixth Formers to visit ND6, our thriving Sixth Form Centre.

Our own young women have challenged us to create this ambitious centre, ensuring that the Sixth Form remains the Jewel in the Crown to which all girls aspire.

The Executive Team, working closely with Miss Janine Harber, our Head of Sixth Form, has developed a stimulating programme of subjects with enrichment activities to enhance the lives of these students.

Embodying our unique and distinctive ethos, Notre Dame Sixth Form will continue to fully prepare young women for the demands of life after A Levels, guiding them into university and beyond.

Girls in Year 12 take four AS Levels, choosing three of these to carry on to A Level in Year 13. Each student applying here will have an individual choices interview with a senior member of staff to make sure that the subject group is appropriate and will fit well with her likely university routes.

**ENTRY REQUIREMENTS**

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

- A minimum of six GCSEs at Grade 6 or above;
- Maths and English at Grade 5 or above;
- At least a GCSE Grade 6 (Grade 7 for English, maths or the sciences) in the subjects to be taken. Please consult the subject course information on the following pages for further details.

**AS and A Level subjects on offer at Notre Dame Sixth Form**

- Art, Craft & Design*
- Art Textiles*
- Biology
- Business
- Chemistry
- Classical Civilisation
- Computer Science*
- Drama & Theatre Arts*
- Economics
- English Language
- English Literature
- Geography
- History
- History of Art*
- Latin
- Mathematics
- Further Mathematics
- Modern Foreign Languages (French, German, Spanish)
- Music*
- Philosophy, Religion & Ethics
- Physical Education
- Physics
- Psychology
- Sociology

*Two-year linear course (No AS Level)
Art, Craft & Design

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

For the two-year linear A Level course you will study:
A Level Unit 1 – Coursework
This unit incorporates two linked elements, each with separate final outcomes: practical work and personal study. These two elements, though separate, are integrally linked and support each other. The supporting studies combine research and development for both final outcomes. The personal study consists of an investigation presented as written and visual analysis into an aspect of a selected artist’s art, though separate, are integrally linked and support each other. The range of career opportunities is wide though competitive, including: animation, ceramics, fashion, fine art painting, fine art sculpture, film, graphic communication, graphic design, illustration, industrial design, interior design, jewellery design, media, photography, product design and restoration.

A Level Unit 2 – Externally Set Assignment
The externally set assignment represents the culmination of the A Level course. The paper consists of one broad-based thematic starting point. The delivery of this unit is planned with appropriate guidance during the preparatory period, encouraging independence in the student in the development of their ideas, intentions and response. Students submit supporting studies and practical outcomes in response to the given theme. The 15-hour timed response. Students submit supporting studies and practical outcomes. The 15-hour timed response. Students submit supporting studies and practical outcomes. These two elements, though separate, are integrally linked and support each other. The range of career opportunities is wide though competitive, including: animation, ceramics, fashion, fine art painting, fine art sculpture, film, graphic communication, graphic design, illustration, industrial design, interior design, jewellery design, media, photography, product design and restoration.

How is the course assessed?

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<thead>
<tr>
<th>Unit</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>A Level Unit 1 Coursework and Personal Study</td>
<td>Internally set</td>
<td>60%</td>
</tr>
<tr>
<td>Unit 2 Externally Set Assignment</td>
<td>Internally assessed</td>
<td>40%</td>
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What can the course lead to in terms of higher education and future careers?
Progression to higher education is normally to foundation course where a wide range of art practices are offered, followed by a BA degree course in the student’s chosen specialism. The range of career opportunities is wide though competitive, including: animation, ceramics, fashion, fine art painting, fine art sculpture, film, graphic communication, graphic design, illustration, industrial design, interior design, jewellery design, media, photography, product design and restoration.

What are the formal entry requirements for this course?
GCSE Art at Grade 6 or above is the best foundation for success in A Level Art. The student should have an aptitude for, and lively enjoyment of, the subject and the commitment and interest to sustain the demands of the course.

Examination Board: Edexcel

Art Textiles

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

For the two-year linear A Level course you will study:
A Level Unit 1 – Personal Investigation
During this component, students will get the opportunity to develop their work in a personal and exciting way. Students are required to conduct a practical investigation into an idea, issue, concept or theme, supported by written material. The focus of the investigation must be identified independently by the student and must lead to a finished outcome or a series of related finished outcomes. The investigation should be a coherent, in-depth study that demonstrates the student's ability to construct and develop a sustained line of reasoning from an initial starting point to a final realisation. The investigation must show clear development, from initial intentions to the final outcome or outcomes. It must include evidence of the student's ability to research and develop ideas and relate their work in meaningful ways to relevant critical/contextual materials. The investigation must be informed by an aspect of contemporary or past practice of artists, photographers, designers or craftspeople. The written element must be a coherent and logically structured extended response of between 1000 and 3000 words of continuous prose to include specialist vocabulary appropriate to the subject matter. The written element of the Personal Study is supported by imagery linking students' contextual studies to their own personal responses.

A Level Unit 2 – Externally Set Assignment
Students will be given an exam paper where they can chose from eight different questions that are to be used as starting points. Students are required to select one. Students will be provided with examination papers on 1 February, or as soon as possible after that date. Students will be advised and guided during the preparatory time but also encouraged to work independently. Preparatory work should be presented in any suitable format, such as mounted sheets, design sheets, sketchbooks, workbooks, journals, models and maquettes. Following the preparatory period, students must complete 15 hours of unaided, supervised time. In the 15 hours students must produce a finished outcome or a series of related finished outcomes, informed by their preparatory work.

What are the formal entry requirements for this course?
GCSE Textiles or Art at Grade 6 or above is the best foundation for success in A Level Textiles. This is a highly practical course, with a strong emphasis on working creatively; therefore it would be great to have enthusiasm and a passion for textiles and fashion. The course is highly practical, so you will need very good organisational skills and a passion for creating and producing.

Examination Board: AQA
What is the course about?
Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from microorganisms to mammals.

For the AS Level you will study:
There are four main topics in the first year and six practical assignments.

Unit 1: Biological molecules
Unit 2: Cells
Unit 3: Organisms exchange substances with their environment
Unit 4: Genetic information, variation and relationships between organisms

For the A Level you will study:
Year two helps you build on the firm foundation from AS study, and, like year one, has four academic topics plus six practical assignments.

Unit 5: Energy transfers in and between organisms
Unit 6: Organisms respond to changes in their internal and external environments
Unit 7: Genetics, populations, evolution and ecosystems
Unit 8: The control of gene expression

How is the course assessed?
Year One (AS Level)
Paper 1 and Paper 2
Each testing any content from topics 1-4, including relevant practical skills
Written exams: 1 hour 30 minutes (75 marks – 50% of AS)

Year Two (A Level)
Paper 1 and Paper 2
Each testing any content from topics 1-4 and 5-8, including relevant practical skills
Written exams: 2 hours (91 marks – 35% of A Level)

Paper 3
Testing any content from topics1-8, including relevant practical skills
Written exam: 2 hours (78 marks – 30% of A Level)

What skills will I need and develop in this course?
The Biology A Level course helps students develop a number of skills:
• How to collect data and evaluate it
• How to investigate facts and use deduction
• How to communicate your point of view effectively
• How to take responsibility for your own learning

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

What the course lead to in terms of higher education and future careers?
Biology is a great choice of subject for people who want a career in health and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science.

What are the formal entry requirements for this course?
Biology GCSE minimum Grade 6, additional science GCSE minimum Grade 7.

What activities enrich this subject?
DNA workshop, attending lectures at Surrey University, an ecology field trip, keeping abreast of the news and topical TV articles and programmes dealing with current biological issues.

Biology
Examination Board: AQA

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What is the course about?
A Level Business looks at all aspects of the business world, from starting your own enterprise to being part of a larger corporation.

For the AS Level you will study:
Unit 1: Marketing and People
Meeting customer’s needs, what is a market? Enterprise and leaders, marketing mix and strategy.

Unit 2: Managing Business Activities
Raising finance, financial planning, managing finance, resource management and external influences.

For the A Level you will study:
Unit 3: Global Business
Implications of globalisation, global markets and business expansion, global marketing, global companies are they good or evil?

Unit 4: Business Decisions and Strategy
Business objectives and strategies, business growth and its implications, decision-making techniques, assessing competitiveness and managing change.

How is the course assessed?
This course is assessed by examination only.

AS Level: two examinations covering units 1 and 2.
A Level: three examinations covering all 4 units. Please note that the AS qualification is a stand-alone qualification and does not count towards the full A Level.

What skills will I need and develop in this course?
This course will help you develop a number of skills:
• How to view the world around you from different perspectives
• How to plan and conduct business operations and activities
• How to analyse and interpret data
• Critical reasoning skills – evaluate, justify, discuss
• How to communicate your point of view fluently

Subject combination advice:
You cannot study both Business and economics. Otherwise all combinations work well.

What can the course lead to in terms of higher education and future careers?
A Level Business is an academic qualification. Therefore its greatest use is as a stepping stone to further- and higher-level study

What are the formal entry requirements for this course?
GCSEs in English and mathematics at Grade 5 or above.

What activities enrich this subject?
Students have the opportunity to attend subject-related lectures to reinforce their understanding of the topics covered.

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

For the AS Level you will study:
There are two learning units in the first year.
Paper 1 covers foundation subjects like atomic structure, bonding, periodicity and equilibria and their relevant practical skills.

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

For the A Level you will study:
A similar format is followed in year two.
Paper 1 Inorganic and Physical Chemistry (periodicity and transition metals)

Paper 2 Organic and Physical Chemistry (Aldehydes, carboxylic acids, polymers etc.)

Paper 3 Any content from AS and A Level (including practical skills assessment)

How is the course assessed?
In the first year you will have two assessments.
Paper 1 90-minute written paper
Paper 2 90-minute written paper
Both papers comprise 65 marks from short- and long-answer questions and 15 multiple-choice questions (total 80 marks on each paper)

In the second year you will have a further three assessments.
Paper 4 120-minute - 105 marks of short- and long-answer questions
Paper 5 120-minute - 105 marks of short- and long-answer questions
Paper 6 120-minute - 40 marks on practical techniques and data analysis, 20 marks testing from the whole specification (synoptic questions) and 30 marks for multiple-choice questions.

Skills will I need and develop in this course?
• How to assemble data and assess it
• How to investigate facts and use deduction
• How to express your point of view clearly
• How to work as a team to achieve results

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

What can the course lead to in terms of higher education and future careers?
Chemistry is a great choice for people who want a career in health and clinical professions, such as medicine, nursing, biochemistry, dentistry or forensic science. It will also equip you for a career in industries such as petrochemicals or pharmaceuticals. It is also excellent preparation for a career in engineering.

What are the formal entry requirements for this course?
Chemistry GCSE minimum Grade 6, additional science GCSE minimum Grade 7.

What activities enrich this subject?
Reading scientific journals such as Nature or New Scientist. Watching programmes of wider scientific interest. Keeping abreast of new scientific developments in the news. Seminars such as Chemistry in Action in London.

How is the course assessed?
The AS Level is examined through two externally assessed units. Each examination is 1 hour and 30 minutes long.

The A Level is externally examined through three examination papers:
The World of the Hero - 2 hours 20 minutes
Culture and the Arts - 1 hour 45 minutes
Beliefs and Ideas - 1 hour 45 minutes

Skills will I need and develop in this course?
You will develop an awareness of the continuing influence of the classical world on later times and of the similarities and differences between the classical world and later times.

You will develop and apply analytical and evaluative skills at an appropriate level and make an informed, personal response to the material.

Subject combination advice
Classical Civilisation works well with any arts or humanities subjects.

What can the course lead to in terms of higher education and future careers?
A good degree in Classical Civilisation can lead in many directions, from academic pursuits in classics or history to journalism, politics or the visual arts.

What are the formal entry requirements for this course?
English GCSE at Grade 5 or above.

What activities enrich this subject?
Visits to the British Museum and to theatrical productions, Classical Association conferences, when available.

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

For the AS Level you will study:
The World of the Hero: This is a compulsory component consisting of an in-depth study of: either Homer’s Iliad or Odyssey. This component is solely focused on the study of literature in translation.

Culture and the Arts: Students must study one component in this component group, chosen from:
• Greek Theatre (HC08/21) or
• Imperial Image (HC08/22).

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

For the A Level you will study:
Unit 1: The World of the Hero: This is a compulsory component consisting of an in-depth study of: one of Homer’s Iliad or Odyssey and Virgil’s Aeneid. This component is solely focused on the study of literature in translation.

Unit 2: Culture and the Arts: Students must study one component in this component group, chosen from:
• Greek Theatre
• Imperial Image
• Invention of the Barbarian
• Greek Art

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

Unit 3: Beliefs and Ideas: Students must study one component in this component group, chosen from:
• Greek Religion
• Love and Relationships
• Politics of the Late Republic
• Democracy and the Athenians.

Components in this group involve an area of classical thought, in combination with either the study of literature in translation or visual/material culture.
What are the courses about?
You will gain a deeper understanding of the creative process of theatre: the social, cultural and historical influences on drama writing, theatre production and performance, exploring how plays are brought to life by actors, directors and practitioners. You will have opportunities to develop your performance skills and will also learn to devise, direct, design and review a variety of live theatre productions.

What can the course lead to in terms of higher education and future careers?
The study of the complexities of the human condition in Drama A Level can support a variety of degree courses; particularly English literature, the creative arts and humanities. It is also applicable to courses centering on project management, public relations and presentation, law, media, marketing, business, advertising, teaching and communications.

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

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

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

What activities enrich this subject?
There are opportunities for career paths in film, radio and television production, arts administration, education and training, in addition to specialist vocational careers in theatre as a performer, or in a variety of technical theatre roles such as stage management, scenography, lighting and sound design, prop-making, directing, producing and writing.
What is the course about?
Economics is about choice and the impact of our choices on the rest of society. It relates to every aspect of our lives, from the decisions we make as individuals or families to those made by governments and firms. The A Level course at Notre Dame is structured into four clear and coherent themes reflecting today’s global economy and economic development.

For the AS Level you will study:
Theme 1: Introduction to Markets and Market Failure
This unit is an introduction to the market economy and the workings of markets. You will learn how consumers make decisions and how markets operate efficiently and what happens when they do not.

Theme 2: The UK Economy – Performance and Policy Measures
In this unit you will learn the principles of macroeconomics. This involves examining the role of the government in helping markets to operate and whether the government can alleviate problems of unemployment, inflation and slow economic growth.

For the A Level you will study:
Theme 3: Business Behaviour and the Labour Market
This unit builds on Theme 1 and looks at the operation of firms from the point of view of their costs and their behaviour. You will consider whether monopolies should be controlled and how government might intervene to deter anti-competitive behaviour.

Theme 4: The Global Perspective
In this unit you will bring together your knowledge of micro- and macroeconomics to understand the growth of nations and the problems that poor countries face. You will also develop an understanding of the role of taxation and government expenditure in building economies.

How is the course assessed?
AS Level: two examinations covering Themes 1 and 2. At the end of Year 12, a stand-alone qualification.
A Level: three examinations covering all four Themes. At the end of Year 13.

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

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

What can the course lead to in terms of higher education and future careers?
Economics is a very valuable A Level and combines well with many other subjects including English literature, MFL, history, sociology and psychology. As A Level Economics combines academic, creative and analytical skills, it is highly regarded by universities. There are many careers that may follow from the study of Economics. For example: publishing, journalism, law, psychology, advertising, marketing, public relations, teaching, politics, and media.

For the AS Level you will study:
• Textual Variations and Representations – texts about a range of subjects, from diverse writers and speakers, for different audiences, for a variety of purposes in a range of genres using various modes (written, spoken, electronic).
• Language Diversity – spoken and written texts using different sociolects and dialects; how language varies depending on personal, social and geographical factors; differing attitudes to language diversity and how language shapes identity.
• Writing Skills – developing your skills in writing academically and writing creatively for a non-specialist audience.

For the A Level you will study the AS Level topics in greater detail plus some additional topics:
• Children’s Language Development (from 0-11 years).
• Language Diversity and Change – studying a range of texts from different places and times.
• Language in Action (coursework) – language investigation and original writing with commentary.

How is the course assessed?
This course is assessed by examination only for AS. You will take a separate AS examination (two papers) at the end of Year 12, but your result will not count towards your final A Level award. Assessment is 80% examination (two papers) and 20% coursework for the full A Level. Examinations take place at the end of Year 13 when you will be assessed on topics covered in both years.
**English Literature**

**What is the course about?**
This course is about the study of literature texts in order to become a confident, independent and reflective reader who is able to articulate views in a concise, fluent and structured form.

- For the AS Level you will study:
  - Love Through the Ages: Shakespeare and Poetry
    Study of two texts: one Shakespeare play and an AQA Anthology of love poetry through the ages (Pre-1900 or Post-1900)

- Love Through the Ages: Prose
  Study of two prose texts

- For the A Level you will study:
  - Love Through the Ages
    Study of three texts: one poetry and one prose text, of which one must be written post-2000
  - Study of three texts: one prose, one poetry and one drama of which one must be written pre-1900, and one Shakespeare play.

**What skills will I need and develop in this course?**
You will develop into a confident, independent and reflective reader. You will be able to use critical concepts and appropriate terminology in responding to the texts. You will be able to show awareness of different interpretations and develop your knowledge of the literary and cultural contexts in which the texts were written. You will explore comparisons and connections between texts and show an informed knowledge of the critical ideas presented, applying them to literary texts studied.

- For the AS / A Level the topics include:
  - Tectonic Processes and Hazards
  - Coastal Landscapes and Change; includes a fieldwork element
  - Regenerating Places; includes a fieldwork element
  - Globalisation
  - Water and Carbon Cycles
  - Superpowers
  - Health and Human Rights

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

- For the AS / A Level the topics include:
  - Progression from English Literature to a degree in any academic subject is a possibility. English Literature is a highly regarded A Level because it develops analytical and evaluative skills.

**What can the course lead to in terms of higher education and future careers?**
This course is about the study of literature texts in order to become a confident, independent and reflective reader. You will develop into a confident, independent and reflective reader. How is the course assessed?

**How is the course assessed?**

- **AS Level:**
  - Paper one - written exam: 1 hour 30 minutes
  - Paper two - written exam: 1 hour 30 minutes

- **A Level:**
  - Paper one - written exam: 3 hours
  - Paper two - written exam: 2 hours 30 minutes

**What activities enrich this subject?**
An appreciation of the arts in general is recommended; however, an interest in history, theology and psychology will aid you in engaging with the text at a critical level.

**What skills will I need and develop in this course?**
You will develop into a confident, independent and reflective reader. You will be able to use critical concepts and appropriate terminology in responding to the texts. You will be able to show awareness of different interpretations and develop your knowledge of the literary and cultural contexts in which the texts were written. You will explore comparisons and connections between texts and show an informed knowledge of the critical ideas presented, applying them to literary texts studied.

- **What is the formal entry requirements for this course?**
- **GCSEs in English Literature or Language Grade 7 or above.**

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

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

For the AS Level you will study:
- **Component 1**: The Tudors: England 1485-1547
- **Component 2**: Democracy and Nazism, 1918-1933

For the A Level you will study:
- **Component 1**: The Tudors: England 1547-1603
- **Component 2**: Democracy and Nazism, 1933-1945
- **Component 3**: Historical Investigation – American Civil Rights 1865-1968

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

For the two-year linear course you will study:
- **Paper 1: Visual Analysis and Themes**
  - **Section A**: Visual Analysis for each of the following types of art and architecture:
    - a building.
    - a sculpture; and
    - a painting;
  - Section B: Themes; choose two Themes from a choice of three:
    - BI - Nature in Art and Architecture
    - BII - Identities in Art and Architecture
    - BIII - War in Art and Architecture
  - For each Theme, students answer a single compulsory question that tests their understanding of Art historical approaches, such as technical, formal, iconographic and contextual.

What activities enrich this subject?
A Level students benefit from attending lectures delivered by leading historians.

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

What can the course lead to in terms of higher education and future careers?
The skills acquired on the course help prepare students for careers in law, journalism, politics and business management.

What are the formal entry requirements for this course?
For each Period, students answer a single compulsory question in
- C1 - Invention & Illusion: the Renaissance in Italy (1420-1520)
- C2 - Power & Persuasion: the Renaissance in Italy (1420-1520)
- C3 - Rebellion & Revival: the British & Avant-Garde (1848-1899)
- C4 - Brave New World: Modernism in Europe (1900-1939)

Paper 2: Periods
- **C1**: Invention & Illusion: the Renaissance in Italy (1420-1520)
- **C2**: Power & Persuasion: the Renaissance in Italy (1420-1520)
- **C3**: Rebellion & Revival: the British & Avant-Garde (1848-1899)
- **C4**: Brave New World: Modernism in Europe (1900-1939)
- **C5**: Pop Life: British & American Contemporary Art & Architecture (1960-2015)

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

How is the course assessed?
This course is assessed by examination only.

- **Paper 1**: 3 hours; 110 marks
- **Paper 2**: 3 hours; 110 marks

**History of Art**

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

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

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

What are the formal entry requirements for this course?
Students should have at least a GCSE Grade 6 in English Language or English Literature and a GCSE Grade 6 in history, art or religious education.

What activities enrich this subject?
Students will benefit from gallery and museum visits as well as links to the Association of Art Historians.

What skills will I need and develop in this course?
- Active and independent learning.
- Understanding of the relationships between society and art within historical and other frameworks.
- Knowledge and understanding of the significance and role of environment, setting, display and audiences.
- Awareness of different sources of historical evidence.
- Understanding of the principal methods of analysis and interpretation.
- The ability and confidence to express and communicate knowledge and understanding.
- Awareness of art historical terms, concepts and issues.

For the AS Level you will study:
- **Component 1**: The Tudors: England 1485-1547
- **Component 2**: Democracy and Nazism, 1918-1933

For the A Level you will study:
- **Component 1**: The Tudors: England 1547-1603
- **Component 2**: Democracy and Nazism, 1933-1945
- **Component 3**: Historical Investigation – American Civil Rights 1865-1968

How is the course assessed?
The stand-alone AS course is assessed by examination at the end of Year 12. The A Level course is assessed by a combination of examination and coursework. Please note the marks at the end of Year 12 no longer contribute to the A Level grade.

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

What can the course lead to in terms of higher education and future careers?
- Understanding of art historical approaches, such as technical, formal, iconographic and contextual.
- Skills to explore, enquire, evaluate, discuss and compare evidence, and develop and support persuasive argument and counter argument.

What activities enrich this subject?
Students will benefit from gallery and museum visits as well as links to the Association of Art Historians.

Subject combination advice
Students will benefit from gallery and museum visits as well as links to the Association of Art Historians.
**Latin**

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

**For the AS Level you will study:**
The OCR AS Level in Latin will extend the study of ancient literature in breadth and depth, further developing learners’ ability to critically analyse and evaluate ancient literature. The OCR AS Level in Latin requires learners to study one prose set text and one verse set text. Learners are required to understand and appreciate the literary context for the set texts by reading an appropriate supporting selection of ancient literature in translation. The set texts change every two years.

**For the A Level you will:**
- translate a passage of unseen prose into English
- translate a passage of unseen verse into English
- scan two lines of verse

**How is the course assessed?**
This course is assessed by examination only. You will take a separate AS examination at the end of Year 12 but your result will not count towards your final A Level award. A Level examinations take place at the end of Year 13 when you are assessed on topics covered in both years.

**What skills will I need and develop in this course?**
Learners will develop their understanding of the Latin language and the related ancient literature, values and society.

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

**What can the course lead to in terms of higher education and future careers?**
While a career in academia is certainly high up on the list of job options, classics graduates have been known to go into law, medicine, education, science, business, journalism, heritage and the diplomatic service (from The Guardian). If you are considering studying Mathematics or a Mathematics-related degree at university, it is essential and you should also study Further Mathematics A Level. Many students choose Mathematics to support science subjects.

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

**What activities enrich this subject?**
- In June there are usually two talk days at the school
- School departments and to museums are also possible, when available.
- There are visits to Oxford and Cambridge Classics’ departments
- A wide range of lectures from classics dons
- Students in Years 10 and 11 are provided with ‘taster’ sessions on the ancient Greek and Latin language
- The Classics Society/Society for Latin and Greek provides opportunities to extend your thinking skills beyond the confines of the curriculum. The UK Senior Mathematical Challenge and the Team Challenge provide opportunities to extend your thinking skills beyond the confines of the curriculum. You will have the opportunity to become a Mathematics Prefect, assisting the teachers in the department in providing support and enrichment to younger pupils at the school.

**What are the formal entry requirements for this course?**
The specification builds on the knowledge, understanding and skills specified for GCSE (9–1) Latin. A minimum of a Grade 5 in Latin GCSE is required.

**Mathematics**

**What is the course about?**
In Mathematics A Level, you will extend your mathematical knowledge and skills and learn about new areas of Mathematics such as calculus.

**For the AS Level you will study:**
- Pure mathematics (proof, algebra, functions, coordinate geometry, sequences, series, trigonometry, exponentials, logarithms, differentiation, integration and vectors).
- Mechanics (measures, kinematics, forces and Newton’s laws).
- Statistics (sampling, representing data, interpreting data, probability, distributions and hypothesis testing).

**For the A Level you will study all of the AS Level topics in greater detail plus some additional topics (in italics below):**
- Pure mathematics (proof, algebra, functions, coordinate geometry, sequences, series, trigonometry, exponentials, logarithms, differentiation, integration, vectors and numerical methods).
- Mechanics (measures, kinematics, forces, Newton’s laws and moments).
- Statistics (sampling, representing data, interpreting data, probability, distributions and hypothesis testing).

**How is the course assessed?**
This course is assessed by examination only. You will take a separate AS examination at the end of Year 12 but your result will not count towards your final A Level award. A Level examinations take place at the end of Year 13 when you are assessed on topics covered in both years.

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

**Subject combination advice**
Mathematics is a good subject to study alongside any other A Level. If you are considering studying Mathematics or a Mathematics-related degree at university, you should also study Further Mathematics A Level. Many students choose Mathematics to support science subjects.

**What can the course lead to in terms of higher education and future careers?**
Many degree subjects and careers desire A Level Mathematics. The main subjects which would require A Level include Mathematics, statistics, physics, astronomy, engineering, computer science and economics. Also, medicine, architecture, laboratory and social sciences will have a certain amount of mathematical content.

**What are the formal entry requirements for this course?**
GCSE Mathematics Grade 7 is a minimum. Ideally this would be a ‘high’ Grade 7.

**What activities enrich this subject?**
- In June there are usually two talk days at the school
- School departments and to museums are also possible, when available.
- There are visits to Oxford and Cambridge Classics’ departments
- A wide range of lectures from classics dons
- Students in Years 10 and 11 are provided with ‘taster’ sessions on the ancient Greek and Latin language
- The Classics Society/Society for Latin and Greek provides opportunities to extend your thinking skills beyond the confines of the curriculum. You will have the opportunity to become a Mathematics Prefect, assisting the teachers in the department in providing support and enrichment to younger pupils at the school.
Further Mathematics

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

For the AS Level you will study:
- Further pure mathematics (complex numbers, matrices, further algebra, further functions plus other topics specified by the examination board).
- Applied mathematics (optional content to be specified by the examination board: statistics, mechanics or decision mathematics).

For the A Level you will study all of the AS Level topics in greater detail plus some additional topics (in italics below):
- Further pure mathematics (complex numbers, matrices, further algebra, further functions, proof, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations).
- Applied mathematics (optional content to be specified by the examination board: statistics, mechanics or decision mathematics).

How is the course assessed?
This course is assessed by examination only. You will take a separate AS examination at the end of Year 12 but your result will not count towards your final A Level award. Final A Level examinations take place at the end of Year 13 when you will be assessed on topics towards your final A Level award. Final A Level examinations take place at the end of Year 13 when you will be assessed on topics covered in both years.

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

Subject combination advice
Further Mathematics is a good subject to study if you are considering studying Mathematics or a Mathematics-related degree at university.

What can the course lead to in terms of higher education and future careers?
If you are planning to take a Mathematics-rich degree such as Mathematics itself, engineering, sciences, computing, finance/economics, you will benefit enormously from taking Further Mathematics, at least to AS Level. If you are not planning to study for a Mathematics-rich degree but are keen on Mathematics, you will find Further Mathematics a very enjoyable course; having a Further Mathematics qualification identifies students as having excellent analytical skills, whatever area they plan to study or work within.

What are the formal entry requirements for this course?
GCSE Mathematics Grade 8 is a minimum.

What activities enrich this subject?
The UK Senior Mathematical Challenge and the Team Challenge organised by United Kingdom Mathematical Trust provide opportunities to extend your thinking skills beyond the confines of the curriculum. You will have the opportunity to become a Mathematics Prefect, assisting the teachers in the department in providing support and enrichment to younger pupils at the school.

Modern Foreign Languages

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

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

What will you study?
For the A Level you will study:
- Paper 1: Listening, reading and writing (translation): 2 hours (20% of A Level).
- Paper 2: Writing (based on one text and one film, or two texts): 2 hours (20% of A Level).
- Paper 3: Speaking (discourse based on a stimulus card and a presentation/discussion based on an individual research project): 20-23 minutes (30% of A Level).

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

Subject combination advice
All combinations work well.

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

What are the formal entry requirements for this course?
A GCSE at Grade 7 or above in the relevant language is essential.

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

What is the course about?
The course caters for a wide range of musical interests and musical styles. It involves performing and composing as well as learning, through the analysis of a set of highly varied pieces, about classical, jazz, pop and world music.

For the two-year linear course you will study:

- **Component 1**
  - Performing - total performance time of eight minutes. Performance can be solo and/or ensemble.
  - **Component 2**
    - Composing - two compositions: one free choice and one brief assessing technique. Together these total a minimum of six minutes.
  - **Component 3**
    - Appraising - six areas of study with three set works.

How is the course assessed?

- The three key elements of performing, composing and appraising have been retained in this new specification.
- Performing is worth 30% at AS and 25-35% at A Level. Students must compose at least two pieces for AS and two or three pieces for A Level (depending on the weighting) at A Level.
- Composing is worth 30% at AS and 25-35% at A Level. Students must compose at least two pieces for AS and two or three pieces for A Level (depending on the weighting). One must be in response to a brief set by the board and the minimum time for AS must be four and a half minutes and four to eight minutes at A Level (depending on the weighting).
- Appraising is worth 40% and content has been given in terms of musical elements, contexts and language. Students must study at least two areas of study at AS and at least three areas of study at A Level, one based in the development of western music between 1650 and 1910, and one that is based in another area e.g. world music, jazz, pop music.

What skills will I need and develop in this course?
The base standard for performance is ABRSM Grade 5 at AS and Grade 7/8 at A Level. Performance skills developed include technical proficiency, musicianship and a sensitivity to and awareness of the music’s style. The style of composition allowed covers the full spectrum from classical to the latest pop and the student will explore melodic, harmonic, structural and stylistic features of the chosen style. Musical understanding develops both the ability to recognise melodic, rhythmic and harmonic details and also to identify how such patterns work with instrumentation and other elements to create a coherent musical structure. Hence the skill to read music is integral, as is good knowledge of music theory, such as scales and chords up to four sharps and flats. A good standard to work towards is Grade 5 theory, but this is not a requirement.

Subject combination advice

If you know you want to study this subject at university then you should study A Level Music. All combinations work well.

What can the course lead to in terms of higher education and future careers?
The A Level Music course provides an excellent basis for lifelong learning and for higher education courses in Music, and many students who take A Level Music continue their studies at university.

The three units of the course can lead to studies in performance, composition, musicology, ethnomusicology, sound engineering, conducting, popular music and jazz, and music education. Due to the discipline required in the mastery of a musical piece for performance, the control and command of oneself required to stand in front of an audience to perform and the ability to work positively within a group in ensemble preparation and performance, musicians are highly respected for their work ethic and maturity.

What are the formal entry requirements for this course?
It is not necessary to have studied GCSE Music in order to successfully complete the AS or A Level music courses. However, advice from the Head of Music regarding your performance and theory skills is advisable.

What activities enrich this subject?
Involvement in school and out-of-school music activities and groups. Entering local music competitions. Regular attendance at concerts and other music events. Regular listening to the wide range of music available on the radio and internet.

Philosophy, Religion and Ethics (PRE)

What is the course about?

There are three main strands of study in this subject: Philosophy of Religion, Religious Ethics and a Social and Historical Study of Religion.

For the AS Level you will study:

- **Year 1 - Philosophy of Religion**
  - The Design Argument • The Causation/Cosmological Argument • Ontological Argument • Religious Experience • Problem of Evil and Suffering

- **Year 1 - Ethics**
  - Embryo Research, Designer Babies • Abortion and Euthanasia • Animal Ethics/Crime/Medical • Blood Sports • Virtue Ethics

- **Year 1 - Religion**
  - God, Bible, Church and Jesus • Self, Death and Afterlife • Expressions of Religious Identity: Music and Art • Good Moral Conduct, Sanctity of Life and the Environment

For the A Level you will study:

- **Year 2 - Philosophy of Religion**
  - Self, Death and the Afterlife • Reincarnation and Rebirth • Religious Language • Language Games • Miracles

- **Year 2 - Ethics**
  - Free Will and Responsibility • Conscience • Meta Ethics • Utilitarianism • Divine Command Theory • Intuitionism

- **Year 2 - Religion**
  - Christianity, Gender and Sexuality • Women, Celibacy, Marriage, Homosexuality and Transgender • Christianity and Science • Christianity and the Challenges of the Modern World • Christianity, Migration and Religious Pluralism

How is the course assessed?
Both the AS and A Level will be externally assessed by two exams. The AS paper will contain Year 12 topics. Each exam is split into two sections.

What skills will I need and develop in this course?

- Develops understanding and appreciation of religious thought and its contribution through an enquiring, critical and reflective approach to the study of religion. Provides a focus on scholarship.
- Helps develop a holistic understanding of religion with insightful evaluations of ultimate questions about the purposes and commitments of human life, especially as expressed in philosophy, ethics and religion.
- Develops transferable skills for progression to higher education - students will use ideas and research to present a wide range of well-informed and reasoned arguments.

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

What activities enrich this subject?

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

- **What is the course about?**
  A mixture of theory (70%) and coursework (30%), building on the foundation of GCSE PE. Scientific, psychological and social principles of PE. Personal performance in one area of playing sport or coaching and the analysis of performance in one sport. Coursework tasks relate to both the performance and theory components.

  - For the AS Level you will study:
    Applied anatomy and exercise physiology, and applied movement analysis, sport psychology, skill acquisition, sport and society. Practical performance/coaching and Analysis NEA in one sport (1,750 words).

  - For the A Level you will study:
    Applied anatomy and exercise physiology, and applied movement analysis, sport psychology, skill acquisition, sport and society. Practical performance/coaching and Analysis NEA in one sport (1,750 words).

- **How is the course assessed?**
  70% examination questions, 30% coursework. Practical performance assessed by video; analysis coursework 1,750 words. Exam one: 1 hour 45 mins; exam two: 1 hour 15 min.

- **What activities enrich this subject?**
  Practical participation in competitive sport, physical fitness training and spectating/reading about current elite sport issues. Reading autobiographies of elite performers.

- **Subject combination advice:**
  PE relates well to many other subjects, including biology, chemistry, physics, history, geography, psychology, business studies and sociology.

- **What can the course lead to in terms of higher education and future careers?**
  Sports-related degree courses as well as almost any other subject. Many PE A Level students go on to study Physical Education and Sports Science at university.

- **What are the formal entry requirements for this course?**
  Minimum Grade 6 at GCSE PE and preferred Grade 6 in Biology and English Language. One sport at a good competitive level.

- **Exam one:** 1 hour 45 mins; exam two: 1 hour 15 min.

- **What activities enrich this subject?**
  Practical performance/coaching in one sport. Personal performance linked to personal development plan (1,750 words).

- **What skills will I need and develop in this course?**
  Strong knowledge and interest base in science and history. Practical performance to a high level in one sport is essential. Analytical skills are required in both practical and theoretical aspects. Interest in a variety of high-level sports with a desire to deepen your knowledge and understanding of the demands facing elite sports performers.

**Physics**

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

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

  - For the A Level you will study:
    1. **Further Mechanics and Thermal Physics:**
       The first section introduces circular and oscillatory motion. This is followed by the thermal properties of materials, concentrating on the properties and nature of gases in particular.

  - **Fields and their Consequences:**
    Gravitational, electric and magnetic fields are covered, together

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

  - **Paper 3 on topic 9 as well as practical skills = 32%**

  - **Paper 2 on topics 1-5 = 40%**

  - **Paper 2 on topics 6-8 = 34%**

  - **Paper 3 on topic 9 as well as practical skills = 32%**

  - **How is the course assessed?**
    AS Level: two written papers, each 90 minutes in length: Paper 1 on topics 1–5 = 50% Paper 2 on topics 6–8 and practical skills = 50% A Level: three written papers, each two hours in length: Paper 1 on topics 1–6 = 34% Paper 2 on topics 6–8 = 34% Paper 3 on topic 9 as well as practical skills = 32%

  - **What skills will I need and develop in this course?**
    Desirable skills are: an open and inquisitive approach to learning; problem solving and the confidence to take risks; IT skills; numerical skills; practical skills and an ability to express complex scientific ideas in straightforward ways. All these skills are encouraged and developed over the duration of the course.

  - **Subject combination advice**
    We recommend Maths AQA Level as this helps with the mechanics sections as well as the manipulation of equations. Candidates can, however, successfully study physics with a range of other subjects e.g. chemistry, biology, psychology, geography, IT, business studies.

  - **Paper 3 on topic 9 as well as practical skills = 32%**

  - **Paper 2 on topics 6-8 = 34%**

  - **Paper 1 on topics 1–5 = 50%**

  - **Paper 3 on topic 9 as well as practical skills = 32%**

  - **What can the course lead to in terms of higher education and future careers?**
    Physics AS and A Level develops a range of skills that are transferable to a number of careers. As well as learning about how the Universe works, you will gain a broad training in skills that all employers value – an ability to grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills. Possible career paths include scientific research, geophysics and the oil industry, energy and in particular renewable energy development, IT data analysis, programming, web design, banking and accountancy, medical physics, and radiology.

  - **What are the formal entry requirements for this course?**
    Physics GCSE Grade 6, Additional Science Grade 7 and GCSE Maths Grade 6.

  - **What activities enrich this subject?**
    Biannual Physics trip to the Large Hadron Collider in CERN Geneva.
What is the course about?
Psychology is the study of the mind and human behaviour. It is a fascinating and challenging course that will delve into the complex relationship that exists between our mental processes and our behaviour. Psychology covers a broad range of topics of real human interest – such as memory, attachment and social influence – that impact our everyday lives. Students will also be provided with the opportunity to develop their analytical and research skills through the writing of essays and psychological reports.

What skills will I need and develop in this course?
The emphasis is on applying knowledge and understanding, thereby developing students’ transferable skills of analysis, evaluation and critical thinking.
The psychology course broadens your ability to:
- View the world around you from different perspectives.
- Plan and conduct scientific investigations.
- Analyse and interpret data.
- Hone your critical reasoning skills - evaluate, justify, discuss.
- Communicate your point of view fluently in structured essays.

Subject combination advice:
Psychology students often also study sociology, biology, English and sports science. Otherwise all combinations work well.

What can the course lead to in terms of higher education and future careers?
Psychology can help your career either directly or indirectly. Of course, if you wish to become a psychologist, therapist or mental health worker, this A Level is of direct value. However, students who desire a career in any of the caring services, or in marketing or business, will find an understanding of psychology useful.

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How is the course assessed?
This course is assessed by examination only. Unit 1 and Unit 2 examinations take place at the end of Year 12. Units 1, 2 and 3 are examined at the end of Year 13 and each paper amounts to one third of the A Level qualification. Please note that the AS qualification is a stand-alone qualification and does not count towards the full A Level.

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What activities enrich this subject?
Students have the opportunity to attend subject-related lectures to reinforce their understanding of the topics covered.

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

What skills will I need and develop in this course?
The course will follow the AQA specifications and mark schemes. Students will be taught how to manage the different styles of questions and the AOs required to meet their demands.

What can the course lead to in terms of higher education and future careers?
Sociology helps students develop analytical skills and encourages a critical examination of the world that surrounds us. Former students have gone on to study both sociology and criminology at university. Sociology helps students develop analytical skills and encourages a critical examination of the world that surrounds us. Former students have gone on to study both sociology and criminology at university.

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Subject combination advice:
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What activities enrich this subject?
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“I am delighted for these amazing girls – each and every one of them deserves their success. They leave Notre Dame as confident, independent young women with bright futures ahead of them.”

Janine Harber, Head of Sixth Form

Message from the Headteacher

I hope you find this prospectus useful in your decision-making. We believe that Notre Dame Sixth Form is the best place to continue your studies, and we hope that you want to join us in the next exciting stage of your education.

We believe that every girl has talents, abilities and qualities that will help shape the world of tomorrow, and Notre Dame girls will be right there at the forefront, leading, guiding and offering a helping hand.

If I can offer you any more information or advice, please do ask. I will be very happy to help.

Anna King, Senior Headteacher
MA (Cantab), MEd, PGCE, FRGS
aking@notredame.co.uk
01932 869990

“It’s good that Notre Dame fits the timetable around our choices. This meant that I could do the combination of subjects I wanted.”

Janine Harber, Head of Sixth Form