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# SIXTH FORM PROSPECTUS

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## Entry 2020

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THE  
TRINITY  
CATHOLIC  
SCHOOL

## CONTENTS

This booklet presents general information about The Trinity Sixth Form. We hope that parents and students will enjoy reading the following pages.

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Dear Student/Parent/Carer,

I am delighted to introduce you to The Trinity Catholic School's Sixth Form prospectus.

The Trinity Sixth Form is committed to setting the highest standards in all aspects of learning. Students are encouraged to aim high and work hard so that they can meet their own personal goals and ambitions. The Sixth Form is an integral part of the whole school and the pastoral team and subject teachers are dedicated to supporting and encouraging true personal and academic growth.

The Trinity School Sixth Form is a place where dreams and aspirations can be turned into reality.

I hope that you enjoy reading the following information and that you will be inspired to join the Trinity family.

Sarah Wilkinson (Mrs)

Head of Sixth Form

### Faith

The distinctive Catholic ethos permeates every layer of school life, both in and outside the classroom. The development of the whole self – moral, social, intellectual and spiritual, particularly through worship, charity and positive engagement – is seen as vital for students' future happiness. Our students thrive in a positive atmosphere where learning is based on mutual respect, tolerance and trust.

We encourage students to grow in a caring Christian environment where their faith can be developed. Acts of Worship are linked to the Gospel values and religious and topical issues are discussed with the guidance of the tutor team. Masses and liturgical events are organised by staff and students and everyone takes part. Students are welcome to join the school's Chaplaincy team and the annual retreat at The Briars, the Nottingham diocesan youth centre, is always a popular trip. Charity and voluntary work are integral to life in the Sixth Form and help us to support the development of Christian young people who will serve their community.

### Highly achieving

The Trinity Sixth Form is a centre of opportunity and achievement distinguished by the care given to students and the extraordinary commitment of its teachers.

We recognise that between the ages of 16 and 18 students progress and mature to become independent learners. The Sixth Form is a popular choice with students from local 11-16 schools, including both comprehensive and independent schools. A high percentage of our own Year 11 pupils choose to stay on because of the special relationships which exist between the students and their dedicated teachers.

The Sixth Form is alive with enthusiasm, energy and purpose; it is a stimulating and lively place for young people to develop.

### Aspirational

#### Careers guidance

A wealth of expertise is available to all students. Not only are our own experienced and knowledgeable form tutors and teaching staff available, but a range of visitors also advise the students.

- 'Futures' post 16 careers advisors who offer specialist advice
- Speakers from Higher Education institutions, professions and apprenticeship schemes
- IntoUniversity – a widening participation scheme
- Unifrog – a destinations platform
- Ex-students (Alumni) now successful in their own right
- Organisers of gap year opportunities

Students have regular interviews with their form tutors to discuss their chosen career pathways. There are also trips and visits to exhibitions and universities, including Cambridge University.

The majority of students go on to higher education and most are accepted into their first-choice universities. Popular destinations include Liverpool, Leeds, Birmingham, Sheffield and Nottingham and students choose to study a wide variety of courses from medicine to music.



## Happy

### Guidance and support

The care and guidance that we offer all of our students is exemplary. Our expectations are high but we know that young people appreciate the support that envelopes them from the start of their post 16 journey to life after the Sixth Form.

Tutor groups include Year 12 and Year 13 students and a crucial part of our pastoral care is the relationship our students build with their form tutors. The tutors take a personal interest in their students and give advice about chosen career pathways to ensure our young people stay on track.

## Giving

### Enrichment

Trinity students are proud to help serve the school community and are keen fundraisers; giving time to support charity events is one of the most fulfilling student activities. The sixth formers are role models for younger pupils and take on responsibilities wherever possible within the life of the whole school.

The following extra curricular activities are offered for Sixth Form students and we encourage everyone to become involved:

- Music groups
- The whole school show – acting, singing, make-up, lights, scenery etc.
- A wide range of sports clubs
- Chaplaincy group
- The Briars retreat
- Outdoor activity trip
- Duke of Edinburgh's Award Scheme – Silver and Gold
- Social events

Sixth formers can also help pupils in Drama and Music lessons and volunteer in our paired reading scheme to support Year 7 pupils. There is also a Sixth Form committee made up of representatives from each tutor group.



## A DAY IN THE LIFE...

A day in the life of a sixth former...

A Year 13 student has written the following account of his time at Trinity.

"Well, having finally made your decision I bet you must be wondering what life as a sixth former is all about. Weeks of worrying about the workload, homework deadlines and the whole exam stress of GCSEs must surely be over, right? Have your thoughts strayed to those comfy sofas and vending machines in the common room, which must be used surely, as even hard working sixth formers need a break once in a while...

So, what is life actually like? Truth be told it's almost paradoxical to describe, as life feels exactly the same as GCSE, and yet somehow different. What remains the same are the expectations to work hard and concentrate on achieving the very best results that you can at the end of your two-year courses. Your form tutor will keep track of your progress and of course there is no escaping the beady eye of your teachers. Alas some things never change!

Despite this, life is much more enjoyable, and the feeling of independence gained in your studies allows the load to be lessened. Teachers have high aspirations for every student and the smaller class sizes allow for a more personalised approach to lessons, subjects open up and become so much more interesting and dynamic. It's that personal quality that sums up the Sixth Form; you are not 'a little fish in a big pond' as your life as a sixth former is shaped to suit your needs. Help is always available, not just from the teaching and support staff but from your year group too. Independent study sessions are a daily break from your lessons where you have an hour to do some background reading or research.

As the exam craze truly kicks in you'll be staying up late revising when really you know you should sleep because there is no such thing as an easy subject; hard graft and dedication has to come from your end to get you to where you want to be. Yes, it may be stressful, as emotions run high but never worry as someone will always come to your rescue with a warm word and a smile to keep you going just when you need it most.

Everyone in the Sixth Form looks out for each other and that attitude stays with you not just until the end of your exams, but for the rest of your life."

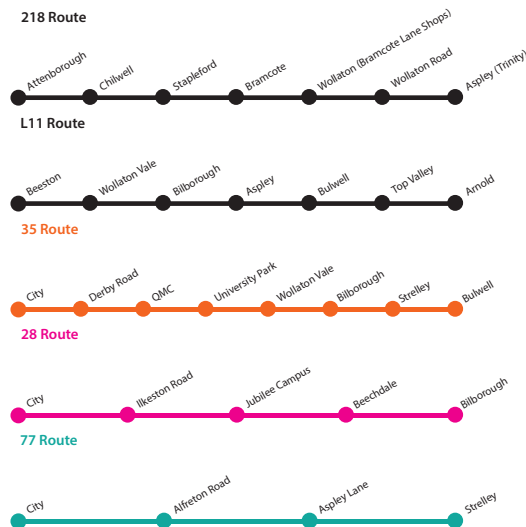






## TRANSPORT LINKS

A number of services around the city service The Trinity School area.



A1, A2, 650, Special 77, Special 28 and 218 (shown above)  
Please contact the school for more information on these services.

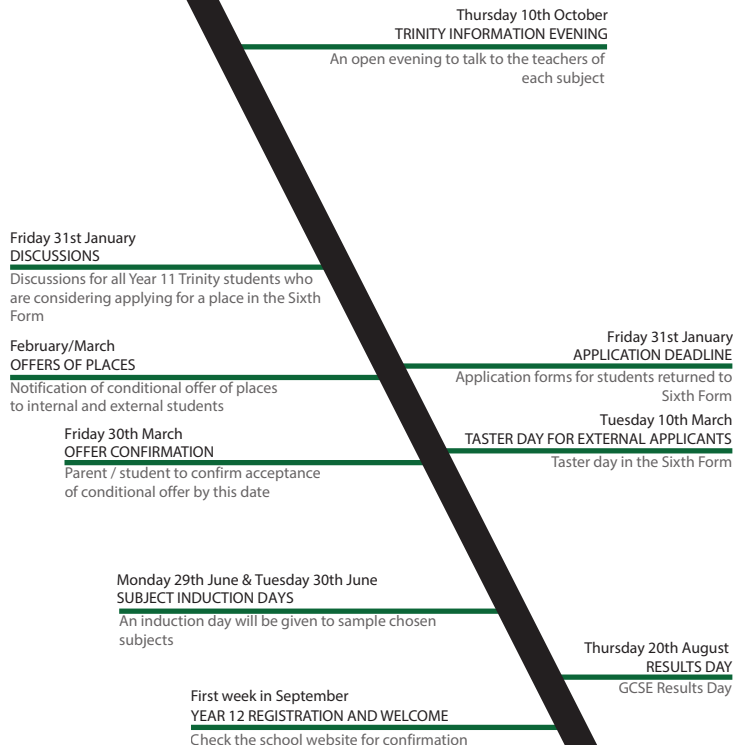
The A1, A2, 650, Special 77, and Special 28 pick up pupils on Beechdale Road on the school side. In the evening the buses can be boarded immediately when the bell goes. If the buses are late, queues form, one for each destination, by the gate nearest the RE department.

The 218 picks up pupils on Kingsbury Drive on the school side. If the buses are not at school when the bell sounds, pupils should wait inside the gate area near the reception.

For more information on transport links and support please use:  
[www.nottinghamshire.gov.uk/education/travel-to-schools/post-16-school-travel-assistance](http://www.nottinghamshire.gov.uk/education/travel-to-schools/post-16-school-travel-assistance)

## APPLICATIONS

2019



2020

## Admissions into the Sixth Form

The Trinity Sixth Form is part of the Trinity Catholic School; through enrolling in the Sixth Form you become a part of the whole school community.

The Sixth Form delivers high academic standards and provides exceptional guidance and support through its pastoral team.

All applicants must meet the appropriate entry criteria of 5 higher grade passes (9-4) including both GCSE English Language and Mathematics at grade 4 as well as meeting the individual entry requirements for each subject that you wish to study.

If you would like to apply please complete an application form and either email to: [sixthform@trinity.nottingham.sch.uk](mailto:sixthform@trinity.nottingham.sch.uk) or post to the school  
FAO: Mrs S Wilkinson.





## SUBJECTS

All subjects are taught over two years and have a linear course structure with A-Level public examinations at the end of Year 13. We no longer offer AS qualifications. BTEC students are examined in June of Year 12 and January/June of Year 13.

Students take three A-Level subjects or the equivalent. This is to encourage them to focus their efforts and allow them to adapt to the greater demands of the reformed A-Level courses. University offers will be based on 3 A-Level grades or an equivalent number of UCAS points and it is important that students do their best in these qualifications.

Exceptionally able students who wish to take four A-Levels will have their requests considered on an individual basis. They will have to meet a higher entry requirement and demonstrate a particular talent in one or more subject areas as well as the potential to cope with the additional workload.

Students need to think carefully about their subject choices and be certain about the nature of the subjects they intend to take and the expectations that will be placed upon them. We advise students to talk to their subject teachers before making any final decisions.

Students must ensure that their course choices match the requirements of any Higher Education courses or eventual careers that they are interested in. For students wishing to apply for certain courses, e.g. Medicine, Veterinary Science, Law and for prestigious Oxbridge/Russell Group universities, it is advisable to check subject choices against university entry requirements.

From September 2020 the courses we plan to offer are:

Applied Science (BTEC Level 3 - equivalent to 2 A Levels)	Government and Politics
Art and Design (Fine Art)	Health and Social Care (BTEC Level 3 - equivalent to 2 A Levels)
Biology	History
Business	Information Technology (BTEC Level 3 Diploma - equivalent to 2 A Levels)
Chemistry	Information Technology (BTEC Level 3 Extended Certificate - equivalent to 1 A Level)
Design Technology: Graphics	Mathematics
Design Technology: Resistant Materials	Further Mathematics
Drama and Theatre Studies	Music
English Literature	Physical Education
Fashion and Textiles	Physics
French	Religious Studies
Geography	

## ABOUT THIS COURSE

This course is ideal for students who are interested in developing a wide variety of scientific skills across the three main sciences and who are reluctant to commit to a dedicated single science. The course comprises six compulsory general science units and two optional units. The qualification is worth two A Levels and is taught in ten lessons per week over two years by staff from all three sciences. A variety of trips and external visitors are arranged throughout the course to aid understanding and help put various aspects of the course into real life context. The course requires independent work, the ability to research and write reports. Students will have very strict deadlines for submission of their portfolios.

## COURSE CONTENT

Compulsory units:

1. Principles and Applications of Science I
2. Practical Scientific Procedures and Techniques
3. Science Investigation Skills
4. Laboratory Techniques and their Application
5. Principles and Applications of Science II
6. Investigative Project

Optional units:

7. Diseases and Infections
8. Forensic Evidence Collection and Analysis

## ASSESSMENT

Units 1, 3 and 5 are externally assessed. Units 1 and 5 are examined and Unit 3 is a large practical investigation and written submission. Units 2, 4, 6, 7 and 8 are internally assessed coursework portfolios.

## POSSIBLE CAREERS

Laboratory technician, nursing, health and social care, physiotherapy, police officer, scene of crime officer, forensic scientist, drug researcher, forensic photographer.

## GCSE ENTRY REQUIREMENTS

Standard entry of 5 higher grade passes (9-4) including both English Language and Mathematics at grade 4

## ABOUT THIS COURSE

Fine Art explores practical and critical/contextual work through painting, drawing, sculpture and photography. Fine Art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression. Fine Art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live and visual language. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.

You will develop skills in:

- thinking independently and developing, refining and communicating your ideas
- analysing your own work and the work of others to inform your ideas
- experimenting and taking risks in order to solve problems
- producing personal creative outcomes.

## COURSE CONTENT

Students must:

AO1 Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops

AO3 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress

AO4 Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

## ASSESSMENT

Personal Investigation 60%

It requires you to produce a portfolio of practical and written work based on a personal starting point.

Externally Set Assignment (ESA) 40%

It requires you to produce preparatory studies and personal outcome(s) based on a theme set by Pearsons. The theme will be released to you in February of Year 13. You'll have 15 hours to produce your personal outcome.

## POSSIBLE CAREERS

Architect, illustrator, ceramist, costume designer, milliner, art teacher, photographer, art historian, art therapist, jewellery design, interior designer, theatre/stage design, animation, makeup, artist, website designer, computer game designer, graphic designer, curator.

## GCSE ENTRY REQUIREMENTS

6 in Art or Graphics

## ABOUT THIS COURSE

Biology is an exciting course which has been developed in collaboration with the Salters-Nuffield Advanced Biology project, which leads the field in innovative approaches to teaching and learning in Biology. The course aims to develop the essential knowledge and understanding of biological facts, concepts and principles. As well as developing an enthusiasm in the subject, an interest in further study and careers associated with the subject and an understanding of how society makes decisions about scientific issues.

Topics 1, 2, 3 and 4 cover the circulatory system; diet and other lifestyle factors that affect health; reducing the risk of coronary heart disease; social and ethical issues surrounding the diagnosis and treatment of genetic conditions; how biodiversity within habitats is linked with adaptation and natural selection, and the role of zoos. Topics 5 and 6 cover the importance of photosynthesis which underpins the majority of ecosystems; analysing evidence for global warming and its effects; how our immune system works and why many people in the world still die of infectious diseases. Topics 7 and 8 cover the biochemical requirements for respiration and muscle physiology; the function of the nervous system; ethical issues raised by the Human Genome Project and the risks and benefits of using genetically modified organisms.

## COURSE CONTENT

Year 12 Topics

Topic 1: Lifestyle, Health and Risk

Topic 2: Genes and Health

Topic 3: Voice of the Genome

Topic 4: Biodiversity and Natural Resources

Year 13 Topics

Topic 5: On the Wild Side

Topic 6: Immunity, Infection and Forensics

Topic 7: Run for your Life

Topic 8: Grey Matter

## ASSESSMENT

Each examination is 2 hours and is worth 33.33% of the final qualification

Paper 1: The Natural Environment and Species Survival (topics 1-6)

Paper 2: Energy Exercise and Co-ordination (topics 1-4 & 7-8)

Paper 3: Practical Applications in Biology (all 8 topics)

## POSSIBLE CAREERS

Medicine, dentistry, biochemistry, genetics, environmental science, microbiology, sports science.

## GCSE ENTRY REQUIREMENTS

6 in Biology, or 66 in Trilogy Science, and a 5 in Maths



## ABOUT THIS COURSE

Business is structured into four themes and consists of three externally examined papers. Students are introduced to Business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues. Students are encouraged to use an enquiring, critical and thoughtful approach to the study of Business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions. You do not need to have studied Business at GCSE to study A Level.

## COURSE CONTENT

Theme 1: Marketing and people

Meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leaders.

Theme 2: Managing business activities

Raising finance, financial planning, managing finance, resource management external influences.

Theme 3: Business decisions and strategy

Business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness, managing change.

Theme 4: Global business

Globalisation, global markets and business expansion, global marketing, global industries and companies (multinational corporations).

## ASSESSMENT

Students must complete all assessments in the May/June of year 2.

Paper 1: Marketing, people and global businesses - 35% of the qualification

Paper 2: Business activities, decisions and strategy - 35% of the qualification

Paper 3: Investigating business in a competitive environment - 30% of the qualification

## POSSIBLE CAREERS

Not only will this subject help facilitate any students who have the desire to establish and set up their own business, but this course will also prove useful for those who wish to work in industry.

Possible careers include sales, retail, customer services, marketing, finance and related careers such as accounting.

## GCSE ENTRY REQUIREMENTS

6 in Maths, English Language, and a Humanities subject

## ABOUT THIS COURSE

Our A Level Chemistry course covers the three branches of chemistry: organic, inorganic and physical chemistry, in a context based approach. The concepts are taught in 10 "Storylines" setting the chemistry in topical and interesting environments. The combination of academic challenge, relevant context and practical focus makes studying A Level Chemistry highly appealing and gives students many of the skills needed throughout life.

## COURSE CONTENT

Year 12 units

Elements of Life - The Periodic Table and Group 2 chemistry, bonding and the shapes of molecules, radioactivity and chemical equations.

Developing Fuels - Thermochemistry, organic chemistry: alkanes, structural isomers, introduction to polymers, dealing with polluting exhaust emissions.

Elements from the Sea - Halogen, halogenoalkane, redox and industrial chemistry, electron configurations, intermolecular forces, chemical equilibria.

The Ozone Story - Giant covalent structures, rates of reaction, radical reactions, the effect of radiation with matter.

What's in a medicine? - Phenols, carboxylic acids, esters, carbonyl compounds, acid – base reactions, medicine manufacture & testing, spectroscopy.

Year 13 units

The Chemical Industry - Equilibria and rates of reaction, industrial processes and greener chemistry, Group 5 of the Periodic Table.

Polymers and Life - Biological polymers, DNA and proteins, organic functional groups, NMR, condensation polymers, optical isomerism.

Oceans - The chemistry of dissolving, acid – base equilibria & pH, entropy, disposing of carbon dioxide and the Greenhouse effect.

Developing Metals - Redox reactions, electrode potentials, d-block chemistry.

Colour by Design - The chemical origins of colour in transition metal, organic & aromatic compounds, analysing pigments and oils, dyes and dyeing.

## ASSESSMENT

Paper 1 Fundamentals in Chemistry (110 marks) 41% of A-Level

Paper 2 Scientific Literacy in Chemistry (100 marks) 37% of A-Level

Paper 3 Practical Skills in Chemistry (60 marks) 22% of A-Level

In addition there is a practical endorsement which is a stand-alone pass/fail assessment of your practical skills.

## POSSIBLE CAREERS

Medicine, pharmacy, environmental science, analytical chemistry, teaching, law, journalism, civil service.

## GCSE ENTRY REQUIREMENTS

6 in Chemistry or 66 in Trilogy  
Science

## ABOUT THIS COURSE

Product Design covers all aspects of Design Technology with the emphasis being mainly on Graphic Products. Key skills and processes are: CAD (Adobe Photoshop, SolidWorks, 2D Design), CAM (laser cutter, 3D printer, laser image transfer, CNC router), printing processes, plastic forming, technical drawing (isometric drawing, planometric, orthographic, perspective), and industrial practices.

In Year 12 mini projects will be used to gain and further students' key skills in these areas. Projects include: business cards, logo design, camera design, packaging design and screwdrivers. Additionally, basic mathematical principles will be covered. In Year 13 Unit 2 (the coursework) will be covered. Unit 1 content is split across the 2 years.

## COURSE CONTENT

### Unit 1

Topics include: materials; performance characteristics of materials; processes and techniques; digital technologies; factors influencing the development of products; effects of technological developments; potential hazards and risk assessment; features of manufacturing industries; designing for maintenance and the cleaner environment; current legislation; information handling; modelling and forward planning; further processes and techniques.

### Unit 2

A coursework project, chosen by the student. The project will be researched, designed, modelled, planned, made and thoroughly evaluated. A final prototype will be produced.

## ASSESSMENT

Unit 1 Principles of DT (2.5 hrs 120 marks) Examination 50%

Unit 2 Design and Make Project (120 marks) Coursework 50%

## POSSIBLE CAREERS

Graphic design, industrial design, CAD, civil engineering, interior design, printing, architectural studies, product design, packaging, media & photography, advertising, art foundation.

## GCSE ENTRY REQUIREMENTS

6 preferred in Graphics or relevant DT subject or Art

## ABOUT THIS COURSE

This course enables you to work creatively when designing and making and apply technical and practical expertise, in order to:

- be open to taking design risks, showing innovation and enterprise whilst considering your role as responsible designers and citizens
- develop intellectual curiosity about the design and manufacture of products/systems, and their impact on daily life and the wider world
- work collaboratively to develop and refine your ideas, responding to feedback from users, peers and expert practitioners
- gain an insight into the creative, engineering and/or manufacturing industries
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients
- develop knowledge and experience of real world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product
- be able to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology
- be able to work safely and skillfully to produce high-quality prototypes/products
- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors

## COURSE CONTENT

In Year 12 mini projects will be used to gain and further students' key skills in the above areas. Projects include: centre punch, scribe, screwdrivers, jewellery, fibre glass masks, bottle openers, whistles and packaging. Additionally, basic mathematical principles will be covered.

In Year 13 Component 2 (the coursework) will be covered. Component 1 content is split across the 2 years.

Component 1: A single examination in product design. The examination includes a mix of structured and extended writing questions assessing learners' knowledge and understanding of technical principles and designing and making principles

Component 2: A sustained design and make project, based on a brief developed by you, assessing your ability to: identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.

## ASSESSMENT

Component 1: Written examination: Design and Technology in the 21st Century (3 hours, 50% of qualification)

Component 2: Non-exam assessment: design and make project (approximately 80 hours, 50% of qualification)

## POSSIBLE CAREERS

Product design, industrial design, CAD / CAM, engineering, architecture, teaching, joinery, construction

## GCSE ENTRY REQUIREMENTS

6 preferred in Resistant Materials or relevant DT subject



## ABOUT THIS COURSE

Students will gain an understanding of theatre and drama and learn to interpret it both as an actor and director. They will analyse a variety of plays and playwrights both contemporary and historical. Students will learn to develop their personal acting and directing skills and will study specific texts for performance and written analysis set by the exam board and teacher.

During the course students will attend several live theatre performances and masterclasses to understand a range of professional performance styles. Students must attend these to be able to complete the course. Components 1 & 3 (sections A & B) are studied in Year 12. Components 3 & 2 (sections A, B, and C) are studied in Year 13.

## COURSE CONTENT

Component 1: Devising (coursework)

Submitted as a portfolio. Students devise an original performance piece using an extract from a performance text. There are performer or designer routes available.

Component 2: Text in Performance (coursework)

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

Component 3: Theatre Makers in Practice (exam)

Section A: Live Theatre Evaluation

- Students are to analyse and evaluate a live theatre performance they have seen in light of a given statement.

Section B: Page to Stage: Realising a Performance Text

- Students answer questions based on an unseen extract from the performance text they have studied.

Section C: Interpreting a Performance Text

- Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.

## ASSESSMENT

Component 1: Devising (Coursework) - Non-examination assessment - 40%

Component 2: Text in Performance (External Examiner) - Non-examination assessment 20% Component 3: Theatre Makers in Practice - Exam 40%

## POSSIBLE CAREERS

Actor, actress, stage manager, theatre director, film & television production assistant, playwright, technical support, lighting, arts administrator, teacher, radio presenter, theatre marketing manager.

## GCSE ENTRY REQUIREMENTS

5 in Drama

## ABOUT THIS COURSE

English Literature is a popular and challenging subject. It seeks to develop effective communication skills, independent thinking, an analytical approach and encourages a sensitive and humane outlook. Students are required to:

- read texts in a variety of ways and respond critically and creatively
- vary strategies for reading, including for detail, overview and gist, depending on the texts being studied and purposes for reading them
- explore comparisons and contrasts between texts, establishing links and relationships
- identify and consider how attitudes and values are expressed in texts
- draw on their understanding of different interpretations when responding to and evaluating texts
- fluently, accurately and effectively communicate their knowledge, understanding and judgement of texts
- use literary critical concepts and terminology with understanding and discrimination
- make accurate reference to quotations from texts and sources.

## COURSE CONTENT

In Year 12, students will study: two novels, *Hard Times* (Dickens) and *Atonement* (McEwan), which they will write a comparative essay on; a selection of poems from *An Anthology of the Forward Books of Poetry 2002-2011*; the Renaissance play *The Duchess of Malfi* (Webster) and two further texts on the theme of the Outsider.

In Year 13, students write their coursework essay on the theme of the Outsider; they study Chaucer's *The Wife of Bath* and Shakespeare's *Othello*.

## ASSESSMENT

Unit 1: Drama (exam) 30% - *Othello* and an anthology of critical readings. Students write one essay from a choice of two, exploring language, context and the critical readings. *The Duchess of Malfi*: students write one essay from a choice of two, exploring language and context.

Unit 2: Prose (exam) 20% - Students answer one essay comparing *Hard Times* and *Atonement*, from a choice of two, considering language and context.

Unit 3: Poetry (exam) 30% - Students answer one question from a choice of two, comparing a poem from their anthology with an unseen poem, (focus on language and meaning). There is a second question on Chaucer, which asks that students explore two passages (focus on language and context).

Unit 4: Coursework 20% - A 3000 word essay on a question of their own choice on two Outsider texts.

## POSSIBLE CAREERS

Teaching, law, civil service, journalism, media, publishing, advertising, marketing, retail management, social work, nursing, police, armed forces.

## GCSE ENTRY REQUIREMENTS

6 in English Literature and 5 or 6 in English Language

## ABOUT THIS COURSE

Design and technology is an inspiring, rigorous and practical subject. This specification encourages learners to use creativity and imagination when applying design processes to develop and modify designs, and to design and make prototypes that solve real world problems, considering their own and others' needs, wants, aspirations and values.

You will learn to identify market needs and opportunities for new products, initiate and develop design solutions, and make and test prototypes.

Linked to design disciplines that reflect possible higher education routes and industry, this specification enables learners to:

- work creatively when designing and making and apply technical and practical expertise
- be open to taking design risks, showing innovation and enterprise and developing intellectual curiosity about the design and manufacture of products and systems
- work collaboratively to develop and refine ideas
- develop knowledge and experience of real world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use
- draw on knowledge from other subject areas, including mathematics and science, to inform decisions in design and the application or development of technology

## COURSE CONTENT

In Year 12 students do a series of mini projects to guide them through the skills needed in Year 13 as well as to enhance the theory aspect of the course.

In Year 13:

Component 1: A single examination in fashion and textiles. The examination includes a mix of structured and extended writing questions assessing your knowledge and understanding of technical principles and designing and making principles.

Component 2: A sustained design and make project, based on a brief developed by you, assessing your ability to identify, investigate and outline design possibilities; design and make prototypes; analyse and evaluate design decisions and outcomes, including for prototypes made by themselves and others.

## ASSESSMENT

Component 1: Written examination: Fashion and Textiles in the 21st Century (3 hours, 50% of qualification)

Component 2: Design and make project: non-exam assessment (approximately 80 hours 50% of qualification)

## POSSIBLE CAREERS

Fashion design, theatrical costume design, journalism, marketing, purchasing for clothes companies, textiles manufacturing, research, advertising, product analysis, other design related courses.

## GCSE ENTRY REQUIREMENTS

5 preferred in Textiles or relevant DT subject

## ABOUT THIS COURSE

A Level French focuses not only on grammar and language but also the culture and society in Francophone countries. Students will improve their application of the language and practise their listening, reading, writing and speaking skills throughout the course, which centres on the four key themes of study as outlined below. As a key part of the course students engage in research, debates and conversations about current affairs and developments within society. In Year 12 students will also study a film and in Year 13 a book, as well as prepare their individual research project, for which they can choose a topic or key question which interests them. In addition, the course fosters a range of transferable skills including communication, critical thinking, research skills and creativity which prepare students for further study and/or employment.

## COURSE CONTENT

Aspects of French-speaking society: current trends

-The changing nature of family, the 'cyber-society'; the place of voluntary work

Aspects of French-speaking society: current issues

-How criminals are treated, positive features of a diverse society, life for the marginalised

Artistic culture in the French-speaking world

-Contemporary music, cinema, a culture proud of its heritage

Aspects of political life in the French-speaking world

-Teenagers, the right to vote and political commitment, demonstrations, strikes – who holds the power? politics and immigration

Critical and analytical study of a French language film and a book.

## ASSESSMENT

Paper 1: Listening, Reading and Writing - 2 hours 30 minutes 100 marks 50%

Listening or reading and responding to a variety of texts and spoken passages.

A translation into English and a translation into French.

Paper 2: Writing - 2 hours 80 marks 20%

An essay about the student's chosen film from a choice of two questions.

An essay about the student's chosen book from a choice of two questions.

Paper 3: Speaking - Individual research project and discussion, beginning with a stimulus card.

21-23 minutes (including 5 minutes preparation time) 60 marks 30%

## POSSIBLE CAREERS

Teaching, interpreting, translation, journalism, working in the European Parliament, bilingual PA work, working abroad with law, PR, HR, world of business e.g. purchasing, logistics.

## GCSE ENTRY REQUIREMENTS

6 in French



## ABOUT THIS COURSE

Our A-Level Geography course covers both the physical and human elements of the subject. In Year 12, students become familiar with the concepts of systems, places and the environment whilst studying the topics of 'Changing Places' and 'Water and Carbon Cycles'. In Year 13, as well as studying modular topics including 'Ecosystems Under Stress' and 'Global Systems and Governance', students also complete an independent fieldwork investigation. This allows for students to undertake a piece of research into any topic from the specification.

Students will participate in a 4 day residential to develop the skills needed for their Independent Fieldwork Investigation. Throughout the course, students are required to use a variety of key geographical skills as well as become familiar with using statistical tests and other mathematical skills.

## COURSE CONTENT

Component 1: Physical Geography

This includes the study of water and carbon cycles, coastal systems and landscapes and ecosystems under stress.

Component 2: Human Geography

This includes the study of global systems and governance, changing places and contemporary urban environments.

## ASSESSMENT

Component 1: Physical Geography – 2 hours and 30 minutes examination, 120 marks, 40% of A-Level.

Component 2: Human Geography – 2 hours and 30 minutes examination, 120 marks, 40% of A-Level.

Component 3: Geography Fieldwork Investigation – Non-Exam Assessment, 60 marks, 20% of A-Level.

## POSSIBLE CAREERS

Management and administration, environmental management, forestry, architecture, nature conservation, journalism, television, museums, cartography/map making, meteorology, hazard management, international relations, law, politics, business and finance, marketing, armed forces, police service, teaching, social work, leisure, travel and tourism.

## GCSE ENTRY REQUIREMENTS

6 in Geography or if not taken a 6 in a Humanities subject

## ABOUT THIS COURSE

Have you ever wanted to know how your country was run? Do you have an interest in current affairs? If so Politics could be the A Level for you. You do not need to have had any previous knowledge of Politics to take this course, and indeed most of our students have never studied Politics before, but if you fancy a new challenge and have an interest then we are happy to have you on board. The course is assessed in an exam built around a series of mini-essays and short answers. It tests similar skills to the rest of the humanities subjects. The first year focuses on how the British political system works. We look at the power of parliament, the role of the Prime Minister, elections and referendums, devolution and the EU. This prepares you for the Year 13 modules which involve a comparison between the British and American political systems and also an in depth study of ideology, which leads to fierce arguments about what is right, and what is the best way to govern a country. We look at the powers of the US President, the role of Congress, civil rights and the Supreme Court. We also examine in-depth the ideas of Liberalism, Socialism, Conservatism and Nationalism.

## COURSE CONTENT

Paper 1 Government and Politics of the UK (Parliament, the Prime Minister, Cabinet, Judiciary, Devolution, Elections, Referendums, Parties and Pressure Groups)

Paper 2 The Government and Politics of the USA (The Constitution, Congress, Supreme Court, Elections, Pressure Groups, Parties, Civil Rights, Comparative Politics)

Paper 3 Political Ideas (Liberalism, Conservatism, Socialism and Nationalism)

## ASSESSMENT

Paper 1 Government and Politics of the UK (33% of A Level)

Paper 2 The Government and Politics of the USA (33% of A Level)

Paper 3 Political Ideas (33% of A Level)

## POSSIBLE CAREERS

Politics is a humanity, and suits any such career. It involves analysing data and systems and arguing a case based upon this. As such, it suits any who wants to work in the public services or who wishes to pursue office based careers. We have also have had a lot of students go into the Law.

## GCSE ENTRY REQUIREMENTS

6 in History or if not taken a 6 in a Humanities subject; 6 in English Language

## ABOUT THIS COURSE

This qualification has been designed to account for two-thirds of a two-year, full-time study programme for students who are intending to go onto further study in a related sector. It supports access to a range of higher education courses if taken as part of a programme of study that includes another BTEC or A Level alongside it. It offers flexibility and choice for students, equips students with skills needed for higher education and the world of work and provides students with an invaluable and thoughtful perspective on contemporary issues in health and social care. Inclusion of the community justice sector opens up more career opportunities and the course reflects job opportunities relevant to areas of work in health and social care. Students can shape the qualification around a chosen career.

## COURSE CONTENT

Equivalent in size to two A Levels.

There are 8 units covered:

Human Lifespan Development,  
Working in Health and Social Care,  
Enquiries into Current Research in Health and Social Care,  
Meeting Individual Care and Support Needs,  
Principles of Safe Practice in Health and Social Care,  
Promoting Public Health,  
Nutritional Health,  
Work Experience in Health and Social Care.

## ASSESSMENT

Out of the 8 units, 3 are assessed externally (exam) and 5 are internally assessed.

Qualifications in the suite are graded using a scale of PP to D\*D\*.

## POSSIBLE CAREERS

Police service, fire service, probation officer, child care, nursing, midwifery, paediatrics, social work, health visitor, carer, teacher, classroom assistant, mental health, counselling, paramedic, medicine.

## GCSE ENTRY REQUIREMENTS

Standard entry of 5 higher grade passes (9-4) including both English Language and Mathematics at grade

## ABOUT THIS COURSE

The first part of this A Level focuses on how the two leading western democracies responded and adapted to the challenges brought about by the greater political, social and economic expectations of ordinary people in the twentieth century. Students will then go onto to study how society persecuted minority members of communities throughout the early modern period. Students will address why the witch craze took place and why it was allowed to happen. Lastly students will independently research a choice of a variety of topics whereby they form a critical view and make a judgement based on their findings.

## COURSE CONTENT

Unit 1.

2 1/4 hour exam - Students answer three questions: one each from section A and B. Each question is a choice of essays to assess understanding of the period in breadth. Section C assesses the ability to analyse and evaluate interpretations.

Unit 2.

2 1/2 hour exam - Students answer two questions: one each from section A and B. Section A comprises of a compulsory two-part question based on a source. Section B is a choice of essays to assess understanding on the period in breadth.

Unit 3.

2 1/4 hour exam – Students answer three questions: one each from section A, B and C. Section A comprises of a compulsory question assessing source analysis. Section B and C are essay questions that assess understanding of the period in depth and breadth.

Unit 4.

Coursework - Students complete a single assignment which will assess the ability to carry out a historical enquiry, analyse and evaluate historical interpretations in order to communicate the findings.

## ASSESSMENT

Paper 1 - Britain Transformed, 1918-97 - Examination 50%

Paper 2 - The USA, 1955-92: Conformity and Challenge - Examination 50%

Paper 3 - The Witch Craze, c1580-c1750 - Examination 60%

Paper 4 - Historical Enquiry - Coursework 40%

## POSSIBLE CAREERS

Law, journalism, management, civil servant, archivist, teaching, criminal investigator.

## GCSE ENTRY REQUIREMENTS

6 in History or if not taken a 6 in a Humanities subject

## ABOUT THIS COURSE

Candidates will have the opportunity to put into practice a wide range of software and hardware to create solutions to solve problems. Students will study the concepts associated with the use of ICT in the 21st century. They will also have opportunities for acquiring skills needed in the IT profession such as co-operative working and project management. These practical skills can be developed in areas of ICT that are of interest to them. Students can also use these newly acquired skills as a springboard into other qualifications and working environments.

## COURSE CONTENT

There are 8 units to complete for the Diploma:

1. Information Technology Systems
2. Creating Systems to Manage Information
3. Using Social Media in Business
4. Programming
5. IT Project Management
6. Website Development
7. Computer Games Development
8. Cyber security and Incident Management

Alternatively students can complete four of the units for an Extended Certificate.

## ASSESSMENT

Units 1, 2 and 8 are exam based and assessed externally. All the other units are coursework and assessed internally.

Qualifications in the Diploma are graded PP to D\*D\*.

Qualifications in the Extended Certificate are graded P to D\*.

## POSSIBLE CAREERS

System analyst, software engineer, web developer, ICT teacher, database designer, IT technician, telecommunications engineer, software specialist.

## GCSE ENTRY REQUIREMENTS

Standard entry of 5 higher grade passes (9-4) including both English Language and Mathematics at grade 4

## ABOUT THIS COURSE

A Level Mathematics is a very highly regarded subject. It is a popular choice with students and develops logical reasoning, problem solving and critical thinking skills. The course provides an excellent balance of mathematical topics across the areas of Pure Mathematics, Mechanics and Statistics. Mathematics also combines very well with other subjects. It is a challenging subject, but a great deal of support is available from a team of very experienced teachers and results are excellent. This course is suitable for anyone who studied a higher level GCSE, and achieved a grade 6 or above. Students study aspects of Pure Maths, Statistics and Mechanics in Year 12 and then build on this understanding and extend their knowledge in the same areas in Year 13.

## COURSE CONTENT

**Pure Maths:** includes work on the topics of proof, algebra and functions, co-ordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration and numerical methods.

**Mechanics:** covers topics including vectors, kinematics, forces and Newton's laws and moments and has some overlap with Physics.

**Statistics:** includes statistical sampling, data presentation and interpretation, probability, statistical distributions and hypothesis testing.

## ASSESSMENT

Students will sit 3 exams at the end of Year 13:

- Pure Maths 1
- Pure Maths 2
- Statistics and Mechanics.

Each exam is 2 hours and they are equally weighted. There is no controlled assessment or coursework.

## POSSIBLE CAREERS

App developer, business analyst, programmer, IT consultant, logistics consultant, software engineer, teacher, engineering, communications, thermal/structural analyst, financial services, auditor, chartered accountant, actuary, investment banker, statistician, air traffic controller, defence and intelligence, lawyer, sports analyst, transport planner.

## GCSE ENTRY REQUIREMENTS

6 in Mathematics

## ABOUT THIS COURSE

This course is studied in addition to A Level Mathematics for students who have a real love for the subject, and who have achieved a grade 8 or 9 at GCSE. It is increasingly being seen as a useful addition for students who are keen to study Mathematics or Engineering at university, as well as other Mathematics related subjects. The course is similar to the A Level in Mathematics, with exams in the areas of Pure Mathematics (Core), Mechanics, and Statistics, which are taught in Year 12 and then developed further in Year 13.

## COURSE CONTENT

**Further Core Maths:** includes the topics of proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar co-ordinates, hyperbolic functions, differential equations, trigonometry and co-ordinate geometry.

**Further Mechanics:** includes work on momentum and collisions, work, energy and power, circular motion and centres of mass and moments.

**Further Statistics:** includes the topics of discrete random variables, expectation, Poisson distribution, continuous random variables, chi tests and the exponential distribution.

## ASSESSMENT

Students will sit 4 exams at the end of Year 13:

- Core Pure Mathematics 1
- Core Pure Mathematics 2
- Further Statistics 1
- Further Mechanics 1

Each exam is 1 hour 30 minutes and they are equally weighted with no coursework.

## POSSIBLE CAREERS

App developer, business analyst, programmer, IT consultant, logistics consultant, software engineer, teacher, engineering, communications, thermal/structural analyst, financial services, auditor, chartered accountant, actuary, investment banker, statistician, air traffic controller, defence and intelligence, lawyer, sports analyst, transport planner.

## GCSE ENTRY REQUIREMENTS

8 in Mathematics

## ABOUT THIS COURSE

The A Level Music course is assessed through the three components of performing, composing and listening and appraising. Students will learn about music from a wide variety of styles and genres, including the Baroque Concerto, Classical Opera, Romantic piano music, music for theatre and film music. They will also be given the opportunity to perform and compose. The areas of study are covered in both years of the course and opportunities to compose and perform are also given in Year 12 and 13.

## COURSE CONTENT

**Listening and Appraising** – this is assessed through a listening exam where each student will have their own CD of recorded extracts. This exam covers all the styles listed above and will be a combination of multiple choice questions, longer answer questions, analysis of score excerpts and an essay.

**Performing** – a minimum of ten minutes of performing is required. This can be a combination of solo and ensemble performances and they are recorded.

**Composing** – students will compose two pieces of music, with a four and a half minute minimum length. One composition is a free choice and the second is to a brief set by the exam board. There will be a choice of briefs and compositions can be done using music technology (Sibelius or Cubase), recorded live or a combination of both.

## ASSESSMENT

Component 1: Listening and Appraising (exam): 40%

Component 2: Performing (coursework): 35%

Component 3: Composing (coursework): 25%

## POSSIBLE CAREERS

Performing: orchestral, band, choral, ensemble, military, session musician, shows, theatre, conducting

Education: music teacher, college lecturer, examiner, instrumental teaching.

Composing: classical music, popular music, adverts, computer games, film music, musical theatre, sound and image

Other areas: researcher, journalist, piano tuner, music therapy, community music, music workshop leader.

## GCSE ENTRY REQUIREMENTS

6 in Music; students must also be able to read musical notation and be able to play their instrument to at least ABRSM Grade 5 level or equivalent



## ABOUT THIS COURSE

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

## COURSE CONTENT

Year 12 - Paper 1

Section A: Applied Anatomy and Physiology (cardiovascular, respiratory, neuromuscular, musculo-skeletal system and analysis of movement in physical activities)

Section B: Skill Acquisition (skill continuums and transfer of skills, impact of skill classification on structure of practice for learning, principles and theories of learning and performance, memory models)

Section C: Sport and Society (emergence of globalisation of sport in the 21st century, the impact of sport on society and of society on sport)

Year 13 - Paper 2

Section A: Exercise Physiology and Biomechanics (diet and nutrition, preparation and training methods, levers, biomechanical principles)

Section B: Sport Psychology (motivation, aspects of personality, attitudes, arousal, anxiety, aggression, social facilitation, group dynamics, importance of goal setting, achievement motivation theory, attribution theory, self-efficacy and confidence, leadership, stress management)

Section C: Sport and Society and Technology in Sport (concepts of physical activity and sport, development of elite performers in sport, ethics in sport, violence in sport, drugs in sport, sport and the law, impact of commercialisation on physical activity and sport and the relationship between sport and the media)

Students assessed as a performer or coach in one activity plus written analysis of performance.

## ASSESSMENT

Paper 1 and 2, exam: 2 hours (105 marks) 70%

Questions: multiple choice, short answer and extended writing

Non-exam assessment: Practical performance in physical activity and sport (90 marks) 30%

## POSSIBLE CAREERS

Teaching, physiotherapy, coaching, sport development, public services, nursing.

## GCSE ENTRY REQUIREMENTS

6 in GCSE PE or BTEC equivalent; 6 in GCSE Science useful and students should also regularly participate in at least one sporting activity outside of school at a high level.

## ABOUT THIS COURSE

This course is ideal for students with a strong interest in the way things work and those that are intrigued about the world and universe around them. The course covers traditional Newtonian Physics before delving into more advanced and abstract concepts. Students complete 16 core practicals over the course of the two years and demonstrate their competency in twelve common practical techniques. In Year 12 students study the foundational topics of Mechanics, Electric Circuits, Waves and Particle Nature of Light. In Year 13 students apply the concepts covered in Year 12 and develop a wider appreciation of Physics topics on Particle Physics, Electric and Magnetic Fields and Space.

## COURSE CONTENT

Unit 1: Working as a Physicist  
Unit 2: Mechanics  
Unit 3: Electric Circuits  
Unit 4: Materials  
Unit 5: Waves and Particle Nature of Light  
Unit 6: Further Mechanics  
Unit 7: Electric and Magnetic Fields

Unit 8: Nuclear Physics  
Unit 9: Thermodynamics  
Unit 10: Space  
Unit 11: Nuclear Radiation  
Unit 12: Gravitational Fields  
Unit 13: Oscillations

## ASSESSMENT

Paper 1: Advanced Physics I (30%)

A 1hr 45 minute paper covering Unit 1, Unit 2, Unit 3, Unit 6, Unit 7 and Unit 8.

Paper 2: Advanced Physics II (30%)

A 1hr 45 minute paper covering Unit 1, Unit 4, Unit 5, Unit 9, Unit 10, Unit 11, Unit 12 and Unit 13.

Paper 3: General and Practical Principles in Physics (40%)

A 2hr 30 minute synoptic paper that draws on any of the topics in the course. It also will include questions that assess conceptual and theoretical understanding of experimental methods that draw on students' experience of the core practicals.

Science Practical Endorsement

Students must show practical competency in the 12 practical skills demonstrated whilst performing 16 core practical experiments.

## POSSIBLE CAREERS

Theoretical physicist, nuclear physicist, astronomer, civil engineer, mechanical engineer, electrical engineer, software engineer, systems analyst, architect, physiotherapist, teacher.

## GCSE ENTRY REQUIREMENTS

6 in Physics with a 6 in Mathematics (desirable)

## ABOUT THIS COURSE

A Level Religious Studies covers three broad areas: Philosophy of Religion, Religion and Ethics and Developments in Christian Thought. The course is designed to encourage a greater understanding and appreciation of religious beliefs and teachings, as well as the disciplines of ethics and philosophy of religion. Students will develop their skills of critical analysis in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas.

## COURSE CONTENT

**Philosophy of Religion:** ancient philosophical influences; the nature of the soul, mind and body; arguments about the existence or non-existence of God; the nature and impact of religious experience; the challenge for religious belief of the problem of evil; ideas about the nature of God; issues in religious language.

**Religion and Ethics:** normative ethical theories; the application of ethical theory to business; ethics and euthanasia; ethical language and thought; debates surrounding the significant idea of conscience; sexual ethics and the influence on ethical thought of developments in religious beliefs.

**Developments in Christian Thought:** Augustine's teaching on human nature; death and the afterlife; knowledge of God's existence; the person of Jesus; Christian moral principles; Christian moral action; religious pluralism and theology; religious pluralism and society; gender and society; gender and theology; the challenge of secularism; liberation theology and Marx.

## ASSESSMENT

Philosophy of Religion (2 hours, 120 marks) Examination (33⅓%)

Religion and Ethics (2 hours, 120 marks) Examination (33⅓%)

Developments in Christian Thought (2 hours, 120 marks) Examination (33⅓%)

## POSSIBLE CAREERS

Teaching, social work, police force, law, medicine, clergy, counselling.

## GCSE ENTRY REQUIREMENTS

6 in RE



# THE TRINITY CATHOLIC SCHOOL

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